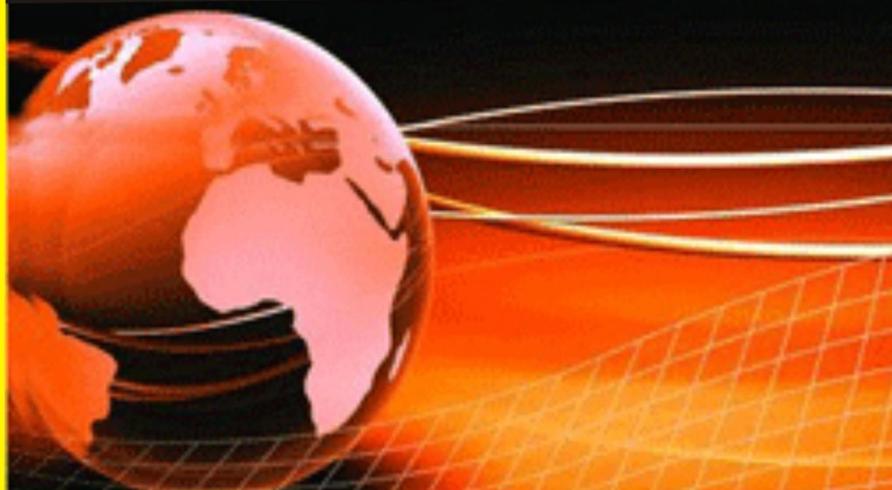


ACADEMICIA

ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)

ACADEMICIA

An International Multidisciplinary Research Journal

ISSN (online) : 2249 –7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2021 = 7.492

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

E-mail id: saarjournal@gmail.com

VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed International Journal)



SR. NO.	PARTICULAR	PAGE NO.	DOI NUMBER
1.	ASSESSMENT OF TRAINING METHODS AND TECHNIQUES IN GOVERNMENT CRAFT DEVELOPMENT CENTRES IN RIVERS STATE, NIGERIA : A CASE STUDY OF GOVERNMENT CRAFT DEVELOPMENT CENTRE, PORT HARCOURT RIVERS STATE, NIGERIA Suobere T. Puyate, Theanyi N. Okwakpam	24-37	10.5958/2249-7137.2021.00061.6
2.	SUPPORTING INNOVATIVE APPROACHES IN THE EDUCATION SYSTEM Axmedov M. M, Hojekarimova G.T, Boybabayev R.H, Safarova G.M	38-41	10.5958/2249-7137.2021.00001.X
3.	FROM THE HISTORY OF FOREIGN RELATIONS OF UZBEK THEATERS IN THE YEARS OF INDEPENDENCE Chorieva Dilorom Abdumuminovna	42-46	10.5958/2249-7137.2021.00002.1
4.	SEMANTIC-COGNITIVE INTERPRETATION OF WORDS EXPRESSING THE CONCEPT OF "STRANGER" (ON THE BASIS OF ENGLISH AND UZBEK LANGUAGES) Ismailov Turgun Salaxiddinovich	47-50	10.5958/2249-7137.2021.00012.4
5.	UNDERSTANDING COMPOSITION THROUGH WORK ANALYSIS Bobomurodov Ziyodullo Rustamovich, Akhmedov Mukhommod-Umar Bakhridinovich, Khasanova Munisa	51-55	10.5958/2249-7137.2021.00013.6
6.	EQUIPPING HIGHWAYS (ON THE EXAMPLE OF THE KUNGRAD-MUYNAC HIGHWAY) Khotamov Asadulla Toshtemirovich, Abdikhalilov Fitrat Abdikhalil oglu, Rashidov Sardor Ulugbek oglu	56-61	10.5958/2249-7137.2021.00014.8
7.	DISCOURSES ON THE USAGE OF MEDICINAL PLANTS AND THEIR PROTECTION Sirojiddin Ahmatovich Murodov, Husniddin Kurbonovich Esanov	62-66	10.5958/2249-7137.2021.00022.7
8.	BLOOD PRESSURE DYNAMICS Z.T.Safarova	67-70	10.5958/2249-7137.2021.00023.9
9.	SPECIAL PROPERTIES OF HYDROGEN Ashirov Vosit Rahmatulloevich, Usanov Abdulhakim Eshankulovich, Kholiyorov Shukhrat	71-75	10.5958/2249-7137.2021.00019.7
10.	SEBACEOUS CELL CARCINOMA OF EYELID: A RARE PRESENTATION Dr. Neeraj Kumar Rathee, Dr. Awadhesh Kumar Pandey, Mr. Suraj, Dr. Hari Krishan Rathee	76-78	10.5958/2249-7137.2021.00060.4

11.	FAREWELL DEDUCTIVE TEACHING. INDUCTIVE APPROACH IN TEACHING ESP (ENGLISH FOR SPECIFIC PURPOSES) Kurbanova Niginabonu Pardayevna	79-84	10.5958/2249-7137.2021.00030.6
12.	LYRICS OF MUKHSINIY: SOURCES, SYSTEM OF CHARACTERS Furkat Tukhtamuratov	85-89	10.5958/2249-7137.2021.00031.8
13.	SOURCES OF AHMAD TABIBI'S CREATION Shermuhammad Amonov	90-95	10.5958/2249-7137.2021.00032.X
14.	IRANIAN PUBLICATIONS OF ALISHER NAVOI'S WORKS Parviz Inoyatillaevich Izzatillaev	96-102	10.5958/2249-7137.2021.00033.1
15.	DAIRY PRODUCTIVITY OF SINGLE-HUMPED CAMELS IN THE REPUBLIC OF KARAKALPAKSTAN Turganbaev Ruzimbay Urazbaevich, Tleumuratov Akylbek Kanalbaevich	103-111	10.5958/2249-7137.2021.00034.3
16.	INFLUENCE OF DIFFERENT SOWING DATES ON THE GROWTH AND DEVELOPMENT OF COTTON Ibragimov Bekzod	112-116	10.5958/2249-7137.2021.00035.5
17.	MODERN APPLICATION AND DECORATION ART OF BUKHARA Qoryogdi Jumaev, T. R. Sobirov, Muhayo Baratovna Azimova	117-124	10.5958/2249-7137.2021.00036.7
18.	NON-EQUIVALENT PHRASEOLOGICAL UNITS AS A "LIFEMIRROR" OF THE PEOPLE (ON THE EXAMPLE OF JAPANESE AND UZBEK LANGUAGES) Turapova N	125-133	10.5958/2249-7137.2021.00037.9
19.	STRESS LEVEL OF SCHOOL TEACHERS AND ITS IMPACT ON THEIR JOB SATISFACTION IN VADAMARACHI (SRI LANKA) Priya K	134-143	10.5958/2249-7137.2021.00068.9
20.	SOME COMMENTS ON THE PRACTICAL ASPECTS OF THE PERFORMANCE OF BUKHARA FOLKLORE SONGS (ON THE EXAMPLE OF "BUKHARCHA" AND "MAVRIGI") Abdullayev Rustam Mamarajabovich	144-148	10.5958/2249-7137.2021.00024.0
21.	MORAL EDUCATION IS AN INTEGRAL PART OF PERSONAL SPIRITUALITY Adashova Mahsuma Mahmudbaevna	149-154	10.5958/2249-7137.2021.00062.8
22.	INTERPRETATION OF HEROES IN SHUKUR KHOLMIRZAEV'S STORY "SMILE" Hamidova Muhayxon Obidovna	155-159	10.5958/2249-7137.2021.00063.X
23.	VOCABULARY PROBLEM IN NON-PHILOLOGICAL INSTITUTIONS Adilova Dilorom Kadirovna	160-162	10.5958/2249-7137.2021.00003.3
24.	THE ROLE OF DEBATE IN SPEAKING SKILL Shadmanova Nigora Ergashevna, Rakhimova Dilrabo Pulatovna	163-165	10.5958/2249-7137.2021.00004.5
25.	COOPERATIVE LEARNING STRATEGY Usmanova Umidakhan Abdugarimovna	166-168	10.5958/2249-7137.2021.00005.7
26.	IMPROVING SPEAKING SKILL IN A FOREIGN LANGUAGE Yarmatova Mehriniso Azamatovna, Turayeva Shohida Egamberdiyevna	169-171	10.5958/2249-7137.2021.00006.9

27.	BENEFITS OF THE ACTUAL PROCESS OF TEACHING ENGLISH Aminova Zebo Pulatovna	172-174	10.5958/2249-7137.2021.00064.1
28.	A STUDY OF IONESCO'S HUNGER AND THIRST Dr. Anum Mirza	175-178	10.5958/2249-7137.2021.00065.3
29.	WAYS TO INCREASE THE OPENNESS OF THE BUDGET OF THE REPUBLIC OF UZBEKISTAN Adashov Gayrat Rustamovich	179-184	10.5958/2249-7137.2021.00066.5
30.	USING OUR NATIONAL HERITAGE IN THE MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS Akhmedova Mashkhura Mirzabekkizi, Botirova Guzalxon Zafarovna	185-187	10.5958/2249-7137.2021.00027.6
31.	GEOGRAPHICAL ASPECTS OF THE DEMOGRAPHIC SITUATION IN KASHKADARYA REGION Berdikulova Mukhayyo Toshtemirovna	188-190	10.5958/2249-7137.2021.00028.8
32.	NATIONAL METHODOLOGY OF SPORTS AND PUBLIC EVENTS MANAGEMENT Mamirova Dilaram Tavakulovna	191-194	10.5958/2249-7137.2021.00029.X
33.	FEATURES OF THE APPLICATION OF FAT TISSUE AUTO TRANSPLANTATION (LIPOFILING) IN PATIENTS WITH DEFORMITIES OF THE MAXILLOFACIAL REGION Iftikhor Obidjonovich Nigmatov, Shukhrat Abdujalilovich Boymuradov, Jamolbek Abdukakhkhorovich Djuraev, Yusupov Shokhrukh Shukhratovich	195-204	10.5958/2249-7137.2021.00010.0
34.	THE IMPORTANCE OF READING COMPETENCIES IN THE CONTEXT OF THE "INDUSTRY 4.0" INDUSTRIAL REVOLUTION Laura Yulbarsova Abdukadirova, Eleonora Topvoldievna Mirzajonova	205-210	10.5958/2249-7137.2021.00011.2
35.	VIEWS OF EASTERN THINKERS ON THE DEVELOPMENT OF INTELLECTUAL ABILITIES IN THE SCIENTIFIC HERITAGE Mokhichekhra Jamshid qizi Boltaeva, Olim Khamidovich Ortikov	211-214	10.5958/2249-7137.2021.00056.2
36.	JUSTIFICATION OF THE TECHNOLOGICAL SCHEME OF A POTATO DIGGER-SEPARATOR AND A POTATO DIGGER-LOADER Rustamov Rakhmatali Muradovich, Salokhiddinov Nurmukhammad Satimbaevich	215-221	10.5958/2249-7137.2021.00026.4
37.	A STUDY OF VALUE RELEVANCE OF ACCOUNTING AND NON-ACCOUNTING INFORMATION W. Percy Wijewardana	222-228	10.5958/2249-7137.2021.00070.7
38.	IMPROVING PSYCHOLOGICAL TECHNOLOGIES FOR THE DEVELOPMENT OF PROFESSIONAL REFLECTION IN FUTURE TEACHERS Juraev Nurbek Sadullayevich	229-232	10.5958/2249-7137.2021.00016.1
39.	UZBEKISTAN ON THE ROAD TO POVERTY REDUCTION Nargiza A. Inagamova	233-237	10.5958/2249-7137.2021.00017.3
40.	HISTORY OF THE STUDY OF INTRODUCTIONS AND ENTRIES IN RUSSIAN LINGUISTICS Juraeva Muhtasar Abdukahhorovna	238-240	10.5958/2249-7137.2021.00018.5

41.	INDICATORS OF COGNITIVE FUNCTION IN PATIENTS WITH CORONA VIRUS INFECTION Gulnoza Urinova, Nargiza Nasirtdinova, Janna Nazarova	241-245	10.5958/2249-7137.2021.00007.0
42.	CODICOLOGICAL ANALYSIS OF THE WORK "TAHSIL NAZOIRU-L-QURAA" Zafar Khayriddinovich Fakhriddinov	246-251	10.5958/22497137.2021.00015.X
43.	THEATRICAL ART OF UZBEKISTAN DURING THE SOVIET PERIOD Dilshod Mamajonov	252-256	10.5958/2249-7137.2021.00025.2
44.	RELATIONS BETWEEN NATURE AND SOCIETY IN A PHILOSOPHICAL CONTEXT Iqlas Nogaibayev Almagambetovich	257-262	10.5958/2249-7137.2021.00020.3
45.	PROBLEMS OF SPIRITUALITY IN THE PHILOSOPHICAL THINKING OF THE PEOPLES OF CENTRAL ASIA Azimov Ashirali Mexmonboyevich	263-266	10.5958/2249-7137.2021.00295.0
46.	PHILOSOPHICAL-EPISTEMOLOGICAL INTERPRETATION OF COLORS Isaqova Zamiraxon Ruhitdinovna	267-274	10.5958/2249-7137.2021.00055.0
47.	MULTIPLE INTELLIGENCE THEORY IS THE WING WHEREWITH WE FLY TO CLASSROOM Dr. D. Bellarmen	275-280	10.5958/2249-7137.2021.00069.0
48.	CONSUME OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PHYSICAL DEVELOPMENT OF CHILDREN IN PRESCHOOL EDUCATION Eshpulatov Jamshid Nuraliyevich, Khakimdjanova Kamola Bakhadirovna	281-284	10.5958/2249-7137.2021.00038.0
49.	THE ROLE OF MUSEUMS IN THE ACTIVITIES OF THE UNIVERSITY AT BUKHARA STATE UNIVERSITY Azimova Muhayyo Murotdilloevna	285-290	10.5958/2249-7137.2021.00039.2
50.	EUPHEMISMS AND RELATED EVENTS IN SOCIOLINGUISTICS Safarova Guzal Kudratovna	291-297	10.5958/2249-7137.2021.00040.9
51.	FUNDAMENTALS OF NAKSHBANDIYA TARIKAT IN THE VIEW OF ALISHER NAVOI F.U.Djumanov, M.A.Khalmukhamedova	298-300	10.5958/2249-7137.2021.00041.0
52.	THE ROLE OF TRANSPOSITION IN THE DERIVATION OF RELATED WORDS Bakhtiyarov Mukhtorjon Yakubovich	301-308	10.5958/2249-7137.2021.00042.2
53.	ONE OF THE PRECIOUS HERITAGES OF THE UZBEK PEOPLE "KHOREZM DANCE - LAZGI" Davronov Bekzod Diyor ugli	309-312	10.5958/2249-7137.2021.00043.4
54.	MOTIVATION IN THE FORMATION AND DEVELOPMENT OF PROFESSIONAL COMPETENCE IN PRESCHOOL EDUCATORS BASED ON A PERSON-CENTERED APPROACH Mamadaliyeva Marxobo Xolmaymatovna	313-315	10.5958/2249-7137.2021.00044.6

55.	ACUTE BACK PAIN: DIAGNOSTIC AND THERAPEUTIC ALGORITHMS Khalimova Dilrabo Jalilovna	316-320	10.5958/2249-7137.2021.00045.8
56.	A STUDY OF CONSIDERATIONS FOR FORMULATING SUCCESSFUL M & A PROPOSALS Thejo Jose	321-334	10.5958/2249-7137.2021.00071.9
57.	HISTORICAL SYNCRETISM OF FOLKLORE AND MEDIA Aygul Akhmedova	335-340	10.5958/2249-7137.2021.00008.2
58.	THE INFLUENCE OF CORONA VIRUS INFECTION ON FAMILY DEMOGRAPHY Tashpulat B. Matibaev, Abbos Gulmurodov	341-349	10.5958/2249-7137.2021.00009.4
59.	THE FIRST COMMENTARY WORK ON HIKOYATS OF RUMI'S «MASNAVI-YE MA'NAVI» Khamidov Khusrav Sadulloyevich	350-355	10.5958/2249-7137.2021.00057.4
60.	POETRY IN THE FORM OF MUHAMMAD: SIMILARITIES AND DIFFERENCES Ruziboev Tolibjon Kholmatjonovich	356-361	10.5958/2249-7137.2021.00058.6
61.	CRITERIA FOR DETERMINING THE QUALITY OF PUMPKIN FRUITS BY TECHNOLOGICAL PROPERTIES Umidov Shavkat Ergashevich, Matnazarov Atajan Seytjanovich, Temurov Temurbek Shuhratugli	362-367	10.5958/2249-7137.2021.00059.8
62.	APPLICATION OF STATUS PATHS IN THE OPERA "LAYLI AND MAJNUN" BY REYNGOLD GLIER AND TOLIBJON SADIKOV Muyassarkhon Achildieva, Bekhzodbek Tursunboyev	368-371	10.5958/2249-7137.2021.00046.X
63.	PREPARATION OF E-LEARNING COMPLEX FROM THE DEPARTMENT OF ELEMENTARY PARTICLE PHYSICS-THE FACTOR OF INCREASING EDUCATIONAL EFFICIENCY Davletniyazov Salamat Paluaniyazovich	372-375	10.5958/2249-7137.2021.00047.1
64.	EARLY DIAGNOSIS OF RENAL FUNCTION RECOVERY IN WOMEN WITH ACUTE RENAL FAILURE Toqsonova Dilbar, Radjabov Ramz	376-379	10.5958/2249-7137.2021.00048.3
65.	UNORGANISED BEEDI WORKERS IN INDIA-PROBLEMS, GOVERNMENT POLICIES AND SCHEMES: A REVIEW Nagaraja. M, Mahesh Kumar B	380-386	10.5958/2249-7137.2021.00072.0
66.	BACK PAIN IN CHILDREN AND ADOLESCENTS ALGORITHM OF NON-INVASIVE EXAMINATION AND MODERN THERAPY Khalimova Dilrabo Jalilovna	387-390	10.5958/2249-7137.2021.00049.5
67.	IMPORTANT ISSUES CONCERNING THE DEVELOPMENT OF THE EFFICIENT USE OF SOLAR ENERGY Hamrayeva Zamira Urinbaevna, Jiyarboyeva Muattar Zaynidinovna	391-396	10.5958/2249-7137.2021.00050.1
68.	LARGE-SPAN STRUCTURES AND ARCHITECTURAL FORM Tabibov Abduvoris Latifovich	397-401	10.5958/2249-7137.2021.00051.3
69.	ESSENCE AND CONTENT OF FOLK APPLIED ARTS OF UZBEKISTAN AND CENTRAL ASIA Rakhimov Otabek Davlatovich	402-405	10.5958/2249-7137.2021.00052.5

70.	INSPECTION AND MONITORING OF TRANSPORT FACILITIES Yembergenov Auzmurat Bekmuratovich, Mekhmonov Mashkhurbek Khusen o'gli	406-409	10.5958/2249-7137.2021.00053.7
71.	PLANNING OF MULTI-STAGE PRODUCTION SYSTEMS WITH INTERCHANGEABLE EQUIPMENT Zaynobuddin Ulugbekovich Ortikov, Arabboyev Arofiddin Xusniddinovich	410-417	10.5958/2249-7137.2021.00054.9
72.	OUTPUT OF MEAT AND INTERNAL ORGANS OF LOCAL CHICKEN SHEEP OF KARAKALPAKIA Sultanov Yusufbek Fayzullaevich, Turganbaev Ruzimbay Urazbaevich	418-421	10.5958/2249-7137.2021.00073.2
73.	WOOL QUALITY AND PRODUCTIVITY OF KARAKOL SUR SHEEP Turganbaev Ruzimbay Urazbaevich, Ospanov Asemkhan Kadirkhanovich	422-425	10.5958/2249-7137.2021.00074.4
74.	THE IMPORTANCE OF THE ARTISTIC IMAGE IN THE WRITER'S STYLE EXPRESSION Munavvar Kurbanova Esonalievna	426-430	10.5958/2249-7137.2021.00075.6
75.	ECOLOGICAL PROBLEMS IN CENTRAL ASIA AND THE TASKS OF DEVELOPING THE INTEGRATION SYSTEM AGAINST THEM Omonov Bohodir Nurullaevich	431-437	10.5958/2249-7137.2021.00077.X
76.	SELECTION AND RESEARCH OF NEW MODIFICATIONS OF STATIONARY PROMOTED NICKEL-COPPER-ALUMINUM CATALYSTS K. K. Sattorov, M. B. Hamdamov, A. N. Tashmuradov	438-447	10.5958/2249-7137.2021.00256.1
77.	INTEGRATED APPROACH IN TEACHING A FOREIGN LANGUAGE Elmuratova Zamira, Djumanazarova Xalima, Kalimbetova Kizlargul	448-452	10.5958/2249-7137.2021.00078.1
78.	WAYS TO OPTIMIZE SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP Akhmedova Nilufar Shukhratovna	453-458	10.5958/2249-7137.2021.00150.6
79.	MORPHOFUNCTIONAL PROPERTIES OF THE LYMPHOID STRUCTURES OF THE SPLEEN IN NORM AND UNDER THE INFLUENCE OF VARIOUS FACTORS Khasanova Dilnoza Ahrorova, Khayrieva Dilshoda Ulugbek kizi	459-465	10.5958/2249-7137.2021.00151.8
80.	MICROTEXT COMPOSITION M. Abdupattoev, V. Abdurahmonov	466-473	10.5958/2249-7137.2021.00257.3
81.	IMPLICATION OF EARLY POTTERY PRACTICE BY WOMEN IN NIGERIA: A FOCUS ON WOMEN POTTERY PRACTICE IN AKWA IBOM STATE Dr. Edem E. Peters	474-481	10.5958/2249-7137.2021.00067.7
82.	THE INTERACTION OF THE PRESCHOOL EDUCATIONAL ORGANIZATION WITH THE FAMILY AS A FACTOR IN THE SOCIAL DEVELOPMENT OF PRESCHOOL CHILDREN Tulkinovna Matluba Akramova	482-489	10.5958/2249-7137.2021.00079.3
83.	PSYCHOLOGICAL CHARACTERISTICS OF SPEECH CULTIVATION BY WORKING ON THE TEXT IN PRIMARY SCHOOL READING LESSONS Asadovna Yulduz Polatovna	490-501	10.5958/2249-7137.2021.00080.X

84.	ON SOME TYPICAL PROBLEMS TO BE SOLVED IN PRIMARY SCHOOLS Muhamadovna Mavlyuda Qosimova, Abdulloyevich Asror Kasimov	502-517	10.5958/2249-7137.2021.00081.1
85.	THE BASICS OF COMMUNICATIVE COMPETENCE ARE THE GUARANTEE OF THE DEVELOPMENT OF SPEECH IN PRIMARY SCHOOLCHILDREN IN THE LESSONS OF THEIR NATIVE LANGUAGE Baymuradovna Shoirababaeva, Rustamovna Sitora Mirova, Uzakova Alina Bakhtiyorovna, Rohatova Zarinabegim Ikhtiyorovna	518-529	10.5958/2249-7137.2021.00082.3
86.	THE SPIRITUAL DESCRIPTION OF ADULTS IN UZBEK CHILDREN'S PROSE-THE PLACE OF LITERARY PSYCHOLOGISM Jamilova Bashorat Sattorovna, Nuriddinova Shaxnoza Sadriddinovna	530-540	10.5958/2249-7137.2021.00083.5
87.	THEORETICAL AND DIDACTIC PRINCIPLES OF DISTANCE LEARNING Shavkatovna Dilora Sidikova	541-548	10.5958/2249-7137.2021.00084.7
88.	QUALITY AND EFFECTIVENESS FOR DESIGN OF LEARNING OUTCOMES IN THE LANGUAGE TEACHING A.Khamroev	549-558	10.5958/2249-7137.2021.00085.9
89.	SCIENTIFIC-THEORETICAL BASES OF USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING METHODS OF MOTHER TONGUE Shavki kizi Umida Togayeva	559-568	10.5958/2249-7137.2021.00086.0
90.	PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR CREATIVE ACTIVITY Davronovna Gulbahor Niyazova, Davronovna Sitora Niyazova	569-579	10.5958/2249-7137.2021.00087.2
91.	INTENSIVE EDUCATION AND LINGUISTIC COMPETENCE IN MOTHER TONGUE Mamanazarovna Ogiljon Olloqova	580-587	10.5958/2249-7137.2021.00088.4
92.	METHODOLOGY FOR CONDUCTING TECHNOLOGY LESSONS ON WORKING WITH PAPER AND CARDBOARD Kurbanova ShoiraNarzullaevna, Toymurodova Nilufar	588-596	10.5958/2249-7137.2021.00089.6
93.	EVALUATE AND ANALYZE THE RESULTS OF GIRLS INTERNATIONAL EVALUATION MONITORING Rajabova Kimyokhon Farmonovna	597-601	10.5958/2249-7137.2021.00090.2
94.	"NATIONAL CULTURE IN THE FABLES OF GULHANIY" Gaybulloevna Makhfuza Sadulloeva	602-608	10.5958/2249-7137.2021.00091.4
95.	TO THE METHODOLOGY OF APPLIED ORIENTATION OF TEACHING MATHEMATICS Saipnazarov Shaylovbek Aktamovich, Khodjabaeva Dilbar Kazaxbayevna	609-614	10.5958/2249-7137.2021.00092.6
96.	ECOLOGICAL EDUCATION OF CHILDREN IN PRIMARY SCHOOL Mamatqulovna Feruza Xalilova, Davronovna Sitora Niyazova	615-622	10.5958/2249-7137.2021.00093.8
97.	PSYCHOLOGICAL ASPECTS OF LEFT-HANDEDNESS: CONCEPT, CAUSES, AND PECULIARITIES Qoldoshev Rustambek Avezmurodovich	623-631	10.5958/2249-7137.2021.00094.X
98.	HUMAN CAPITAL FORMATION THROUGH MICROFINANCE: AN IMPACT ASSESSMENT Dr. Rupali Satsangi, Dr. Namrata Anand	632-642	10.5958/2249-7137.2021.00258.5

99.	TRACES OF "FOLK ISLAM" IN THE PILGRIMAGE PLACES OF KHOREZM Barno Mashrabjonovna Ubaydullayeva	643-649	10.5958/2249-7137.2021.00103.8
100.	ORGANIZATION AND METHODOLOGY OF CONDUCTING FOOTBALL LESSONS IN A PRESCHOOL INSTITUTION Abdullaeva B.P	650-655	10.5958/2249-7137.2021.00098.7
101.	METHODS OF TEACHING STUDENTS TO WORK INDEPENDENTLY IN PERFORMING MUSICAL INSTRUMENTS Ahmadjon Mirzaevich Yuldashev, Normadjon Mahmudovich Ortiqov, Husniddin Ahmadjonovich Mirzaev	656-660	10.5958/2249-7137.2021.00104.X
102.	PRODUCTIVITY AND TECHNOLOGICAL QUALITIES OF WINTER WHEAT GRAIN WITH FOLIAR FEEDING B.M. Azizov, N.A. Ravshanova, Sh.R Dzhaborov	661-672	10.5958/2249-7137.2021.00113.0
103.	LINGUOCULTURAL PECULIARITIES OF THE CONCEPT "EYE" IN PHRASEOLOGICAL UNITS IN THE LANGUAGE OF THE KAZAKHS OF KARAKALPAKSTAN Berikbay Kozdibaevich Bekniyazov	673-678	10.5958/2249-7137.2021.00111.7
104.	THE ROLE OF MUSIC IN THE DEVELOPMENT OF OUR NATIONAL SPIRITUALITY Dilmurod Tursunovich Nosirov	679-684	10.5958/2249-7137.2021.00112.9
105.	MORPHO FUNCTIONAL CHANGES IN THYMUS OF WHITE RATS IN ACUTE STRESS Dilnoza Ahrorovna Khasanova, Nigora Khamroevna Asadova	685-691	10.5958/2249-7137.2021.00110.5
106.	CENTRAL ASIA IS RULED BY TWO CHINGGISIDS: POLITICAL RELATIONS AND INTER RELATIONSHIPS Gulmira Mardonovna Achilova	692-697	10.5958/2249-7137.2021.00108.7
107.	THE IMPORTANCE OF MUSIC EDUCATION IN THE FORMATION OF MUSICAL CULTURE AND SPIRITUALITY Ezoz Kobilova, Oygul Sobirova, Fakhriddin Najmiddinov	698-703	10.5958/2249-7137.2021.00107.5
108.	THE LEXICAL MEANING OF THE TERM "TRANSLATION" Gulnoza Karimbekki Nazrullaeva	704-706	10.5958/2249-7137.2021.00106.3
109.	STUDY OF SEASONAL DYNAMICS OF WHEAT PHYTO-NEMATODES NUMBER DURING PLANT VEGETATION IN THE SOUTH OF UZBEKISTAN Alisher Shukurovich Khurramov, Nilufar Ergashevna Iskandarova, Azizjon Alisherovich Khurramov	707-712	10.5958/2249-7137.2021.00105.1
110.	THE ROLE OF THE TEACHER IN DISTANT LEARNING SYSTEM Iqbol Adkhamovna Kamolova, Zarina Axtamovna Narzullayeva	713-717	10.5958/2249-7137.2021.00102.6
111.	MECHANISMS OF DEVELOPMENT OF HUMAN RIGHTS AND FREEDOMS Iqbol Bahodirovna Yusupova	718-722	10.5958/2249-7137.2021.00101.4
112.	KARAKALPAKSTAN TELEVISION SERVICE IN THE DEVELOPMENT OF OUR NATIONAL CULTURE Jalgas Aytmuratov, Janylsyn Jalgasovna Aytmuratova	723-727	10.5958/2249-7137.2021.00100.2

113.	THE IMPORTANCE OF PEDAGOGICAL AND PSYCHOLOGICAL LITERACY OF PARENTS IN PREPARING CHILDREN FOR SCHOOL EDUCATION Mehri Achilovna Narbasheva	728-732	10.5958/2249-7137.2021.00099.9
114.	APPLICATION OF EDUCATIONAL RESEARCH AND INNOVATION TOWARDS ACQUISITION OF QUALITY EDUCATION TO MEET GLOBAL DEMAND IN EDUCATION Emesiobi Patience O	733-740	10.5958/2249-7137.2021.00148.8
115.	RESEARCH OF ELECTRICAL SAFETY CONDITIONS IN MAINS WITH VOLTAGE UP TO 1000 V WITH DEAFLY GROUNDED NEUTRAL Aliev Obidjon, Krivoruchko Boris	741-745	10.5958/2249-7137.2021.00076.8
116.	METHODS OF ECOLOGICAL EDUCATION AND ECOLOGICAL EDUCATION IN TEACHING METALS Abdullaeva Umidakhon Gulomiddinovna, Nishonov Mirkozim Fozilovich, Ormonov Solidzhon Musaeovich	746-748	10.5958/2249-7137.2021.00096.3
117.	CHANGES IN THE MORPHOMETRIC PARAMETERS OF THE RAT'S SMALL INTESTINE UNDER THE INFLUENCE OF ENVIRONMENTAL FACTORS Nasiba Esanovna Tukhsanova	749-752	10.5958/2249-7137.2021.00097.5
118.	STRUCTURAL AND FUNCTIONAL ANALYSIS OF POLITICAL CULTURE Tuychiev Berdikul Turakulovich	753-758	10.5958/2249-7137.2021.00095.1
119.	INNOVATIVE METHOD USED IN KINDERGARTEN Bakhromova Gulmira, Yusufova Zebo, Ibadova Nafisa Axmatilloeyvna	759-768	10.5958/2249-7137.2021.00243.3
120.	THEORETICAL BASES OF TOURISM ACTIVITY AND SOCIO-ECONOMIC FACTORS OF THE CONCEPT OF ITS PRIORITY DEVELOPMENT Suyunova Kamilla Bahromovna, Kamariddinzade Aminabonu Kamariddinovna	769-773	10.5958/2249-7137.2021.00242.1
121.	ACTION STRATEGY - THE BASIS OF A NEW STAGE OF NATIONAL DEVELOPMENT OF UZBEKISTAN Makhmudova Aziza Nugmanovna	774-785	10.5958/2249-7137.2021.00241.X
122.	PHENOMENON OF GRADUONYMY IN SPEECH PATTERNS Otaboyeva Mazmuna Rakhimovna	786-789	10.5958/2249-7137.2021.00240.8
123.	THE PHILOSOPHY OF LANGUAGE Rakhimov Feruz Furqat ugli	790-797	10.5958/2249-7137.2021.00133.6
124.	TRADITIONAL RITES AND RITUALS Z.S Isokov	798-800	10.5958/2249-7137.2021.00134.8
125.	THE RELATIONSHIP BETWEEN AESTHETIC IDEAL AND RELIGIOUS IDEAL IN THE SPIRITUAL EXISTENCE OF THE INDIVIDUAL Samadov Aktamkul Rafikovich	801-806	10.5958/2249-7137.2021.00135.X
126.	DEMOCRATIC VALUES AND SELF-GOVERNANCE Ochilova Bakhti Muradovna	807-814	10.5958/2249-7137.2021.00136.1

127.	A RARE REPRESENTATION OF MALE BREAST CANCER Dr. Neeraj Kumar Rathee, Dr. Kislay Dimri, Dr. Ashwani Kumar Dalal, Dr. Rajpal Singh Punia, Mr. Suraj, Dr. Hari Krishan Rathee, Ms. Amrit Kaur	815-819	10.5958/2249-7137.2021.00266.4
128.	CH₄ + CO₂ MIXTURE MECHANISM Nazarov Feruz Farxodovich, Ortiqov Nurbek Rustamovich, Nazarov Farxod Sobirovich, Fayzullayev Normurod Ibodullayevich	820-822	10.5958/2249-7137.2021.00152.X
129.	RELATIVE HUMIDITY IN GREEN HOUSES Khayriddinov Akmal Batirovich	823-828	10.5958/2249-7137.2021.00157.9
130.	ACTIVATION OF RELATIONS OF THE STATE AND PRIVATE BUSINESS IN THE CONDITIONS OF ECONOMIC TRANSFORMATION Utemuratova Gulnarakhan Khozhaniyazovna	829-834	10.5958/2249-7137.2021.00156.7
131.	SUBSTANTIATION OF PARAMETERS LOW-WASTE TECHNOLOGY OF EXTRACTION OF BLOCKS Petrosov Yuriy Eduardovich, Khayitov Odiljon Gofurovich, KushshaeV Uchkun Kuvvatovich, Khoshimov Mubashshir Toxir ogli	835-842	10.5958/2249-7137.2021.00155.5
132.	THE ROLE OF YOUTH IDEOLOGICAL UPBRINGING IN THE PREVENTION OF SPIRITUAL THREATS Nuriddin Akhmadiev	843-851	10.5958/2249-7137.2021.00154.3
133.	FORMING TECHNOLOGICAL COMPETENCE USING VISUAL TOOLS IN TECHNOLOGY LESSONS Muhidova Olima Nurilloevna	852-855	10.5958/2249-7137.2021.00153.1
134.	SOCIAL CONTROL AS ANTI-CORRUPTION TOOL IN THE FOREIGN COUNTRIES Ismailov Bahodir Islamovich, Mukhammadieva Mohinur Yaxshibayevna	856-864	10.5958/2249-7137.2021.00158.0
135.	INTERJECTIONS OH! WOW! GOSH! AH! GOD! AS A MEANS OF EXPRESSING EMOTIONS OF PERSONAGES IN THE NOVEL "CAN YOU KEEP A SECRET" BY S. KINSELLA Rakhmonova Amira Ulfatovna	865-870	10.5958/2249-7137.2021.00163.4
136.	THE ROLE AND IMPORTANCE OF INNOVATIVE SOFTWARE AND DIDACTIC COMPLEXES IN INCREASING THE EFFECTIVENESS OF TRAINING Ashurova Dilfuza NabiyeVna, Jumaeva Nilufar Farmonovna, Toshtemirova Kamola Ergashevna, Ashurova Gulshan Shukhratovna	871-875	10.5958/2249-7137.2021.00162.2
137.	PROBLEMS OF DEVELOPING STUDENTS 'WRITTEN SPEECH IN MOTHER TONGUE CLASSES Duysabaeva Dilbar Uskanovna	876-880	10.5958/2249-7137.2021.00161.0
138.	PEDAGOGICAL CONDITIONS FOR FORMING THE READINESS OF UNIVERSITY GRADUATES FOR EMPLOYMENT Inoyatov Ikrom Shaxrilloevich	881-884	10.5958/2249-7137.2021.00160.9
139.	EVALUATION OF THE EFFECT OF A GENETICALLY MODIFIED PRODUCT ON THE MORPHOLOGICAL PARAMETERS OF THE SPLEEN OF EXPERIMENTAL ANIMALS Khasanova Dilnoza Ahrorovna	885-888	10.5958/2249-7137.2021.00159.2
140.	CONVENTIONAL DATABASE MANAGEMENT SYSTEMS Mbato Robinson Nnwobuiké, Asagba Prince Oghenekaro	889-903	10.5958/2249-7137.2021.00149.X

141.	IDEOLOGICAL CONSCIOUSNESS AND ITS PLACE IN THE SYSTEM OF SOCIAL CONSCIOUSNESS Feruz Rakhmatovna Khudjakulova	904-908	10.5958/2249-7137.2021.00109.9
142.	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PRIMARY SCHOOL Mukaddaskhon Ogay	909-919	10.5958/2249-7137.2021.00127.0
143.	THE IMPORTANCE OF FAMILIARIZING PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH THE SOCIAL NORMS OF SPEECH Maryambibi Djumaniyazovna Abdullaeva	920-925	10.5958/2249-7137.2021.00126.9
144.	FORMING YOUNG PEOPLE'S SENSE OF PATRIOTISM- DIDACTIC PRINCIPLE IN LITERATURE CLASSES N.A.Yuldasheva	926-930	10.5958/2249-7137.2021.00125.7
145.	THE CONCEPT OF NATIONAL-SPIRITUAL REVIVAL IN UZBEKISTAN AND THE PECULIARITIES OF THE RULE OF LAW Nodira Choriqulovna Sharipova	931-937	10.5958/2249-7137.2021.00124.5
146.	DEVELOPMENT OF INDUSTRIAL BRANCHES IN THE REGIONS AND TO ASSESS ITS IMPACT IN THE POPULATION EMPLOYMENT Lutfullo Ziyadullayevich Ibragimov, Khamida Nasriddinqizi Kuvondiqova, Bekzod Safar Safaro'gli Karshibiyev	938-945	10.5958/2249-7137.2021.00123.3
147.	SOME REFLECTIONS ON AMIR TEMUR'S PERSONALITY Raya Ruzievna Nurkulova, Umirzok Eshonkulov	946-951	10.5958/2249-7137.2021.00122.1
148.	VOCAL TIC (CASE FROM PRACTICE) Iroda Kamilovna Rustamova, Ismigul Alisherovna Abbosova, Oydin Bahramovna Kuchkarova, Sayyora Akmalzhanovna Kasimova	952-956	10.5958/2249-7137.2021.00121.X
149.	THE SYMBOLICAL MEANING OF "LOVE" IN THE GHAZELS OF ABDURAHMAN DJAMI Sabohat Jamilovna Majitova*; Anzurat Sultanovna Khankhojaeva	957-966	10.5958/2249-7137.2021.00120.8
150.	INTERPRETATION OF IMAGES AND EXPRESSIONS IN THE FORM OF COMMUNICATION Sadulla Gaipovich Matyakupov, Farhod Ikromich Kenjaev, Muqaddas Nurumbetovna Razzakova	967-974	10.5958/2249-7137.2021.00119.1
151.	REDUCTION AND PREVENTION OF ENVIRONMENTAL HAZARDS IN UNDERGROUND CONSTRUCTION Mukhiddin Odilovich Qosimov, Tolqin Ismatovich Shakarov, Umarali Tolqinogli Toshtemirov	975-983	10.5958/2249-7137.2021.00118.X
152.	IS GRAPHICS IMPORTANT IN PAINTING? Talipov N.Kh	984-990	10.5958/2249-7137.2021.00117.8
153.	SARCOMA OF TRUE VOCAL CORD: A RARE REPRESENTATION Dr. Neeraj Kumar Rathee, Dr. Kislay Dimri, Mr. Suraj, Dr. Hari Krishan Rathee, Ms. Amrit Kaur	991-993	10.5958/2249-7137.2021.00265.2
154.	THE EFFECTS OF THE NOISE ON YOUNG SCHOOL CHILDREN Aripova Matluba Lutfullayevna, Atamuradova Sayyora Ali qizi	994-997	10.5958/2249-7137.2021.00170.1
155.	YUSUF IDRIS - AN EGYPTIAN NOVELLIST REFORMER Sultanova Inobat Usmonovna	998-1001	10.5958/2249-7137.2021.00169.5

156.	STATIC FLAT IN ITS HISTORICAL DEVELOPMENT Ashurova Oyistakhon Yuldashevna, Sobirjonov Khusniddin Nodirjonugli	1002-1006	10.5958/2249-7137.2021.00168.3
157.	SCIENTIFIC AND THEORETICAL ASPECTS OF KHOREZM FOLKLORE CEREMONIES Sabirova Nasiba Ergashevna	1007-1010	10.5958/2249-7137.2021.00167.1
158.	FEATURES OF THE ORGANIZATION OF FAMILY PSYCHOLOGICAL CORRECTION IN CHILDREN WITH DISABILITIES BEHAVIORAL DISORDERS Baronova Komila Edgarovna	1011-1016	10.5958/2249-7137.2021.00166.X
159.	APPROACH WITH PEDAGOGICAL METHODS IN THE FORMATION OF PROFESSIONAL CULTURE OF PRE-SCHOOL EDUCATIONAL ORGANIZATION EDUCATORS Umarova Feruzabonu Boburkizi	1017-1022	10.5958/2249-7137.2021.00165.8
160.	CHANGE IN PHOSPHOLIPID COMPOSITION AND ACTIVITY PHOSPHOLIPASE A2 IN HYPERGLYCEMIA Rasulova Vasila Batirovna, Babazhanova Shahzoda Sharipovna	1023-1027	10.5958/2249-7137.2021.00164.6
161.	STUDY OF A FOREIGN LANGUAGE IN A TECHNICAL UNIVERSITY IN THE SYSTEM OF HUMANITIES EDUCATION Sharopova Shaxlo Kaxramonovna	1028-1031	10.5958/2249-7137.2021.00185.3
162.	EVALUATION OF THE DEGREE OF CRYSTALLIZATION OF BIOLOGICAL FLUID (SALIVA) Karabayev Mukhammadjon Karabayevich, Ergashev Erkinjon Abdusattor-ugli, Gasanova Nigora Muxtorovna	1032-1036	10.5958/2249-7137.2021.00184.1
163.	“TELEGRAM” AS A MODERN SIMPLIFIED AND RAPID MEANS OF DISTANCE LEARNING USING MULTIMEDIA FORM Ilona Israilova	1037-1044	10.5958/2249-7137.2021.00183.X
164.	THE USE OF INFORMATION TECHNOLOGIES IN THE LESSONS OF THE RUSSIAN LANGUAGE AND LITERATURE Abdurakhmanova Dilbarxon	1045-1048	10.5958/2249-7137.2021.00180.4
165.	THE IMPORTANCE OF USING DIGITAL TECHNOLOGY IN PRIMARY SCHOOL MATHEMATICS EDUCATION Yarashov Mardon Jobir ogli	1049-1054	10.5958/2249-7137.2021.00181.6
166.	A STUDY OF COVARIATES OF INTERNATIONAL TOURISM IN ASIA: A FIXED EFFECTS-DRISCOLL AND KRAAY APPROACH Bilal Mehmood	1055-1063	10.5958/2249-7137.2021.00262.7
167.	COMPREHENSION AND EXPLANATION AS AN IMPORTANT PHILOSOPHICAL-METHODOLOGICAL PROBLEM Abdunabi Khotamov	1064-1073	10.5958/2249-7137.2021.00137.3
168.	WOMEN'S ACTIVITY IS AN IMPORTANT FACTOR OF SOCIETY DEVELOPMENT Ergasheva Maxsuda Pulatovna	1074-1078	10.5958/2249-7137.2021.00138.5
169.	PROCESSES OF ORGANIZATION OF GENERAL AND SPECIAL TRAINING OF SPORTSMEN Mekhmanov Ravshan	1079-1082	10.5958/2249-7137.2021.00139.7

170.	STUDY OF THE ENERGY POTENTIAL OF THE HEART OF COLLEGE STUDENTS THROUGH THE ENERGY POTENTIAL OF THE HEART Saminjon Isroiljonov, Dilafruz Rakhmonberdievna Tadjibaeva	1083-1088	10.5958/2249-7137.2021.00140.3
171.	THE MAIN APPROACHES TO THE STUDY OF AGING AND THE TASKS OF GERONTOLOGY Nurmatova Iroda, Eshboeva Tursunoy, Ibodullaeva Farangiz, Abdumannopova Ergashxon, Ibrohimova Shahnoza	1089-1092	10.5958/2249-7137.2021.00141.5
172.	THE ROLE OF MOISTURE AS AN ECOLOGICAL FACTOR IN GROWTH OF COTTON PLANTS D. M. Akhmedova, M. G. Maxsudova	1093-1098	10.5958/2249-7137.2021.00142.7
173.	IMPORTANT ASPECTS OF PEDAGOGICAL ACTIVITY IN INCREASING EFFICIENCY OF EARLY EDUCATION Matmusaeva Mukhayyo	1099-1103	10.5958/2249-7137.2021.00143.9
174.	FORMATION OF A CLASS OF ENTREPRENEURS SOCIO-CULTURAL ESSENCE Ganiyev Alisherbek	1104-1108	10.5958/2249-7137.2021.00144.0
175.	THE CATEGORY OF BEING ARIF PER IRFANI VIEWS OF ALISHER NAVAI Gulova Anorgul Axtamovna	1109-1114	10.5958/2249-7137.2021.00145.2
176.	NEW UZBEKISTAN: INSTITUTE OF YOUTH SPIRITUALITY AND NEIGHBORHOOD AND FAMILY SUPPORT Rakhmatova Mekhrinoz	1115-1119	10.5958/2249-7137.2021.00146.4
177.	ABOUT THE ANALYSIS OF THE POTENTIAL OF TEACHING STAFF IN MONITORING PRESCHOOL EDUCATION Botirova Zukhrakhon	1120-1126	10.5958/2249-7137.2021.00147.6
178.	FEATURES OF TEACHING COMBINATORIAL ELEMENTS IN PRIMARY SCHOOL MATHEMATICS D. Madaminova	1127-1131	10.5958/2249-7137.2021.00255.X
179.	PORTFOLIO CONSTRUCTION USING THE SHARPE INDEX MODEL WITH REFERENCE TO SUGAR AND METAL SECTOR ON INDIA N.Dharmalingam, Dr. K. Balanaga Gurunathan	1132-1143	10.5958/2249-7137.2021.00267.6
180.	FERGHANA BRANCH OF TASHKENT UNIVERSITY OF INFORMATION TECHNOLOGIES D. Ganiyeva, M. Parpiyeva	1144-1147	10.5958/2249-7137.2021.00179.8
181.	PREVALENCE OF MODIFIABLE RISK FACTORS FOR CHRONIC NONCOMMUNICABLE DISEASES IN THE ELDERLY AND SENILE POPULATION Mavlonov Namoz Xalimovich	1148-1153	10.5958/2249-7137.2021.00178.6
182.	NON-STANDARD METHODS FOR SOLVING INEQUALITIES Ortiqova Malika Turaboevna, Sadullaeva Nodira Khujaboyqizi	1154-1162	10.5958/2249-7137.2021.00177.4
183.	INTERACTIVE TEACHING METHODS: CRITICAL THINKING Kuvatova Nozima Bakhtiyorovna	1163-1167	10.5958/2249-7137.2021.00176.2
184.	IMPLEMENTATION IN COUNTRIES AROUND THE WORLD ON THE BASIS OF THE JAPANESE MODEL OF ECOLOGY AND PROTECTION OF THE NATURAL ENVIRONMENT Kurbanov U.G	1168-1171	10.5958/2249-7137.2021.00175.0

185.	MODULATED MAGNETIC STRUCTURES AND MODELS OF THEIR THEORETICAL EXPRESSION Yuldasheva Nilufar Bakhtiyorovna, Fayziev Shakhobiddin Shavkatovich	1172-1175	10.5958/2249-7137.2021.00174.9
186.	HYPNOSIS IN THE THERAPY OF SEXUAL DISORDERS IN UZBEKISTAN Sakellion D.N, Irgashev D.S, Alimov U.Kh, Sultanov Sh.Kh	1176-1183	10.5958/2249-7137.2021.00173.7
187.	THE ARTISTIC INTERPRETATION OF THE IMAGE OF THE "REBEL WOMAN" IN THE WORKS OF GEORGE SAND Alikulova Dildora Bakir kizi	1184-1187	10.5958/2249-7137.2021.00172.5
188.	INTEGRATED LEARNING CONCEPT Gofirov Muzaffar Jumaevich	1188-1191	10.5958/2249-7137.2021.00171.3
189.	USE OF MINERALIZED WATER FOR EFFECTIVE COTTON IRRIGATION Shadmanov Jamoliddin Kazakjanovich, Marufkhanov Khusankhuja Muratovich	1192-1195	10.5958/2249-7137.2021.00200.7
190.	STUDY OF PEREONIMES IN THE UZBEK LANGUAGE Sidikova Nozgul Nabiyevna	1196-1198	10.5958/2249-7137.2021.00199.3
191.	TEACHING BASED ON DISTANCE EDUCATION TECHNOLOGY AS A COMPLETE PEDAGOGICAL PROBLEM Karimov Komiljon Abduraximovich	1199-1203	10.5958/2249-7137.2021.00198.1
192.	PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF TEACHING STUDENTS Adilova Dilorom Kadirovna	1204-1207	10.5958/2249-7137.2021.00197.X
193.	PSYCHOLOGICAL ASPECTS OF DETERMINING THE CHILD'S READY FOR THE EDUCATIONAL PROCESS Melieva Yayra	1208-1211	10.5958/2249-7137.2021.00196.8
194.	FOREIGN DIRECT INVESTMENT AND ITS IMPACT ON MACROECONOMIC VARIABLES, INVESTMENT POLICY IN FRANCE: IMPLEMENTING INVESTMENT FRAMEWORK OF FRANCE IN UZBEKISTAN Nozim Muminov, Jakhongir Tursunov, Zilola Urozalieva, Marufjon Nematjonov	1212-1220	10.5958/2249-7137.2021.00195.6
195.	METHODS OF DEVELOPMENT TOLERANCE SKILLS PUPILS IN PRIMARY SCHOOL Gafurova Nodira Ravshanovna	1221-1224	10.5958/2249-7137.2021.00194.4
196.	TELEVISION ADVERTISEMENTS AND CHILDREN'S BEHAVIOR: PARENTS' EXPERIENCE BASE STUDY IN THE POST-WAR CONTEXT Dilogini.K, Shivany.S	1225-1241	10.5958/2249-7137.2021.00260.3
197.	COMPARATIVE ANALYSIS OF SUFFIXES OF POSSESSIVE CASE IN JAPANESE AND UZBEK LANGUAGES Sitorabonu Farxodovna Malikova	1242-1250	10.5958/2249-7137.2021.00116.6
198.	THE STUDY OF TRANSIENT PROCESSES TAKING PLACE IN CURRENT TRANSFORMERS Sultan Fayzullayevich Amirov, Shavkat Mukhsimov	1251-1260	10.5958/2249-7137.2021.00115.4

199.	THE PROBLEM OF RATIONAL USE AND PROTECTION GEOLOGICAL ENVIRONMENT OF SOUTHWESTERN UZBEKISTAN IN HYDROMELIORATIVE CONSTRUCTION Yuldash Irgashevich Irgashev, Yusuf Pulatovich Isomatov, Mukhammadzhakhongir Kidirbaevich Akhmedov	1261-1267	10.5958/2249-7137.2021.00114.2
200.	REFLECTION OF REAL LIFE THROUGH THE BIZARRE AND SUPERNATURAL IN THE CLASSIC PROSE OF THE FAR EAST Jasur Tashpulatovich Ziyamuhamedov	1268-1273	10.5958/2249-7137.2021.00132.4
201.	ABOUT PSYCHOLOGICAL FACTORS THAT CAUSE STUDENT SUBJECT TO THE INTERNET Bakhtiyor Suvonovich Shukurov	1274-1278	10.5958/2249-7137.2021.00131.2
202.	THE CLASSIFICATION OF “YOR-YOR” CEREMONY SONGS IN UZBEK FOLKLORE Feruza Eshkabilovna Abdurakhmanova	1279-1286	10.5958/2249-7137.2021.00130.0
203.	ON TYPOLOGICAL CHARACTERISTIC OF FUNERARY ARCHITECTURE OF UZBEKISTAN IN THE ANCIENT PERIOD Nurmukhamedova Sh	1287-1296	10.5958/2249-7137.2021.00129.4
204.	DESIGNING A SET OF WOMEN’S OUTERWEAR Nargiza Nasimjanovna Nabidjanova	1297-1303	10.5958/2249-7137.2021.00128.2
205.	INNOVATIVE TECHNOLOGIES AND METHODS TRAINING IN EDUCATION Uzokov Orif Khamroevich	1304-1308	10.5958/2249-7137.2021.00193.2
206.	PROBLEMS OF STUDYING THE PROFESSIONAL COMPETENCE OF THE HEAD OF A PRESCHOOL EDUCATIONAL ORGANIZATION Abdullaeva Nafisa Shavkatovna	1309-1313	10.5958/2249-7137.2021.00192.0
207.	REGULARITIES OF ORE GOLD PLACEMENT IN CENTRAL KYZYLKUMAKH (SOUTH TYAN-SHAN) Maripova Sodat Torakhanovna	1314-1319	10.5958/2249-7137.2021.00191.9
208.	MODEL OF DEVELOPING SPIRITUAL AND MORAL COMPETENCE OF LEARNERS IN THE CONTEXT OF LEARNING THE ENGLISH LANGUAGE Arzieva Bibisanem Aynazarovna	1320-1325	10.5958/2249-7137.2021.00190.7
209.	CRITERIA AND INDICATORS DEFINING THE LEVEL OF PROFESSIONAL DEVELOPMENT OF A PROFESSIONAL GRADUATE (ON THE EXAMPLE OF VOCATIONAL COLLEGES IN INDUSTRY) Imomov Musurmon	1326-1330	10.5958/2249-7137.2021.00189.0
210.	KHOJAGON EDUCATION AND THE CPECIFICS OF THIS WAY Navruzova Gulchehra Negmatovna	1331-1337	10.5958/2249-7137.2021.00188.9
211.	THE METHODOLOGICAL ISSUES OF ECOLOGICAL EDUCATION AT SCHOOL GEOGRAPHY CLASSES Elyor Sobirov	1338-1342	10.5958/2249-7137.2021.00187.7
212.	LAND QUESTION: ISSUE OF TRIBAL LIVELIHOOD IN INDIA Dr. Sanjaya Kumar Das	1343-1348	10.5958/2249-7137.2021.00273.1
213.	OPPORTUNITIES TO IMPROVE THE SYSTEM OF SOCIAL PROTECTION OF GRADUATES OF INSTITUTIONAL INSTITUTIONS IN UZBEKISTAN E. Kh Zaitov, A.A Abdukhalilov	1349-1360	10.5958/2249-7137.2021.00254.8

214.	INFLUENCE OF MOISTURE CONTENT OF NATURAL BOILED SILK ON THE PHYSICAL AND MECHANICAL PROPERTIES OF THREADS Husanbaev Abdulkasim Mamajonovich	1361-1366	10.5958/2249-7137.2021.00253.6
215.	IMPROVING THE RELIABILITY OF CALCULATIONS OF BASES AND SOIL MASSIFS BASED ON GEOTECHNICAL CONTROL METHODS I. Y. Kovtun, A. Z. Maltseva	1367-1375	10.5958/2249-7137.2021.00252.4
216.	THE DEATH PENALTY FOR A CRIME AND ITS PHILOSOPHICAL AND LEGAL ASPECTS Ismoilov Ihtiyorjon Azamjonovich	1376-1381	10.5958/2249-7137.2021.00251.2
217.	A SYSTEMATIC APPROACH IN LEARNING ENGLISH LANGUAGE ON THE BASE OF LINGUA COACHING Juraeva G. B	1382-1385	10.5958/2249-7137.2021.00250.0
218.	THE ROLE OF FREEDOM OF SPEECH IN THE DEVELOPMENT OF SOCIETY Oripov Khasan Abdivakhobovich	1386-1389	10.5958/2249-7137.2021.00249.4
219.	FROM THE HISTORY OF THE CITIES OF THE FERGANA VALLEY Qahramon Mahmudov	1390-1393	10.5958/2249-7137.2021.00248.2
220.	INNOVATIVE APPROACH TO EDUCATION IN THE SYSTEM OF HIGHER EDUCATION IN UZBEKISTAN Muhiddinova Hakima	1394-1401	10.5958/2249-7137.2021.00247.0
221.	FEATURES OF THE FORMATION OF SYSTEM GRAMMATICAL REPRESENTATIONS IN THE TEACHING ENGLISH LANGUAGE Akbarova Mohinur Alisher qizi	1402-1407	10.5958/2249-7137.2021.00246.9
222.	THE ROLE OF ORIENTED FOREIGN LANGUAGE IN THE FORMATION OF THE COMMUNICATIVE COMPETENCE OF PHYSICS STUDENTS Xolmatova Mahbuba Ahmadjon qizi	1408-1413	10.5958/2249-7137.2021.00245.7
223.	JIYENBAY IZBASKANOV'S "THE LANDSCAPE" LYRICS Jarilqasinova Malika	1414-1416	10.5958/2249-7137.2021.00186.5
224.	STUDYING THE PROFESSIONAL LANGUAGE OF A PHYSICIAN IN THE RUSSIAN LANGUAGE CLASSES AT A MEDICAL UNIVERSITY Akhmedova U.E	1417-1421	10.5958/2249-7137.2021.00214.7
225.	IMPROVING HUMAN RESOURCE MANAGEMENT IN CONSTRUCTION Xaydarova Ezoza Shukurullayevna	1422-1425	10.5958/2249-7137.2021.00215.9
226.	THE OPERATION OF DIMINUTIVES IN WORKS OF ART AT THE PRESENT STAGE OF DEVELOPMENT OF LITERATURE Davlyatova Gulchehra Nasirovna, Saminjonova Shakhnozaxon Numanovna	1426-1430	10.5958/2249-7137.2021.00213.5
227.	PROBLEMS IN PROVIDING INDEPENDENT LEARNING EDUCATION AND WAYS TO PREVENT THEM Zokirova Dilnoza Nematillaevna	1431-1436	10.5958/2249-7137.2021.00212.3
228.	A STUDY OF OUTLINE TO THE ADVANTAGES AND DISADVANTAGES OF SOCIAL MEDIA Dr. Entisar Alobaidi	1437-1444	10.5958/2249-7137.2021.00264.0

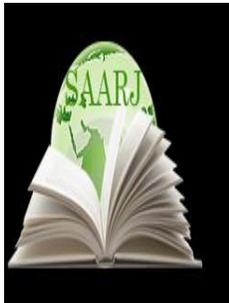
229.	CORRECT PRONUNCIATION (ORTHOEPY) AND CORRECT SPELLING (SPELLING) OF WORDS IN RUSSIAN Kakhorova Tursunoy Ulugbekovna	1445-1448	10.5958/2249-7137.2021.00211.1
230.	PREVALENCE OF LIPID AND GLYCEMIC COMPONENTS METABOLIC SYNDROME IN THE ELDERLY AND SENILE POPULATION AGE OF BUKHARA Mamasoliev N.S, Tursunov Kh.Kh, Rajabova G. Kh	1449-1455	10.5958/2249-7137.2021.00210.X
231.	THE DEVELOPMENT OF THE CULTURE OF FRUIT AND VEGETABLES GROWING IN FERGANA Isroilova Khikoyat Musakulovna	1456-1460	10.5958/2249-7137.2021.00209.3
232.	THE ROLE OF THE FAMILY IN THE UPBRINGING OF YOUNG PEOPLE Salieva Nigora Sadikovna	1461-1466	10.5958/2249-7137.2021.00208.1
233.	THE DEVELOPMENT OF ANTI-CORROSION HETEROCOMPOSITE COATINGS FOR MACHINE PARTS BY USING LOCAL RAW MATERIALS Zaparov Abduqaxor, Tursunov Farxodbek, Akbarova Sayyoraxon	1467-1473	10.5958/2249-7137.2021.00207.X
234.	CAUSES OF HIGH LEVEL OF ANXIETY IN PRESCHOOL CHILDREN Hasanova Saidakhon Ganijonovna	1474-1480	10.5958/2249-7137.2021.00206.8
235.	COMPARATIVE ASSESSMENT OF THE PREVALENCE OF BIOLOGICAL AND EXCHANGE-ENDOCRINE RISK FACTORS AND THEIR RELATIONSHIP WITH MYOCARDIAL INFARCTION AMONG THE POPULATION OF ELDERLY AND OLD AGE Tursunov Khatam Khasanbaevich, Mamasoliev Nematjon Salievich, Rakhmatova Dilbar Bahriddinovna	1481-1488	10.5958/2249-7137.2021.00205.6
236.	THE ROLE OF CYTOGENETIC STUDIES IN CLINICAL MEDICINE Mamatkulova Makhbuba Tojalievna, Mukhidinova Shoir Bakhrarovna, Makhmudova Mutabar, Khoshimova Arofat Yormakhamatovna	1489-1497	10.5958/2249-7137.2021.00204.4
237.	INFORMATION TECHNOLOGY IN PRIMARY SCHOOL Rasulova Laziza Gaybullaevna	1498-1503	10.5958/2249-7137.2021.00182.8
238.	REPRODUCTIVE DISORDERS IN WOMEN WITH DIFFERENT PCOS PHENOTYPES Sevara Irgasheva, Dilobar Gulommakhmudova	1504-1507	10.5958/2249-7137.2021.00203.2
239.	THE DEMANDS FOR FIBER QUALITY INDICATORS OF NEW COTTON VARIETIES Akhmedov Jamalkhan Khodjakhanovich, Jabborov Jamolidin Sirojiddinovich, Kholiev Elbek Egamberdievich, Akhmedov Jabbarkhan Jamalkhanovich	1508-1511	10.5958/2249-7137.2021.00202.0
240.	TECHNOLOGY OF DEVELOPMENT OF PROFESSIONALLY COMPETENCIES IN LEARNING FOREIGN LANGUAGES IN MEDICAL EDUCATION STUDENTS Dadajanova Feruza Muhammadyusupovna	1512-1515	10.5958/2249-7137.2021.00201.9
241.	RELATIONSHIP OF THYROID STATUS AND BODY MASS INDEX IN GIRLS WITH THE MENSTRUAL CYCLE DISORDER Sodikova Nigora Gayratovna, Najmutdinova Dilorom Kamariddinovna, Urunbaeva Dilorom Anvarovna, Akhmadova Gulbakhor Kakhramonovna	1516-1520	10.5958/2249-7137.2021.00230.5

242.	ANCESTRAL HERITAGE AND YOUTH EDUCATION Ergash Abduvalitov	1521-1523	10.5958/2249-7137.2021.00229.9
243.	ECONOMIC THOUGHTS IN THE WORKS OF ALISHER NAVOI AND THEIR ROLE IN THE DEVELOPMENT OF SOCIETY Musayeva Jamila Karomatovna	1524-1531	10.5958/2249-7137.2021.00228.7
244.	MACROECONOMIC ENVIRONMENT OF INDIA: AN OUTLOOK Arnab Kumar Samanta	1532-1534	10.5958/2249-7137.2021.00274.3
245.	EXPLORING A FLIPPED LEARNING APPROACH IN TEACHING ENGLISH FOR ESP (ENGLISH FOR SPECIFIC PURPOSES) STUDENTS Berdiyeva Shakhnoza Xolmaxmatovna, Mulladjanova Nasiba Azimdjanovna	1535-1544	10.5958/2249-7137.2021.00268.8
246.	CASES AS AN EFFECTIVE METHOD OF ORGANIZING STUDENTS' INDEPENDENT RESEARCH Umarov Bakhrom, Safarov Norboy	1545-1548	10.5958/2249-7137.2021.00269.X
247.	ECONOMIC AND CULTURAL DEVELOPMENT OF STUDENTS OF MEDICAL HIGHER EDUCATIONAL INSTITUTIONS AS A SOCIAL NEED Pulatova Hulkaroy Turgunbaevna	1549-1552	10.5958/2249-7137.2021.00227.5
248.	ANATOMICAL STRUCTURE OF THE VEGETATIVE ORGANS OF THE MEADOW LATHYRUS (LATHYRUS PRATENSIS L) Mavluda Turgunbaevna Yulchieva, Feruza Madiyarovna Dustmuratova, Mamlakat Mirganieva Maxmudova, Makhsuda Usmonkulovna Nizomova	1553-1558	10.5958/2249-7137.2021.00226.3
249.	STRATEGIES OF A STUDENT IN MASTERING A FOREIGN LANGUAGE Iminahunova I.H	1559-1561	10.5958/2249-7137.2021.00225.1
250.	DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE TEACHER D.I. Khuzhambardieva, N.N. Zhuraev	1562-1565	10.5958/2249-7137.2021.00224.X
251.	NATURAL RESOURCES OF THE MOUNTAIN VALLEY OF ZARAFSHAN AND ITS ECONOMIC DEVELOPMENT Nodira Sultonova, Patox Baratov	1566-1569	10.5958/2249-7137.2021.00223.8
252.	ROLE OF INTRUSIVE FORMATIONS IN THE FORMATION OF MINERALITY Razikov Odil Takhirjanovich	1570-1577	10.5958/2249-7137.2021.00222.6
253.	ASSESSMENT OF THE PATRIOTIC QUALITIES OF STUDENTS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS Komil Abdullaev	1578-1581	10.5958/2249-7137.2021.00221.4
254.	THE CONCEPT OF SPIRITUAL DEVELOPMENT IN SUFISM THE HERITAGE OF BAHAUDDIN NAQSHBAND Kilicheva Karomat, Klicheva Gavkhar	1582-1587	10.5958/2249-7137.2021.00220.2
255.	PROBLEMS OF DEVELOPING STUDENT MOTIVATION IN TEACHING LATIN LANGUAGE THROUGH MEDICAL TERMINOLOGY IN MEDICAL UNIVERSITIES Toychieva Odina Sobirovna	1588-1592	10.5958/2249-7137.2021.00219.6

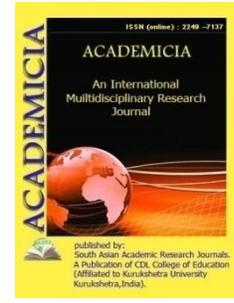
256.	FEATURES OF FORMATION OF NATIONAL ETIQUETTE SKILLS IN PRIMARY SCHOOL CHILDREN Khaydarov Marguba Inomdjanovna	1593-1595	10.5958/2249-7137.2021.00218.4
257.	PEDAGOGICAL CONDITIONS FOR THE FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF MEDICAL HIGHER EDUCATION IN THE PROCESS OF PREPARATION Ergasheva Shaxlo Pulatovna	1596-1602	10.5958/2249-7137.2021.00217.2
258.	SEMANTIC ANALYSIS OF THE METAPHOR IN THE MEDICAL DISCOURSE OF THE UZBEK LANGUAGE Abdulhairova Firuza Invarovna	1603-1616	10.5958/2249-7137.2021.00216.0
259.	ASPECTS OF CREATIVE ABILITY DEVELOPMENT OF MEDICAL UNIVERSITY STUDENTS Kadirova Munira Rasulovna	1617-1622	10.5958/2249-7137.2021.00239.1
260.	METHODOLOGICAL CHARACTERISTICS OF FORMATION OF TOLERANCE SKILL PUPILS IN PRIMARY SCHOOL Gafurova Nodira Ravshanovna, Egamberdiyeva Turgunoy Ahmadjanovna	1623-1628	10.5958/2249-7137.2021.00238.X
261.	A STUDY OF PROBLEMS ENCOUNTERED DURING THE IMPLEMENTATION OF THE DONOUGHMORE CONSTITUTION Miss. Mangalaruby Sivakumar	1629-1636	10.5958/2249-7137.2021.00261.5
262.	USE OF INTERACTIVE METHODS FOR STUDENTS IN TEACHING DRAWING LESSONS (ON THE EXAMPLE OF VIEWS) Nozima Gulomova	1637-1642	10.5958/2249-7137.2021.00237.8
263.	CHARACTERIZING FEATURES OF THE CREATIVE POTENTIAL DEVELOPMENT OF STUDENTS Berdiyorova Mehriniso Xolmatovna	1643-1647	10.5958/2249-7137.2021.00236.6
264.	RECREATIONAL ZONING OF THE TERRITORY OF UZBEKISTAN Xunarov Abdurahob Mamatovich, Ryskulov Hashim Artykbaevich	1648-1651	10.5958/2249-7137.2021.00235.4
265.	IMPROVING INNOVATIVE TRAINING AND NATIONAL SPIRITUALTY FOR TOURISM EDUCATION: DEVELOPING HOSPITALITY PROSPECTS IN UZBEKISTAN Khamrayev Siroj, Mukhammadmurod Yorkulov	1652-1656	10.5958/2249-7137.2021.00234.2
266.	IMPROVING THE POSSIBILITIES AND CHALLENGES OF INCLUSIVE ECONOMIC GROWTH IN COUNTRIES Isokhudjaeva Munira Yashnarova	1657-1667	10.5958/2249-7137.2021.00233.0
267.	ANALYSIS OF THE DISTRIBUTION OF PODAGRIC NEPHROPATHY (COMMENT) Sh. M. Axmedova, D.B. Raxmatova	1668-1671	10.5958/2249-7137.2021.00232.9
268.	CHANGES IN THE SECONDARY SPECIAL EDUCATION SYSTEM IN ACCORDANCE WITH THE NATIONAL PROGRAM OF PERSONNEL TRAINING Boymuradov Shukhrat Toshkentovich	1672-1676	10.5958/2249-7137.2021.00231.7
269.	COMMUNICATIVE ORIENTATION IN LANGUAGE TEACHING Azimova Umida Abdukahharovna, Muhitdinova Muxlisa Satriiddinova	1677-1679	10.5958/2249-7137.2021.00271.8

270.	UNDERSTANDING THE CONTENT OF ECONOMIC TEXTS WHEN READING FOREIGN LANGUAGE MATERIAL INDEPENDENTLY Kholmatova Shakhnoza, Azimova Fatima	1680-1682	10.5958/2249-7137.2021.00270.6
271.	A COMMON SYMPTOM OF ANEMIA IN DIABETIC NEPHROPATHY Rizayeva M.A, Yahyoyeva H.Sh	1683-1686	10.5958/2249-7137.2021.00272.X
272.	A STUDY OF HYBRIDIZATION OF ABC FOR CONTINUOUS FUNCTION OPTIMIZATION- A SURVEY Nahed Mansour, Ameera Jaradat	1687-1695	10.5958/2249-7137.2021.00263.9
273.	DEVELOPMENT OF ELEMENTS OF THE TECHNOLOGY OF CULTIVATION AS A REPEATED CROP FROM ONION (ALLIUM CEPA L.) SEEDLINGS Mirzasoliyev Mirzaosimjon Mirzasoypovich, Ergasheva Dilnoza Xalbutayevna	1696-1703	10.5958/2249-7137.2021.00292.5
274.	PRAGMATIC FEATURES OF DEVIATION FROM THE RULES OF COMMUNICATION IN DIALOGUES Feruzakhon Sayfuddinovna Karimova	1704-1710	10.5958/2249-7137.2021.00275.5
275.	PROBLEMS OF IMPROVING THE LEGAL REGULATION OF CONFLICT OF INTERESTS IN THE PUBLIC CIVIL SERVICE Firuz Makhmudov	1711-1718	10.5958/2249-7137.2021.00276.7
276.	VALIDATION OF EMISSION AND ATOMIC - ABSORPTION FLAME SPECTROSCOPY METHOD FOR DETERMINATION OF POTASSIUM- ION IN THE PREPARATION «OROX» (SOLUTION FOR INTERNAL USE 250 ML) Gulnoza Mirkamilovna Kholturaeva, Kudratilla Asadullaevich Ubaydullaev, Hilola Gayratovna Ganieva	1719-1726	10.5958/2249-7137.2021.00277.9
277.	EVALUATION OF THE STRUCTURAL CHANGES IN PRODUCTION IN THE FOOD INDUSTRY Khasan Nusratovich Sabirov	1727-1737	10.5958/2249-7137.2021.00278.0
278.	ENVIRONMENTAL LEADERS AS ACTORS IN THE MODERNIZATION OF SOCIETY Larisa Antonovna Kim	1738-1743	10.5958/2249-7137.2021.00279.2
279.	CHANGES IN SKIN LEISHMANIASIS AFTER LOCAL TREATMENT Makhmudov F. A, Gulomova Sh. K	1744-1749	10.5958/2249-7137.2021.00280.9
280.	THE IMPORTANCE OF FOLKLORE IN THE UPBRINGING OF A HARMONIOUSLY DEVELOPED GENERATION Mukammalkhon Kurbonova	1750-1758	10.5958/2249-7137.2021.00281.0
281.	ESSENCE INTEGRATION EDUCATION Nilufar Maxamadjanovna Abdullaeva	1759-1764	10.5958/2249-7137.2021.00282.2
282.	PHILOSOPHY OF INDEPENDENCE - METHODOLOGICAL BASIS OF TECHNOLOGY AND TECHNOLOGY DEVELOPMENT Rano Malikovna Karimova	1765-1771	10.5958/2249-7137.2021.00283.4
283.	SPECIFIC MANIFESTATION OF THE TRUST PHENOMENON IN MODERN SOCIETY Samarbek Kurbannazarovich Eronov	1772-1776	10.5958/2249-7137.2021.00284.6
284.	SELECTION OF HIGH-YIELDING CORN HYBRIDS FOR SPRING AND SUMMER CROPS IN THE CONDITIONS OF UZBEKISTAN Normamatov Absalom Rejabovich, Azizov Kabuljan Kahramanovich, Boliev Asliddin Tursunmamatovich	1777-1790	10.5958/2249-7137.2021.00293.7

285.	PRELIMINARY STUDY OF SHAKYA BUDDHISTS Rudra Nath Dahal	1791-1799	10.5958/2249-7137.2021.00291.3
286.	FORMATION OF CIVIL IDENTITY OF UZBEKISTAN YOUTH AS A FACTOR OF INTERNATIONAL CONSENT Shakirdzhan Mamazhanovich Zakirov	1800-1804	10.5958/2249-7137.2021.00285.8
287.	ROLE OF THE DESIGN CODE IN IMPROVING THE QUALITY OF THE URBAN ENVIRONMENT Shukhrat Reyimbaev, Zarif Adilov, Zafar Matniyozov	1805-1812	10.5958/2249-7137.2021.00286.X
288.	PEDAGOGICAL ISSUES IN ENSURING CONTINUOUS AND INTERMITTENT STATE OF THE FIELD OF FINE ARTS IN THE SYSTEM OF ART EDUCATION U. Nurtaev	1813-1821	10.5958/2249-7137.2021.00287.1
289.	METHODS OF WORD FORMATION IN UZBEK DIALECTS OF THE REPUBLIC OF KARAKALPAKSTAN Umida Ibragimova	1822-1828	10.5958/2249-7137.2021.00288.3
290.	PHYSICS - MECHANICAL PROPERTIES OF IRRIGATED MEADOW SOILS IN BUKHARA REGION Nazarova Sevara Mustakimovna, Turayeva Nargiza Nematilloevna, Tursunov Ulugbek Yusuf ugli, Mamurova Maftuna Otabek kizi	1829-1834	10.5958/2249-7137.2021.00289.5
291.	HEALTHY LIFESTYLE Anvar Narzulloevich Asadulloev, Nurbibi Rakhimovna Ochilova, Oygul Gaparovna Jabbarova	1835-42	10.5958/2249-7137.2021.00290.1
292.	THE USE OF INFORMATION TECHNOLOGY AS MEANS OF MOTIVATING STUDENTS TO LEARNING A FOREIGN LANGUAGE Daminova N.R, Daminova M.Z	1843-1846	10.5958/2249-7137.2021.00294.9
293.	ASPECTUAL SEMANTIC EXPRESSION OF ENGLISH AND UZBEK PERCEPTUAL VERBS: LOOK AND KAPAMOK Khamraeva Makhzuna Gayratovna	1847-1853	10.5958/2249-7137.2021.00296.2
294.	FORMATION OF ENGLISH MILITARY TERMS Mukhamedova L.D	1854-1857	10.5958/2249-7137.2021.00297.4



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00061.6

**ASSESSMENT OF TRAINING METHODS AND TECHNIQUES IN
 GOVERNMENT CRAFT DEVELOPMENT CENTRES IN RIVERS STATE,
 NIGERIA : A CASE STUDY OF GOVERNMENT CRAFT
 DEVELOPMENT CENTRE, PORT HARCOURT RIVERS STATE,
 NIGERIA**

Suobere T. Puyate*; Iheanyi N. Okwakpam**

^{1,2}Faculty of Technical and Science Education,
 Rivers State University of Science and Technology,
 Nkpolu, Port Harcourt, Rivers State,
 NIGERIA

Email id: puyatesuobere@yahoo.com, iokwakpam@yahoo.com

ABSTRACT

This study examined the assessment of training methods and techniques of Government Craft Development Centres, with Government Craft Development Centre, Port Harcourt, Rivers State, Nigeria as a case study. The population of the study consisted of all the vocational training programmes teachers and students of Government Craft Development Centres in Rivers State, Nigeria. A survey design was used for the study. The random sampling technique was employed for the study with 156 respondents. The research instrument used for the study was a questionnaire with 20 structured items was the major tool for data collection, aimed at eliciting information to answer the research questions. Mean and grand mean was used as a statistical tool to answer the research questions. T-test statistics at 0.05 level of significance was used to test the hypotheses. The results of the findings among others show that the application of the various training methods and techniques do not relate to the needs of the students. And this is as a result of several factors which include lack of relevant qualifications and experience of the teachers, inadequate motivation and remuneration of teachers, inadequate facilities for learning, as well as poor government funding policies for vocational training programmes. Based on the findings, some recommendations were made towards making the application of the various training methods and techniques relate to the needs of the students.

KEYWORDS: *Assessment, Centres, Craft, Development, Education, Government, Government Craft Development Centre, Methods, Nigeria, Port Harcourt, Programmes, Rivers State, Teachers, Techniques, Technology, Training, Vocational Education, Vocational Training, Vocational Training Programmes*

INTRODUCTION

Technology instruction is concerned with the use of appropriate strategies to impart knowledge about technological concepts and skills to individuals (Akaninwor, 2000). In fulfilling this, the teacher's ability to attract and hold the interest and the cooperation of the students is a necessarily ingredient. An effective teacher therefore should possess certain qualities needed to influence the students In order for them to react favourably to instruction. According to Okwelle (2010) they include the following:

- (i) Possessing mastery of both knowledge and skill of the trade
- ii) Mastery of application of various teaching techniques and materials
- iii) Initiative, imaginative and resourceful ability in doing the best with what is available
- iv) Fairness and impartiality to every student as well as exhibiting mature mind and self-control on issues
- v) Patience and sympathetic to students and encouragement to students with learning difficulties
- vi) Friendly and having a sense of humor but firm and forceful to gain respect, from students.
- vii) Personal appearance and setting example in speech
- viii) Confidence and sincerity and orderliness always

The teacher should bear in mind that skills development of the learner is the main emphasis in vocational education, as such, should use all appropriate teaching methods and techniques to meet, the demand of the practical requirements necessary vocational education programmes. The teacher must strengthen his knowledge and skill in the subject matter as well as consider way the desired knowledge and skill will be imparted to the learner. This he does by selecting the most appropriate teaching methods and techniques as well as relevant Instructional materials applicable to the topic to be taught (Ballou & Podgursky, 2002). Teaching is a skill because knowledge alone is not sufficient. Teachers need to know how to effectively apply instructional strategies to their own unique classroom (Haig, Konigsberg & Collard, 2005). Teachers who are skilled in learning principles and have experience with theories about student-centred learning and constructivism are more likely to adopt student-centred instruction (Stiff-Gohdes, 2003). These teachers have broad views of how teaching can occur and strong beliefs about the need to engage learners in the learning process (Brown, 2003). They are aware of the changing demographics of classrooms and the influence of technology on students' ways of learning (Glenn, 2000). They are more likely to substitute self-directed learning opportunities and interactive learning environments for the traditional lecture and make use of varied techniques to create personally meaningful educational experiences which they function as facilitators of learning (Nuckies, 2000) and (Glenn, 2000).

Teachers who desire to be more students-centred must be aware of the kinds of learning experiences that students most value, as they may differ depending on the learners' particular

stages of development, age, and gender (Brown, 2003). This is in line with findings of Kizlik (2010), that whichever instructional method is “right for a particular lesson depends on many factors, and among them are the age and developmental level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject matter content, the objective of the lesson, the available people, time, space and material resources, and the physical setting.

Pratt (2002) presents five perspectives on teaching and urges teachers to use these perspectives to identify, articulate, and justify their approaches in teaching rather than simply adopting one practice or another. The perspectives are:

- 1 Transmission: Teachers focus on content and determine what students should learn and how they should learn it.
- 2 Developmental: Teachers value students’ prior knowledge and direct students learning to the development of increasingly complex ways of reasoning and problem solving.
- 3 Apprenticeship: Teachers provide students with authentic tasks in real work settings.
4. Nurturing: Teachers focus on the interpersonal elements of student learning and listening, getting to know students, and responding to students’ emotional and intellectual needs.
5. Social Reform: Teachers tend to relate ideas explicitly to the lives of the students.

In the views of Pratt (2002), most teachers have only one or two perspectives as their dominant view of teaching. However, similar actions, intentions and even beliefs can be found in more than one perspective.

Any instructional method a teacher uses has advantages and disadvantages, and requires some preliminary preparation. Often times, a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have developed the skills to make the process seamless to the students.

In selecting instructional methods that is most appropriate for particular lesson situation, the teacher must bear in mind that there is no one “right” method for teaching a particular lesson, but that there are certain criteria that must be adopted in order to assist him/her make the best decision possible (Kizlik, 2010). An efficient and effective teacher should know that in every class, there are different categories of students in the learning environment with different perceptions, previous knowledge, attitudes and learning styles. It is therefore the responsibility of the teacher to make use of a variety of instructional approaches to ensure that all types of students and their various needs are being met. Teaching methods may need to be modified to meet the needs of a majority of the students with individual attention given to students that have problems with learning the material (Greer, 2005). Since the development of the learner is more emphasized in vocational education, it is therefore pertinent that the teacher selects appropriate techniques and materials to meet the demand of the practical requirements of vocational training programmes.

STATEMENT OF THE PROBLEM

According to Akaninwor (2000), technological instruction is concerned with the use of appropriate strategies to impart knowledge about technological concepts and skills to individuals. To this end, there is need for the vocational teacher to select and use training methods that will

promote skills acquisition. In spite of the importance of vocational education to the development of the society, and the emerging number of researchers in the field who have contributed immensely to the development and improvement of the vocational training programme, there is still high level of students with inadequate skills. This poses serious concern to researchers, industries, government and parents. It is in the light of the above that the research became imperative in the mind of the researchers and hence embarked upon to ascertain the level of application of the appropriate training methods and techniques by teachers and instructors of Government Craft Development Centres in Rivers State and possible factors impeding the application of the training methods and techniques and how such factors may be remedied.

PURPOSE OF THE STUDY

The main purpose of the study was to ascertain the assessment of training methods and techniques in vocational training programmes of Government Craft Development Centres in Rivers State. In order to achieve this, the specific purposes of the study are to:

- i) Ascertain, the level of application of training methods and techniques in vocational training programmes.
- ii) Find out if teachers' factors affect the effective application of training methods and techniques in vocational training programmes.
- iii) Examine the extent of students' participation in the utilization of training methods and techniques in vocational training programmes.
- iv) Ascertain if the learning environment affects the effective utilization of training methods and techniques in vocational training programmes.
- v) Determine if inadequate funding affects the effective utilization of training methods and techniques in in vocational training programmes.

RESEARCH QUESTIONS

Based on the above stated problems, the following research questions acted as guide to the study:

- 1) What training methods and techniques available in vocational education are applied in the acquisition and development of students' skills in all Government Craft Development Centres in Rivers State, Nigeria?
- 2) What teacher factor affects the effective application of training methods and techniques in vocational training programmes of Government Craft Development Centres in Rivers State, Nigeria?
- 3) To what extent does students' participation affect the application of training methods and techniques in vocational training programme of Government Craft Development Centres in Rivers State, Nigeria?
- 4) What facility factors affect the effective application of training methods and techniques in vocational training programmes of Government Craft Development Centres in Rivers State, Nigeria?

5) What funding factors affect the effective application of training methods and techniques in vocational training programmes of Government Craft Development Centres in Rivers State, Nigeria?

RESEARCH HYPOTHESES OF THE STUDY

The following hypotheses were formulated to facilitate the investigation of the problem of this study:

- 1) The availability of training methods and techniques makes no significant difference between the effective application of the training methods and techniques and students skills acquisition and development.
- 2) Teachers' factors make no significant difference in the application of training methods and techniques in the vocational training programme of Government Craft Development Centres in Rivers State, Nigeria.
3. There is no significant difference in the means responses of the respondents between the effective application of training methods and techniques and students instructional participation.
4. Facilities factor makes no significant difference in the effective instructional delivery in the vocational training programme of Government Craft Development Centres in Rivers State, Nigeria.
5. Funding factor of vocational training programmes makes no significant difference on teachers' active participation in the instructional process.

SIGNIFICANCE OF THE STUDY

The results of this research shall be of immense benefit to the vocational teacher and the student in determining the adoptability of a programme based on students' backgrounds and various environmental conditions. This research shall also assist the government to carefully plan and systematically apply relevant policies that will enhance adequate funding of vocational education programmes. Furthermore, the result of this research could assist educators and industry representatives to co-operatively determine performance measures of the students and improve instructional presentation.

SCOPE OF THE STUDY

The study was restricted to the following variables:

- 1) The teacher as a facilitator and the instructor of skills.
- 2) Teacher's qualification and preparedness.
- 3) Utilization of training methods and techniques.
- 4) Poor trainee participation in instructional process.
- 5) The environment as a factor for quality service delivery in the instructional process
- 6) Poor government's implementation of policies as it affects funding of vocational training programmes.

RESEARCH METHODOLOGY

The population of this study comprises of all teachers and students of Government Craft Development Centre, Aba Road, Port Harcourt, Rivers State. The respondents consist of one hundred and fifty six (156) respondents, comprising 26 teachers and 130 students of Government Craft Development Centre, Port Harcourt, Rivers State settled through simple random sampling method.

The study relied on both secondary and primary data sources. Secondary sources comprises of journals, books, reports as well as internet. The key primary data gathering instrument was a questionnaire developed by the researchers to elicit information on the assessment of training methods and techniques in Government Craft Development Centres in Rivers State, Nigeria. The instrument was validated and its reliability coefficient established at 0.89 using Spearman Rank Order Method, which was considered adequate for the study. The questionnaire contained 20 structured items that were carefully and articulately framed and administered face to face to respondents bearing in mind that the responses so desired form the nucleus of the study. The design of the questionnaire was based on the research questions and the hypotheses raised in this study.

The data generated from the use of the structured questionnaire were analyzed using the mean and grand mean. The average scores of the mean responses of the teachers and the students formed the grand mean. However, each of the hypotheses was tested using t-test statistics at 0.05 level of significance. If the calculated t-value is less than the critical table value, then there is no statistical significant difference between mean scores of both groups. Hence the stated null hypotheses is therefore accepted. And if the calculated t-value is higher than the critical table value, then, there is statistical significant difference between mean scores of both groups. Hence the stated null hypotheses is therefore rejected.

RESULT OF THE STUDY

Research Question 1

What training methods and techniques available in vocational education are applied in the acquisition and development of students' skills in Government Craft Development Centres of Rivers State?

TABLE 1: STATISTICAL ANALYSIS OF TRAINING FACTORS AND STUDENTS' ACQUISITION SKILLS OF GOVERNMENT CRAFT DEVELOPMENT CENTRES

S/N	Items	Teachers' Mean Response (TMR)	Students' Mean Response (SMR)	Grand Mean Response (GMR)	Decision
1	The teacher applies the Co-operative, discovery, demonstration, team teaching, and programmed methods during instruction.	2.62	2.00	2.31	Not Applicable
2	The training methods applied relate directly to the needs of	2.61	2.13	2.37	Not Applicable

	the students				
3	Students discover new approaches and solutions to problems during instruction by apply lecture methods only	2.54	1.94	2.24	Not Applicable
4	The students do not discover needed skills and creativity when the various training methods such as co-operative, field-trip, team teaching methods, are applied during instruction.	2.00	1.76	1.88	Not Applicable

Source: Field Survey, 2012

Where:

TMR = Teachers' Mean Response

SMR = Students' Mean Response

GMR =Grand Mean Response

From Table 1 above, the results indicates that teachers do not apply cooperative, discovery, demonstration and team teaching methods with (GMR=2.31), training methods applied do not relate directly to the needs of the students with (GMR=2.37), students do not discover approaches to new methods with (GMR=2.24), and students do not discover areas of new skills and creativity with (GMR=1.88). This implies that students do not acquire the needed training skills as specified in the curriculum.

Research Question 2:

What teacher factor affects the effective application of training methods and techniques in vocational training programmes of Government Craft Development Centres in Rivers State?

TABLE 2: STATISTICAL ANALYSIS OF TEACHER FACTORS AND APPLICATION OF TRAINING METHODS AND TECHNIQUES

S/N	Items	Teachers Mean Response (TMR)	Students Mean Response (SMR)	Grand Mean Response (GMR)	Decision
5	The teacher lacks the needed qualification and experience	2.12	3.33	2.73	Accept
6	There is a communication gap between the teacher and the students	3.04	3.35	3.20	Accept
7	The teachers are not adequately motivated to teach	4.00	3.36	3.68	Accept
8	Teachers are distracted because they are not adequately paid	4.00	3.11	3.56	Accept

Source: Field Survey, 2012

Where:

TMR = Teachers' Mean Response

SMR = Students' Mean Response

GMR = Grand Mean Response

From Table 2 above, the results show that teachers lack the needed qualification and experience as indicated in the grand mean (GMR = 2.73), there is communication gap between the teacher and the students (GMR = 3.20), the teachers are not adequately motivated to teach (GMR = 3.68), teachers are distracted because they are not adequately paid, as indicated in the grand mean (GMR = 3.56).

The analysis in Table 2 implies that the teachers lack the needed qualification and experience. Thereby creating a communication gap between the teacher and the students. It also implies that the teachers are not adequately motivated to teach and are distracted because they are not adequately paid.

Research Question 3:

To what extent does students' participation affect the application of training methods and techniques in vocational training programme of Government Craft Development Centre in Rivers State?

TABLE 3: STATISTICAL ANALYSIS OF STUDENTS' FACTORS AND APPLICATION OF TRAINING METHODS AND TECHNIQUES

S/N	Items	Teachers' Mean Response (TMR)	Students' Mean Response (SMR)	Grand Mean Response (GMR)	Decision
9	Students are always afraid to participate in class because they speak poorly	3.69	3.25	3.47	Accept
10	Students are not given free hand to apply their own creative ideas during instruction	2.39	3.20	2.80	Accept
11	The teacher do not boarder to assess each students' work	2.92	2.89	2.91	Accept
12	Students are not rewarded by teachers when they perform impressively in the class	3.65	3.33	3.49	Accept

Source: Field Survey, 2012

Where:

TMR = Teachers' Mean Response

SMR = Students' Mean Response

GMR =Grand Mean Response

Results from Table, 3 above, indicate that students are always afraid to participate in class because they speak poorly (GMR = 3.47), students are not given free-hand to conduct oral and written discussions (GMR = 2.80); the teacher do not boarder to assess each students' work (GMR = 2.91), the students are not adequately motivated by the teachers, as indicated in the grand mean of (GMR = 3.49).

The analysis in Table 3 therefore, implies that students are scared of participating in class because of their poor language command. Also, the students are not given free-hand to conduct oral and written discussions. The teacher on the other hand do not boarder to assess each students' work, as well as motivate them adequately.

Research Question 4:

What facility factors affect the effective application of training methods and techniques in vocational training programmes of Government Craft Development Centres of Rivers State?

TABLE 4: STATISTICAL ANALYSIS OF FACILITY FACTORS AND APPLICATION OF TRAINING METHODS AND TECHNIQUES

S/N	Items	Teachers Mean Response (TMR)	Students Mean Response (SMR)	Grand Mean Response (GMR)	Decision
13	There are no adequate workshop equipment and tools	4.00	2.99	3.50	Accept
14	Teaching aids are not readily available during classroom instruction.	2.92:	3.19	3.06	Accept
15	Classrooms are not conducive for learning	3.12	2.96	3.04	Accept
16	Textbooks are inadequate in the school library.	3.65	3.20	3.43	Accept

Source: Field Survey, 2012

Where:

TMR Teachers' Mean Response

SMR = Students' Mean Response

GMR =Grand Mean Response

The results from Table 4 show that there are inadequate workshop equipment and tools, as indicated in the grand mean (GMR = 3.50), teaching aids are not readily available during classroom instruction, as shown in the grand mean (GMR = 3.06), classrooms are not conducive for learning, as indicated in the grand (GMR = 3.04), textbooks are inadequate in the school library (GMR= 4.3).

The implication of the analysis in Table 4 above is that there are not adequate workshop equipment and tools, and teaching aids are not readily available during classroom instruction. The classrooms are not even conducive for learning. Moreover, textbooks are inadequate in the school library.

Research Question 5:

What Funding Factors Affect Effective Application of Training Methods and techniques in vocational training programmes of Government Craft Development Centre's in Rivers State?

Funding Factors Affect Effective Application of Training Methods and techniques

S/N	Items	Teachers' Mean Response (TMR)	Students' Mean Response (SMR)	Grand Mean Response (GMR)	Decision
17.	There is inadequate funding for staff training	4.00	3.82	3.91	Accept
18.	The funding policy of Government towards vocational training is poor	3.77	3.29	3.53	Accept
19.	Your school lacks adequate fund to run vocational training programme at present	2.77	2.65	2.77	Accept
20.	The fund made available for your school is well managed but not for any meaningful project execution	3.42	2.77	3.10	Accept

Source: Field survey, 2012

Where:

TMR = Teachers' Mean Response

SMR = Students' Mean Response

GMR = Grand Mean Response

The results from Table 5 reveal that there is inadequate funding for staff training, as displayed in the grand mean response (GMR = 3.91), the funding policy of government towards vocational training is poor, as shown in the grand mean response (GMR = 3.53), there is inadequate funding to run vocational training programmes at present in the school (GMR = 2.77), the fund made available for vocational training programmes is well managed but not adequate for any meaningful project execution as pointed out in the grand mean (GMR = 3.10). From Table 5 above, the analysis of the result indicates that there is inadequate funding made available for staff

training because the funding policy of government towards vocational training is poor. There is also inadequate fund to run vocational training programmes in the school at present, as a result of that students' enrollment into vocational training programmes at present is low.

Hypothesis 1:

The availability of training methods and techniques makes no significant difference between the effective application of the training methods and techniques and students skills acquisition and development.

TABLE 6: T- TEST STATISTICAL ANALYSIS

Respondent	(X)	SD	N	Df	P	S error	t-cal	t-crit	Decision
STUDENTS	1.96	0.69	130						
				154	0.05	1.96	-0.28	1.960	Accept
TEACHERS	2.44	1.95	26						

Source: Field Survey, 2012

From Table 6 above, the results show that, the calculated value of the t- cal is -0.28, while the critical table value is 1.960 at 154 degree of freedom and at 0.05 level of significance. Since the calculated table value is less than the critical table value, the null hypothesis is therefore accepted.

Hypothesis 2

Teachers' factor makes no significant difference in the application of training methods and techniques in the vocational training programme of Government Craft Development Centres in Rivers State, Nigeria.

TABLE 7: T- TEST STATISTICAL ANALYSIS

Respondent	(X)	SD	N	Df	P	S error	t-cal	t-crit	Decision
STUDENTS	3.28	1.16	130						
				154	0.05	0.53	0.02	1.960	Accept
TEACHERS	3.29	2.63	26						

Source: Field Survey 2012

From Table 7 above, it is observed that the calculated value of the T cal -0.02, while the critical table value is 1.960 at 154 degree of freedom and at 0.05 level of significance. In view of the fact that the calculated value is less than the critical table value, the null hypothesis (Ho) is therefore accepted. This implies that teachers' factor makes no significant difference in the application of training methods and 'techniques in the vocational training programme of Government Craft Development Centres in Rivers State.

Hypotheses 3

There is no significant difference in the mean responses of the respondent between the effective application of training methods/techniques and students' instructional participation.

TABLE 8: T- TEST STATISTICAL ANALYSIS

Respondent	(X)	SD	N	Df	P	S error	t-cal	t-crit	Decision
STUDENTS	3.17	1.12	130						
				154	0.05	0.51	0.02	1.960	Accept
TEACHERS	3.16	2.53	26						

Source: Field Survey 2012

From Table 8 above, it is be observed that the calculated value of the t- cal is 0.02. While the critical table value is 1,960 at 154 degree of freedom and at 0.05 level of significance. From the foregoing, since the calculated value is less than the critical table value, the null hypothesis (Ho) is therefore accepted. The implication of this is that, there is no significant difference in the mean responses of the respondents between the effective application of training methods and techniques' and students' instructional participation.

Hypothesis 4

Facilities factor makes no significant difference in the effective Instrument delivery in the vocational training Programme of Government Craft Development Centres in Rivers State.

TABLE 9: T- TEST STATISTICAL ANALYSIS

Respondent	(X)	SD	N	Df	P	S error	t-cal	t-crit	Decision
STUDENTS	3.09	1.09	130						
				154	0.05	0.29	-1.14	1.960	Accept
TEACHERS	3.42	2.74	26						

Source: Field Survey, 2012

It can be observed from Table 9 that the calculated value of the t- cal is -1.14, while the critical table value is 1.960 at 154 degree of freedom and at 0.05 level of significance. In view of the above, since the calculated value is less that the critical table value, the null hypothesis (H₀) is therefore accepted. The implication of this is that facilities factor makes no significant difference in the effective instructional delivery in the vocational training programme of Government Craft Development Centres in Rivers State.

Hypotheses 5

Funding factor of vocational training programmes makes no significant difference on teachers' active participation in the instructional process.

TABLE 10: T- TEST STATISTICAL ANALYSIS

Respondent	(X)	SD	N	Df	P	S error	t-cal	t-crit	Decision
STUDENTS	3.13	1.10	130						
				154	0.05	0.31	1.16	1.960	Accept
TEACHERS	3.49	2.79	26						

Source: Field Survey 2012

From Table 10 above, it is observed that the calculated value of the t-cal is 1.16, while the critical table value is 1.96 at 154 degree of freedom and at 0.05 level of significance. Since the calculated value is less than the critical table value, as indicated from the table, the null

hypothesis is therefore accepted. This implies that funding factor of vocational training programmes makes no significant difference on teachers' active participation in the instructional process.

CONCLUSION

Human skills development through teaching and learning in the area of technology, requires the needed training equipment, materials, knowledge and facilities. The curriculum of Government Craft Development Centers is prepared solely for skills acquisition in related engineering trades. The application of training methods is only a variable towards the achievement of the philosophical goals or objectives for man power development in Rivers State. From the findings of the study, the achievable goals are below expectations. It is therefore necessary to reactivate the various centers as to meet the current needs of the society.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- 1) Teachers of vocational training programmes should be welltrained to meet up with evolving technological changes in order to be prepared to transfer relevant knowledge and skills to the students. To achieve this, teachers' qualifications, experience and the opportunity to improve teaching skills through periodic evaluation of teachers should be the points of focus.
- 2) Students should though be exposed to both the theoretical as well as the practical aspects of every subject in order for them to make rational decisions that will enhance technological advancement. In doing this, they should be adequately motivated in carrying out individual and group assignments and tasks.
- 3) Both the federal and state Governments should as a matter of necessity create conducive atmosphere for teaching and learning by making available functional workshops, laboratories, libraries, equipment, tools classrooms and instructional materials to aid instruction. This will give the students the opportunity to undertake practical tasks which is the major aspect of the training programme.
- 4) Federal Government should ensure that good policies for improvement of vocational education are made. Also, budgetary, allocation for vocational education should be meaningful, considering that the programme is capital intensive and there is no possible short cut for the programme implementation.

REFERENCES

- Akaninwor, K.G.I. (2000). Special Methods in Technology Instructions. *An Unpublished Monograph*, Rivers State University of Science and Technology.
- Ballou, D. & Podgursky, M. (2002). Reforming Teacher Preparation and Licensing. What Does the Evidence Show? *Teacher College Record*, 10 (1), 5-26.
- Brown, B.L. (2003). Teaching Style versus Learning Style: Myths and Realities 26. Retrieved on January 17, 2011 from [http:// www.Calpro-online.Org/eric/textonly/docgen](http://www.Calpro-online.Org/eric/textonly/docgen).
- Greer, P. (2005). Inclusive Education. Supporting Teachers to Respond to the Diversity of Students' Needs. Retrieved January 10, 2011 from www.det.wa.edu.au/redirect/?oid.

Glenn, J. M (2000). Teaching the Net Generation. *Business Education Forum*, 54(3), 6-14

Haig, Y., Konigsberg, P. & Collard, G. (2005). Teaching Students Who Speaks Aboriginal English. *PEN 150*, 1-12.

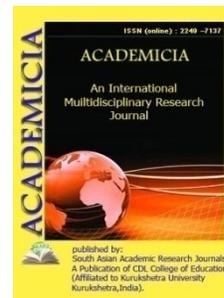
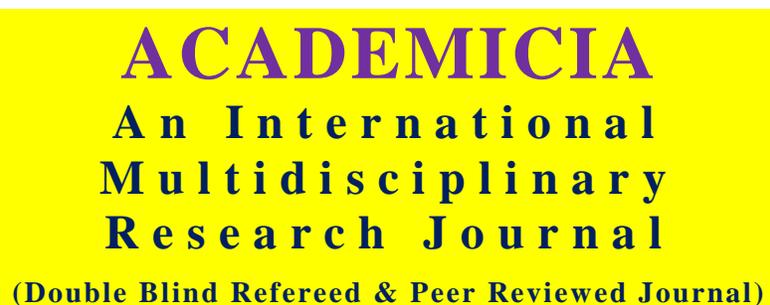
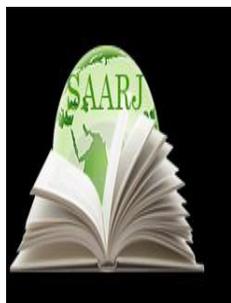
Kizlik, B. (2010). Lesson Planning, Lesson Plan Formats and Lesson Plan Ideas. ADPRIMA - Education Information for New Teachers and Education Students. Retrieved on January 6, 20 11 from lit p: //www.dprimu.com/tcsson.htn-

Nuckles, C. R. (2000). Student -Centred Teaching; Making it Work. *Adult Learning*, 11(4), 5-6.

Okwelle, P. C. (2010). Instructional Technology in Industrial Education. *An Unpublished Monograph*, Rivers State University of Science & Technology, Port Harcourt.

Pratt, D. D. (2002). Good Teaching: One Size Fit All? *New Directions for Adult and Continuing Education*, 93(1), 5-15.

Stitt-Gohdes, W. L. (2003). Student Teachers and their students. Do their instructional and learning Preferences Match? *Business Education Forum*, 57(4), 22-27.



DOI: **10.5958/2249-7137.2021.00001.X**

SUPPORTING INNOVATIVE APPROACHES IN THE EDUCATION SYSTEM

Axmedov M. M*; **Hojikarimova G.T****; **Boybabayev R.H*****; **Safarova G.M******

^{1,4}Fergana State University,
UZBEKISTAN

ABSTRACT

The article identifies the low, medium, and high levels of each subject in order to improve teacher competence, and explores the factors that can enhance the quality and effectiveness of teaching using innovative educational approaches through the use of innovative educational technologies.

KEYWORDS: *Education system, technology, teaching methods, innovation, innovative education, innovative approach, innovative educational technologies.*

INTRODUCTION

The Education Law and the National Training Program for the implementation of innovative approaches in the education system determine the level of complexity of topics by the science teacher for the formation of comprehensive knowledge, skills and competencies in the student and the corresponding low, medium and high level of complexity. chooses one of the factors (learning technologies). When organizing the educational process on the basis of such a balance in the education system, an innovative approach is formed that ensures the effectiveness of the educational process and a higher level of knowledge of students. Thus, he gives the young generation deep, thorough knowledge, a high level of thinking, professional skills and abilities capable of analyzing the results of the latest scientific discoveries, the desire to explore new scientific discoveries, the ability to apply the results in practice. , the main task is to prepare qualified, competent and competent teachers who are able to guide students to independent thinking, to interpret the results in an innovative way, to think in a modern way [1,2].

One of the main principles for the implementation of these tasks is the training of highly qualified, competitive specialists to reform the structure and content of the education system, harmonize the activities of educational institutions, introduce advanced pedagogical technologies, pedagogical innovations in the educational process. However, advanced

pedagogical technologies and innovations by themselves are not part of the education system. This is a process that depends on the level of competence of the teacher and his desire for innovations in modern science, as well as high motivational activity [3].

MATERIALS AND METHODS

The goal is to get the most out of the money and effort spent on innovating an education system or learning activity. The difference between innovation and any innovation is that they must have a changing mechanism to manage and control them. The main task of the educational process is the transfer of knowledge, the purpose of which should be subject-oriented, that is, the harmonious development of the student's personality. At the same time, the first competencies of the student are formed by providing the student with comprehensive knowledge, the formation of skills and the formation of new knowledge in exchange for the acquired skills. This leads to a complete mastery of the basics of science by swimmers, the formation of innovative approaches to the education system. As a result, the emerging initial competencies and relationships based on the emerging innovative approach lead to an increase in the level of knowledge of swimmers, as well as to the formation of new relationships, that is, the formation of basic competencies among swimmers, especially communication competencies.

The implementation of innovative approaches in the educational process consists of three-stage approaches (lower, middle and upper levels), it is important to choose the most optimal stage-by-stage approach [4].

It should be noted that a science teacher should be able to choose one of the lower, middle and upper-level approaches in the implementation of innovative approaches, in addition to the appropriate method and means and forms of information and communication technologies when describing the topic of the lesson. It is known from scientific and methodological literature that the effectiveness of traditional teaching methods does not exceed 60-65%. The continuous use of scientific research, innovations, inventions, new non-traditional, interactive, modern educational technologies and information and communication technologies in the educational process to increase the percentage of useful work will lead to a certain level of knowledge. A possible burden is a sudden change in the functioning of the education system to a higher level. For this, the education system must analyze each process and implement innovations in practice based on innovative approaches.

Changes in practice without a deep analysis of the education system can lead not to further improvement of the educational process but to unexpected negative results. Taking this into account, the science of innovative pedagogical pedagogy was formed on the basis of traditional pedagogical science in the world of science and currently plays an important role in improving the education system. This led to the formation of relationships based on an innovative approach to improving the education system, the emergence of intensive and extensive factors.

The intensive factor is based on the internal reserve of the institution in the development of education. An intensive approach is aimed at improving pedagogy, creativity and skills of students, student activity, the educational material base of an educational institution, the use of new pedagogical and innovative educational technologies in the educational process, as well as the use of information and communication technologies and the relationship between teacher and student.

Extensive factors rely on additional efforts (investments) in the development of an educational institution. This factor is developed in Western countries. Additional forces (investments) for the development of an extensive road pedagogical system will be implemented on the basis of new tools, equipment, technologies, capital investments, and financing. They prefer to use new information technology tools, spending excessively on various training activities, stratification and individualization of the learning process. Based on this, they intend to increase the productivity and quality of education.

We know that the formation, development and possible improvement of the educational process depended on the potential, creativity and pedagogical skills of the teacher. This led to an increase in the quality and efficiency of the educational process, an increase in the level of knowledge of students and an improvement in the education system. This means that through the use of innovative educational technologies, both traditional and non-traditional, interactive and modern teaching technologies, it is possible to improve the quality and efficiency of teaching and increase the level of students' knowledge, supporting innovative approaches. At the same time, it is advisable for science to introduce innovations slowly, step by step, reflecting on the benefits of them from an integrated scientific point of view.

The main task in the implementation of the National Program for Personnel Training is to train highly qualified pedagogical workers who can give the younger generation deep, deep knowledge, a broad outlook, possess professional skills, a thirst for creation, search, and application of innovations, teach students to think independently, and carry out innovative activities.

CONCLUSION

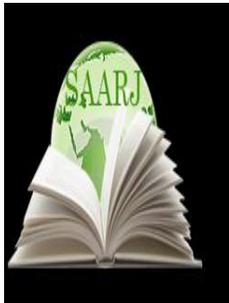
Taking into account the above, we can conclude that in order to organize a meaningful and high-quality learning process in a textbook, it is necessary to prepare a training program enriched with additional materials such as textbooks, manuals, manuals and instructions, mass media and Internet information. Then it is necessary to choose a method corresponding to the content of the topic and use modern information and communication technologies when presenting the topic. It would be advisable to apply an innovative approach based on innovative educational technologies to the methods and means of information and communication technologies used in the educational process.

As a result, the student develops the ability to apply in practice in everyday activities, i.e. levels of competencies, through the formation of deep knowledge, a certain level of skills and the formation of new knowledge in the process of skills. For this, the science teacher determines the level of complexity of the topics and selects one of the factors of low, medium and high complexity (educational technology). If the educational process is organized on the basis of such proportionality, the quality and efficiency of the educational process, as well as the knowledge of students, will be raised to a higher level if the education system uses innovative approaches based on innovative educational technologies.

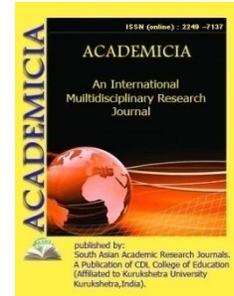
REFERENCES

1. "National training program" of the Republic of Uzbekistan. Harmoniously developed generation - the basis for the development of Uzbekistan. Tashkent: Publishing and Printing Concern "Sharq". 1997.

2. Law of the Republic of Uzbekistan "On Education" Harmoniously developed generation - the basis for the development of Uzbekistan. Tashkent: Publishing and Printing Concern "Sharq". 1997.
3. Muslimov N.A., Usmonbaeva M.Kh., Saifurov D.M., Turaev A.B. Innovative educational technologies. Tashkent. Sano Standard Publishing House 215. p.150.
4. Akhmedov M.M., Khudoiberdiev A.M., Ruzimatova S.M. Innovative educational technologies and modern approaches to teaching. Fargona. Polygraph Super Service LLC. 2020. p.156.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00002.1

FROM THE HISTORY OF FOREIGN RELATIONS OF UZBEK THEATERS IN THE YEARS OF INDEPENDENCE

Chorieva Dilorom Abdumuminovna*

*Junior Researcher,
 Center on Contemporary History of Academy of Sciences of Uzbekistan,
 Tashkent, UZBEKISTAN

ABSTRACT

This article reveals the cultural ties of theatre organizations operating in the Republic of Uzbekistan with foreign countries. In particular, the Days of Culture held based on agreements signed between our country and foreign countries, are being held. Also, the participation and achievements of theatre groups in the events held in our country and abroad in the framework of the Days of Culture are covered. It should be noted that the Uzbek theatre community has a great contribution to the promotion of our national cultural heritage abroad.

KEYWORDS: *Days of Culture, Uzbek theatre, national culture, the traditions, International Theater Arts Festival.*

INTRODUCTION

Today, independent Uzbekistan pays special attention to the issues of cooperation, which is one of the traditions of statehood, in determining its path of development. The opinion of the First President of the Republic of Uzbekistan Karimov that "without the past, there is no future, without cooperation, there is no development" [1] is of great importance. In particular, each state develops mutual social, economic and cultural ties in order to meet its different needs for development and progress. It is impossible to develop without cooperation with other countries. International relations also play an important role in the development of the state. One of the urgent tasks of history today is to study the establishment, development and participation of our country in cultural relations, practical cooperation with foreign countries on the basis of equality in the process of global integration.

MAIN FINDINGS AND RESULTS

From the first years of independence of the Republic of Uzbekistan has established international relations with foreign countries. The relations and cooperation of Uzbekistan with foreign countries not only in economic, political but also in cultural, educational, and other spheres have been strengthening year by year. Cultural cooperation between the two countries plays a special role in the agreements reached between the Republic of Uzbekistan and foreign countries. In this regard, the Days of Culture in Uzbekistan and abroad play a special role. Within the framework of the Days of Culture, many scientific, international conferences, festivals, and many other cultural events are held in the field of culture. In particular, theatrical art in the country has received special attention at the level of state policy. Favourable conditions, creative freedom, and wide opportunities have been created in the theatres for the creation of works that can serve the development of the culture of our people, as a result of which theatre groups began to appear on the world stage. He began to participate in international theatre venues. Besides, festivals and events such as "Navruz 92", "Humo-98", "Theater: East and West", "Silk Road" theatre tour serve to establish awareness of the news and achievements of theatrical art of the peoples of the world, as well as cooperation with foreign theatre groups.

In particular, international theatre events have been organized in the country. One of them was the International Theater Arts Festival "Theater: West and East" in Tashkent in 1993, which made a significant contribution to the development of international cooperation in the field of theatre. Theatre groups from 35 countries took part in the festival "Theater: East and West", which was held in Tashkent on October 23-31. The event provided an opportunity for Uzbek audiences to get acquainted with traditional, folklore theatres of European and Asian countries at a professional level. Theatre groups from different countries participated in their performances. In particular, T. Chalabi's private puppet theatre from Turkey, Holly's "Ghosts", India's Chandagarkha theatre group Girish Karnad's "Naga Mandla", Hong Kong's "Resolyu" theatre Peter Handke's "Two Servants in the Sky", Japan's "Sukut" theatre Shogo Father's "Sand" were presented to the audience.

This international event has made a significant contribution to the establishment and development of cooperation between the Western and Eastern theatre groups. This can be seen in the example of the director of the Brussels International Art Festival, Fri Leyza, who invited theatre groups from Turkmenistan and Uzbekistan (Kashkadarya Theater) to an international festival in Belgium in May 1994. [2]

For several years, Uzbek theatre groups have participated in festivals abroad with their programs and gained international recognition. For example, the Fergana Regional Musical Drama Theater performed "Journey to Tashkent" at the "Kontakt-94" - International Festival in Poland in 1994, the Hamza National Theater in 1997 in Cairo with "Chimildiq", and the Republican Puppet Theater in Turkey, the United States, and Pakistan. The theatre studio "Muloqot" in Karshi organized a tour in Germany in September 1998. [3]

The ballet troupe of the Uzbek State Academic Bolshoi Theater named after Alisher Navoi returned from a creative trip to Bangkok in 1994. At that time, the ballets "Don Quixote" and "Cinderella" were masterfully performed for a week in the auditorium of the Thai Cultural Center. The ballet festival, initiated by the President of International Calcheral Promotion Limited, Mr. Jaspal Singh Uberoya, has long been remembered by the audience. Every year in

May, various interesting cultural events are held in honour of the birthday of the Queen of the Kingdom of Thailand. The Theater Ballet Troupe also participated in this traditional conference for the fourth time. [4]

In November 1995, on the occasion of the 20th anniversary of the Ilhom Theater, the theatre began to hold festivals. The festival was held from November 20 to December 30 this year. It was attended by theatre groups from Russia, Germany, Italy, and the United States. It was called the Festival of Inspiration. [5] The Humo International Youth Theater Festival, held in November 1998, also played an important role in the development of theatrical art. The best theatre groups of Uzbekistan and Israel took part in the festival. The festival featured 32 performances, which were watched by more than 20,000 spectators.

The Humo Youth Theater Festival has been held in Uzbekistan since 1998. The festival, which was held for the first time, featured performances by Uzbek and Israeli youth theatres, while the 2000 festival featured theatre groups from eleven countries. In particular, the children's and youth team from Dresden, Germany participated in the performances of A. Makeli's "Years of the River" and E. Espinoza's "Hunter's Lunch". The festival was also attended by young Japanese ballet dancers "Olifita" and "Swan Lake", and the youth troupe of the State Drama Theater in Poti, Georgia, performed "Paper Bird". [6]

In August 1999, the ballet troupe of the Alisher Navoi Uzbek State Academic Bolshoi Theater performed the ballets Shelkunchik and Olifita at the next international festival in Bangkok. Also in 1999, these theatre singers Lola Nigmatova and Yanika Bogaryanskaya took part in the International Competition in Marseille, France. [7] Besides, the theatre's ballet soloists Tamilla Muhamedova, Sofia Minlina, and Lev Galpern took part in the prestigious Young Ballet Dancers' Competition in Paris for the first time. [8]

The Fergana Puppet Theater staged I. Tursunov's play "A Thousand and One Nights" (directed by H. Khakimov) in German in 1996 in Kazan, Tatarstan, and in 1997 in Bonn, Germany. The Jizzakh Regional Puppet Theater team toured the United States in 1997 with the play "Spectacular Performance." [9]

Even today, the annual foreign trips of theatre groups of the republic continue, demonstrating the achievements of our national theatrical art. In particular, in 1999, the theatre studio "Old Mosque" in Karshi participated in the International Theater Festival "Chingiz Aitmatov and Theater" in Bishkek with his play "*Nayman ona nidosi*" and won the Grand Prix. [10]

The team of the Republican Theater of Young Spectators named after Yuldash Akhunboboev in 2000 with the play "Gray Clown" (directed by O. Salimov) participated in the Central Asian Theater Festival in Mülheil, Germany as part of the "Silk Road Theater Journey" and achieved great success. In July 2004, the Makon International Theater Festival was held in Istanbul, Turkey on the occasion of the 90th anniversary of the city of Istanbul. The festival was attended by theatre groups from 18 countries. Among them, the team of the Uzbek National Academic Drama Theater returned with its performance "Ayolgu". Nurillah Tundjer, the artistic director of the Istanbul City Theater, said of the performance, "We were able to see our forgotten national traditions, culture, and identity. It was at this moment when European cultures were infiltrating our psyche that the play awakened us, saying that it had "taught us ..." [11]. The Republican Puppet Theater participated in the International Festival of Puppet Theaters in Turkey and demonstrated the art of Uzbek puppet theatre. The team of the Uzbek State Musical Drama

Theater named after Muqimi has successfully participated in the annual International Festival of Theater Arts in Cairo, Egypt. The play won two awards at the same time as it attracted the attention of theatre groups, audiences, and festival delegates from more than 50 countries who came to Cairo. These were the awards given by the Foundation for Work with and Support of Youth at the XVII International World Theater Festival and the prizes "For raising the most pressing issues." [12]. In 2005, the Uzbek National Academic Drama Theater took part in international festivals in Turkey and Russia, the Uzbek Youth Theater in St. Petersburg, and later on tour in Siberia, Russia. In 2008, the Mannon Uyghur Festival was held in Cairo, Egypt. The Surkhandarya Regional Musical Drama Theater's comedy "The Sword of the Emperor" (directed by M. Ravshanov, H. Khursandov) was shown twice at the Metropol Theater in Cairo. The play was watched with interest by theatre artists, local professionals, and spectators from different countries. [13] It is noteworthy that the Karakalpak theatre troupe successfully performed at the International Theater Festival in Egypt with performances of "Nine Crows and a Shinkildek" ("Nine Claws and a Shingle") and "The Most Beautiful Bride". [14]

In 2010, the Khorezm regional puppet theatre team took part in the International Festival of Puppet Theaters in Baku, Azerbaijan with the play "Khiva Lezgis" and won a special diploma and a prize. Based on an innovative project, the theatre management in cooperation with the Representation of the Federal Republic of Germany in Tashkent in 2008 organized performances "Magic Light Theater", "Journey to a thousand and one night dreams" led by Jürgen Tsachmann (pedagogue of games and theatre, head of various dance, play and theatre projects). staged. Based on this project, in 2011 the play "Rabbit's Nest in the Dream" was staged and successfully participated in the Republican Festival of Puppet Theaters. [15] As a result, effective cooperation between German and Uzbek artists has been formed.

It should be noted that the past 2014 was even more significant with the victories of Uzbek theater artists in international competitions and festivals. In particular, at the ASSITEJ-2014 Asian Games Festival in Seoul, the Republic of Korea in January 2014, the Youth Theater of Uzbekistan participated with its play "Ozornik" (based on the work of G. Gulom) and left a positive impression on the jury and the audience. Also, the Berdakh Musical Drama Theater participated in the II International Theater Festival "Theatrical art in a happy time" in Ashgabat, Turkmenistan in April with "The most beautiful bride" (by S. Balgabaev). did. In August, Feruza Yusupova, a soloist of the Alisher Navoi Bolshoi Academic Theater, took third place in the fourth international competition of opera singers named after Maxim Mikhailov in Kaluga, Russia. Irina Ignashina, a soloist of the Bolshoi Theater, also took part in the International Choreography Competition "Tantsuyushiy Mir" in St. Petersburg, Russia, and was awarded a diploma [16].

CONCLUSION

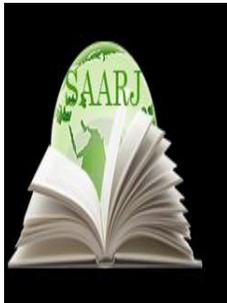
In short, the independence of the Republic of Uzbekistan has been recognized in the international arena, and from the first days of independence, it has joined the world community and cooperated with foreign countries. In a historically short period, it has become an influential state that is actively involved in solving international economic and political issues, as well as in the field of cultural relations. The state policy in the cultural sphere pursued in independent Uzbekistan and the development of international cultural relations of the Republic of Uzbekistan have led to the strengthening of its position among the countries of the world in its foreign policy

activities in the integration of international cultural relations. At the same time, its compatibility as an integral part of the process of international cultural integration has become the basis for the acceptance of national culture around the world due to its conformity to universal values.

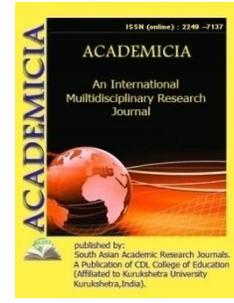
Theatrical institutions of Uzbekistan have made a significant contribution to the exchange of culture of Uzbekistan with the world, the recognition of our Uzbek cultural heritage in the world, the development and strengthening of diplomatic relations of Uzbekistan with foreign countries. Besides, international cultural ties have led to the emergence of cultural diplomacy. The participation of representatives of our country in such international competitions abroad is important for the further enhancement of Uzbekistan's prestige in the world.

REFERENCES:

1. Karimov I.A. From the path of creativity. Volume 4, –T. : Uzbekistan, 1996, -P.331.
2. CSA of RUz Fund M-7, List 1, 49 worksheets, 38 sheets.
3. Raxmonov M. Glorious songs of the Uzbek theatre. Collection of III scientific articles "Issues of art criticism". - T. : Art Research Institute. 2006, -B 217.
4. Uzbek literature and art. June 10, 1994 №24.
5. Uzbek literature and art. October 6, 1995, № 40
6. Festival of Youth Theaters.// Theater, №2, 2000, pages 13-14.
7. Abduqunduzov M. National Theater: Factors of Development. // Theater Journal, №1, 2000, p.3.
8. Qorieva B. The triumphant steps of art. // Theater Journal, №1, 2000, p.6.
9. Wedding invitation //Theater, №4, 2001, page 47; <http://jizzaxpuppet.uz/index.php>
10. Abduqunduzov M. Uzbek national theatre art: stages of development. Independence and the National Theater. // Collection, –T. : Yangi asr avlodi, 2002, P.42.
11. "Ayalgu" in Turkey.// Theater, №4, 2004, page 45.
12. Two awards at once. // Theater, №6,2005, pages 2-3.
13. In the land of the pyramids.// Theater, №6, 2008, pages 15-16.
14. Bayandiev T. Steps on the Karakalpak stage.// Theater, №6, 2016, pages 28-31.
15. Folklore and puppet theatre.// Theater, №1, 2015, 25-6er.
16. Umarov V. After the season. Summary column //Theater, №1, 2015, pages 2-3.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00012.4

**SEMANTIC-COGNITIVE INTERPRETATION OF WORDS EXPRESSING
 THE CONCEPT OF "STRANGER" (ON THE BASIS OF ENGLISH AND
 UZBEK LANGUAGES)**

Ismailov Turgun Salaxiddinovich*

*Senior Teacher,
 State World Language University,
 UZBEKISTAN

ABSTRACT

In this article, the fund of knowledge about alienation formed in the English and Uzbek linguistic consciousness is considered by typological comparison on the example of lexemes that serve to express the concept of "alien". It is shown that the natural feeling of longing for the homeland is manifested in a person in a foreign land, far away from the homeland, far away or exiled; lexemes that serve to indicate that an object that has fallen into a foreign cultural environment does not enter a particular space (physical, mental, moral-ethical space) of the subject have been semantically and cognitively interpreted.

KEYWORDS: *Alien Concept, Homeland, Longing For The Homeland, Longing, Foreign Country, Foreign Cultural Environment, Physical Space, Mental Space, Moral-Ethical Space, Belonging To Space.*

INTRODUCTION

In recent years, the study of language in terms of its interaction with the environment has become one of the most relevant areas of modern linguistics. Issues such as how a person reflects the environment around him, how he understands it in his mind, and how he presents this cognitive activity and the learned being in language are at the heart of modern linguistic research.

In modern linguistic research, the concept is recognized as the basic unit of the linguistic consciousness of the individual. A concept is a complex mental structure that combines human imaginations, knowledge associations, connected with a certain part of being. S. A. Askoldov In his article "Concept and Word", introduced the term "concept" into scientific circulation.

According to the scientist, the concept is an imaginary structure. It replaces us with an indefinite amount of objects in the process of thinking [1: 267].

Each concept, as a mental complex, includes semantic content, re-evaluation, a person's attitude toward the object being reflected, and other components. V.I.Karasik emphasizes the fundamental importance of the evaluation component in the conceptual structure by distinguishing the components of the concept, image, and evaluation because this component is culturally significant [2,3]. "The universal value of the homeland is a relational concept: it must necessarily have a relationship parameter in its structure, it is always a "personal", "my" ("mine"), archetypically opposite to a "foreign" place, a foreign country (alien place), a personal place (places)" [3;4].

MATERIALS AND METHODS

In this article, we try to describe and explain within the framework of a typological comparison based on the study of the semantics of nouns, which serves to express the concept of "Alien" from a deeply rooted fund of knowledge and formed in the English national consciousness, which underlies the concept of "Homeland", characteristic only of the second part from the antinomy "friend or foe" [3; 4].

Man belongs to some country, and love for him is inherent in him as a moral ideal. Love for the homeland is realized in a state of separation from it. Separation, farewell, distant, exile, persecution, exile, exiled (exiled) person, foreign country, etc. are observed in regular syntagmatic combinations with the word homeland. In such situations, the homeland is contrasted with respect to a foreign country spoken of with a negative or neutral connotation. The value of what may seem ordinary in the homeland is often felt far away from home.

The natural feeling of longing for the homeland is inherent in a foreign country. The feeling of longing is in Uzbek *qo' msash, sog'inib qayg'uga botish, musofirlik, g'ariblik, qam-g'ussadan ozib-to'zmoq, sog'inmoq, qo' msamoq, sog'inchdan (g'am, qayg'udan) azob chekmoq, o'lmoq, ajal topmoq* represented through the semantics of lexemes (explicit and potential components of the meaning).

Undoubtedly, the lexemes of longing and dying are key lexemes among the lexemes that signify the loss of homeland. The differential semantics of these words are used as potential semantics relative to each other and stand in a cause-and-effect relationship. Potentially, homesickness leads to death, and death can be the result of being in a foreign country and longing for the motherland. Patriotism does not depend on time and space. Patriotism does not depend on time and space. No matter where a person is, no matter how much time has passed since the separation from the motherland, love for the homeland will remain with him. In a foreign country, a person cannot be happy because he misses his homeland far from home.

When interpreting an object that has fallen into a foreign cultural environment, the nouns *alien, foreigner, newcomer, outsider, stranger* which represent this object in the linguistic consciousness, have the following semantic features:

The noun *Alien* includes information that: an object is presented in a way that belongs to the physical space of the subject (but does not belong to his mental space); in the sense of the word, belonging to space is defined, but space itself is not presented in a directly perceptible way; the subject negatively evaluates the described object based on mental processing of the received

information about the object; the evidence of belonging/non-belonging is determined by an observer who is not the same as the object being evaluated [5-7].

The *foreigner* lexeme describes an object as meeting the ethical criteria of the subject's space, but not belonging to that space in terms of physical parameters; the evaluation of the object will not be negative; perceptually received information about the object will be sufficient for object identification; space to which the object belongs is "local", ie not limited to a specific place; the value an object receives can come from it.

The word *Newcomer* includes information about the conformity of an object to the physical criteria of the space to which the subject belongs, but at the same time does not provide information about the conformity of the object to the ethical requirements of the members of that space. Belonging to the space being described in the sense of this word can be presented both as "local" and as "non-local". The subject does not negatively evaluate the object being described, the assessment is built on the mental processing of the information obtained about the object, and the author of this assessment may be the object itself.

The noun *outsider* represents the object as belonging to the physical space of the subject, but not to its conditional-mental space, while the space to which the subject belongs is represented in a way that is directly perceptible. Based on the mental processing of the information obtained about the object, the subject gives a negative assessment of the object, and this assessment cannot be derived from the object being evaluated.

The lexeme *stranger* is used to denote an object that does not meet both the ethical criteria and the territorial criteria that an individual must meet in order to be accepted into space to which the subject belongs. Hence, this object does not enter the physical space of the subject, nor the moral space. In the sense of this word, non-belonging to the space described can be presented both in a directly perceived way, i.e. "locally" and in a way that is not directly perceived, i.e. "non-local". Evidence that an object does not belong to this space is determined by an observer who may be the same or different from the object being evaluated. On the basis of perceptually obtained information about the object, the subject evaluates it, and this assessment is not negative.

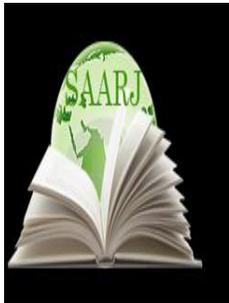
CONCLUSION

As a result of the analysis, we obtained interpretations of lexical units that evoke the concept of "alien". These lexical units allow us to obtain an adequate description of the relevant piece in the current linguistic landscape of the world.

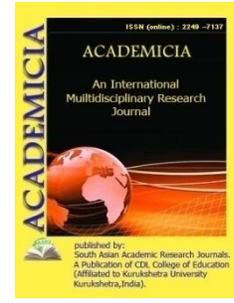
REFERENCES

1. Askoldov, S.A. (1997). Concept and word: From the theory of literature to the structure of the text. Institute of the Peoples of Russia, etc .; under the general editorship of V.P. Neroznak. M.: Academia.
2. Cambridge Dictionaries Online [Electronic resource]. URL: <http://dictionary.cambridge.org/ru> (дата обращения: 18.08.2017)
3. Karasik, V.I. (2002). K 21 Linguistic circle: personality, concepts, discourse. Volgograd: Change, 477 p. ISBN 5-88234-552-2.

4. Stern, K. (1997). Longman Dictionary of American English. *White Plains, NY, the United States of America: Longman.*
5. Petrova, M.L. (2006). The concept of "friend/foe" in journalism and literature of Russia and France at the turn of XX-XXI centuries (Doctoral dissertation, Russian State University for the Humanities (RGGU)).
6. Petrochenko M.N. Semantic component "friend/foe" in folklore and dialect everyday texts: Diss ... cand. philol. sciences. Tomsk, 2005, 227 p.
7. Speake, J. (Ed.). (2004). *The Oxford Dictionary of English idioms*. Oxford University Press. p. 352.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00013.6

UNDERSTANDING COMPOSITION THROUGH WORK ANALYSIS

Bobomurodov Ziyodullo Rustamovich*; **Akhmedov Mukhommod-Umar Bakhridinovich****;
Khasanova Munisa***

*Associate Professor,
 Head of the Department "Drawing, painting and sculpture",
 Tashkent Institute of Architecture and Civil Engineering,
 Tashkent, UZBEKISTAN

**Associate Professor,
 Tashkent State Pedagogical University named after Nizami,
 Tashkent, UZBEKISTAN

***Lecturer,
 Tashkent State Pedagogical University named after Nizami,
 Tashkent, UZBEKISTAN

Email id: hasanovamunisa99@gmail.com

ABSTRACT

The concept of composition is very comprehensive and meaningful. It applies to all creative processes and forms the basis of almost all art forms. The article discusses the composition and its complex types, patterns and analysis, the concepts of the main categories and patterns of the composition of volumetric-spatial forms. The main means of composition are considered, such as tectonics, rhythm, proportions, scale and symmetry. The types of volumetric-spatial compositions and methods of their construction are presented.

KEYWORDS: *Composition, Rhythm, Dynamics, Golden Intersection.*

INTRODUCTION

The composition is the art of composing, placing. Let's look at the composition in a narrow circle, that is, in a workbench painting and a workbench graph. From the term "bench" means that the fabric or paper is fixed to malbert.

Initially, we will talk about black and white or colour composition. In our compositional schemes, only 2 colours are involved-white and black. The laws of composition are based on the laws of perception and are fixed in our consciousness. We consider composition and its laws as

positive, favourable for our consciousness in the limited quadrangular plane of space. On this plane, you can perform 2 different actions: put a shadow on someplace or not put it. The bounded plane and shadows are the structural elements of the composition. These elements have the qualities of colour, volume, and shape [1,2].

1. This is the first condition for a simple solution, the inequality of white and black in the composition. Inequality has an important function in having a clear understanding of the body and background. Usually, the background is taken the one that is mostly white or black. If white and black are equal, not knowing which one to focus on, perception weakens, that is, discomfort arises.

2. The second condition is the participation of spots in the space of the composition in three dimensions. Everything has a 3xil image: large, small, medium. But these dimensions are also judged by the environment in which they are found [3,4]. For example, we perceive a chair on the street as a trifle. And in the room it is medium in size, you cannot put it in the closet - it is large. The presence of elements of three different categories in the space - large, small, medium - is a state of comfort. If there are small spots in the composition, then it appears as a fragment of a large work, that is, in other words, a fragment. If there are no large spots in the composition, it seems dull, empty, dull, monotonous. Fragmentation and monotony - these two definitions contradict the composition, it is necessary to eliminate this error.

3. The third condition is that for the composition to be comfortable, it must have a holistic look. For this, a composition node is created, that is, the centre of the composition [5]. A composition centre is a unique, dedicated space that draws attention to the composition. The composition centre is not understood as the geometric centre of the plane. We get a sheet of white paper. He will be our plane. We make black paper sheets in three different sizes. They will be stained in the composition. Let's see how to define a focal point.

A) Determine the focal point by the spot size. It is enough to leave the spots the same size. To do this, we put different (3 different) points on loneliness. Large, small, medium. Now remove the rest, leaving only one of the larger spots. He immediately separates and begins to draw attention to himself. The same situation is observed with medium and small spots. The one who is left alone becomes the centre of attention.

B) Find a Composition Center in Nuance. Find the centre point separate from its counterparts. We apply several black spots of different sizes to the plane [5,6]. Place a small white spot on one of them. As a result, a large spot with white spots will stand out from other black spots of the same size. Also, a small white spot is visible among other small spots with one. The question arises: is the centre of the composition a big black spot or a small white spot in it? The centre of the composition is determined not only by the spots. It is at this point that the spots keep the weight in balance.

C) The background part can also serve as the centre of the composition. The centre will most likely be in the background area, not just in the spots. The centre of the composition will be located in the middle of the plane, that is, at the intersection of the spots along the perimeter.

D) Complex methods for determining the compositional centre. Take, for example, the portion of the background that surrounds a large black spot with a small white spot. In this case, the focal point will be located between three centres: a large black spot, a small white spot, and a separate

centre of the background. Explain that the spots on the separated part of the background are connected along the perimeter, not along the middle line. When we look at black dots, our gaze moves from one point to another along the shortest path and tends to reach white latitude faster. It is this feature of our gaze that determines the expression of movement in the composition. The concept of movement in the composition is based on the sequence of seeing the elements of the image. The sequence of spots and the movement of the distance between them creates a rhythm. Rhythm - serves as a note and a pause in the image, as in music.

4. The fourth condition for creating comfort in the composition is Rhythm. Shadows and gaps between them should be different so that they do not become the same, boring. Even if only the sizes of the shadows or the distances between them are the same, a state of repetition arises in the rhythm. Discomfort arises in the composition. We introduce the concept of plasticity of movement and rhythm. Plastics are often used in choreography in relation to dance movements. We are talking about beautiful, ugly, durable, sharp plastic. That is, one movement can be performed on different heads. In this case, the interaction of the elements of motion is plastic. Likewise, in composition, plastic is an adaptation of objects that have a holistic appearance. Movement, rhythm and plastic are the instruments that make up the composition. For example, using movement, the viewer can focus on a specific part of the composition. Plasticity and rhythm can give a certain mood to movement. Experiment with practice using a sheet of white paper and pieces of black paper.

5. The fifth condition for creating cosiness in the composition is to align the placement of shadows to the edges of the composition. If all the spots in the composition are at a certain distance from its edge, and one shadow touches the right edge, the composition is cropped from the right side, giving the impression of a fragment on the left. A similar situation can arise with the right side of the composition. This creates discomfort in the composition. If the shadows touch both the left and right edges, the composition is rounded as the centre. The horizontal direction of the composition is filled with shadows. Top and bottom edging does not need filler shadows. The compositional solution is more stable in the vertical direction. The vertical line serves as the geometric centre of the composition, not a point. Therefore, putting together a composition in a horizontal format is a little difficult. Because it tends to "split" into two parts along a vertical line. So, we have examined the basic principles of the composition colour scheme. Let's summarize what we learned from the composition. The composition consists of elements consisting of planes and shadows. The comfortable arrangement of the composition meets five conditions: the inequality of white and black, the presence of three shades - large, small, medium shades, rhythm, movement and plasticity. Methods for highlighting the compositional centre:

- A) By the size of the shadow.
- B) About the nuances of health.
- C) On a highlighted background.
- G) About complex detection methods.

Compositional analysis of black-and-white reproduction.

The compositional analysis is the process of bringing a complex image into a simple or schematic form in order to determine the construction principle. Let's take a look at an image that consists of black and white and greys in between. We carry out the compositional scheme with a

brush or in the daytime, with gouache no larger than a palm. The compositional scheme - no finished drawing was required. Then the contour lines may not be clear. Because we are interested in compositional shades, not elementary ones. The brush should not be less than No. 10, so as not to succumb to small details. Let's start. We take a black and white reproduction and determine its relativity or format. Draw a rectangle on paper in the same proportions. Draw an approximate line of the image with a pencil. We define the lightest and darkest areas of the reproduction. Then we find the middle tint of the image. Now let's leave the middle grey of the reproduction white and the black one black. Inserted in grey or black. We will make 4-6 compositional schemes from different reproductions. When the schemes are ready, we determine how and where its compositional centre is separated.

Colour analysis of colour rendering.

Let's start by analyzing the reproduction of a black and white image. Only here we use colour rendition.

We take into account the brightness of the shadows (in the ratio of light saturation), regardless of the colour.

Color compositional analysis of nature.

The object of our research is not a reproduction of an airplane, but a real three-dimensional still life. Compositional analysis of nature is not much different from the compositional analysis of reproduction. A similar middle tone is set. The hungry areas remain white and the remaining dark areas turn black. In each compositional scheme, the average colour is determined by only one colour reproduction - white or black. But there are also differences. When we work with a reproduction, its composition is already ready, it has certain relativity, format. Working with nature, you need to be able to correctly place spots on the border of the composition, to determine its format [4-6]. To do this, we draw the image extensively, leaving extra space in the format when creating the initial sketch. Then we constrain the part that is defined as the main one with the frame. By defining the main, final image, we create the comfort of the spots in the composition.

Three-dimensional analysis of colour rendering.

From each colour reproduction, 3 schemes are compiled: colour, colour, linear. So far, we have analyzed the composition only one-sidedly. That is colour analysis. Let's take a look at two more colours and line types. If a black-and-white composition contains white and black spots, then a colour composition contains "hot" and "cold" spots. In theory, any colour can be derived from red, yellow, blue, black and white. White, black and colours formed from their mixture are part of the achromatic colours. Three primary colours (red, yellow, blue) determine the composition of the spectrum, and they are divided into "hot" and "cold" groups. Warm: yellow-orange, red. Cold: black, blue, green. One can imagine a colour scheme based on the interaction of achromatic and chromatic colours. Mixtures of colours in different proportions in a circle give different colour accents. It blends with the white in the centre to make it brighter. Colours going from the colour range to the edges are muted. If we divide the colour gamut in two horizontally, the upper part is warm colours, the lower part is a cold colour. Achromatic colours do not fall into this category.

Colour composition analysis

First, we find the hottest and coldest colours in reproduction. We then define the colour at an average temperature in two colour ranges. Most of the colour range of the image may be unused. Therefore, we are only interested in the colours in a given reproduction, and they are determined by their relative relativity. We paint over warmer areas such as yellow than medium-warm. We paint over cooler colors blue. In this case, the outline of the object becomes blurred. This should not be ignored. Despite the light-dark areas of reproduction, we can only distinguish between warm and cold colours. We also paint over the middle colour in the compositional scheme in only one colour - yellow or blue.

Now let's talk about achromatic colours. Black, white, grey are dependent on other colours that surround them. For example; a black spot is cold against a yellow background because it is colder than any warm colour. If the image contains only cold and achromatic colours, then the achromatic colour gives the impression of warm colour.

Linear composition

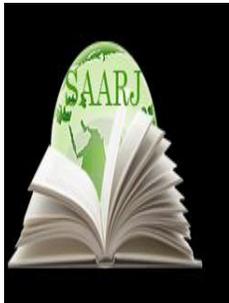
Linear composition enriches the image content with lines. The linear composition is clearly expressed inline graphics. In a linear composition, movement, rhythmic plastic is more important. Due to the very high degree of expressiveness, the linear composition is repeated as a separate species.

Linear composition analysis.

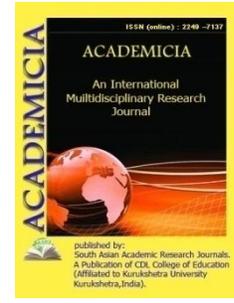
When we analyze a colour image with a linear composition, we take its spot boundaries as a line. In it, in general, spots similar in colour and shade are obtained. All the rules used in colour and colour composition devices also apply to linear composition. 3-4 composition schemes are compiled on one sheet. Find out how and where the composition centre of each diagram is separated. (for each scheme). Note that none of the three schemes may have a composition centre at all. Usually, in a well-constructed composition, all three schemes are compatible with each other. All three serve to divide the compositional centre. Sometimes one scheme serves to highlight the compositional centre, the rest are neutral, i.e. do not interfere with it. Black and white composition are usually more appropriate for an image with natural colours.

REFERENCES

1. Abdurahmonov G. (2009). Composition. TSPU named after Nizami.
2. Moleva, N.M. (1991). Outstanding Russian artist-teachers: book. for the teacher. Education.
3. Shorokhov, E.V. (1979). Basics of composition: textbook. manual for ped students. institutions. M.: Education, 12-13.
4. Trouble, G.V. (1989). Fundamentals of visual literacy.
5. B.V. Iagonson. (1998). School of Fine Arts. Moscow.
6. Yarmanova, Y. B. (2020). Development of individuality in collective relations. *Theoretical & Applied Science*, (6), 577-580.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00014.8

EQUIPPING HIGHWAYS (ON THE EXAMPLE OF THE KUNGRAD-MUYNAK HIGHWAY)

Khotamov Asadulla Toshtemirovich*; **Abdikhalilov Fitrat Abdikhalil oglu***;
Rashidov Sardor Ulugbek oglu**

*Doctoral student (Ds),
 Tashkent Institute of Architecture and Civil Engineering,
 Tashkent, UZBEKISTAN

**Master's Degree Student,
 Tashkent Institute of Architecture and Civil Engineering,
 Tashkent, UZBEKISTAN
 Email id: abdixalilovfitrat@gmail.com

ABSTRACT

This article provides suggestions for the placement of recreation areas along the highway "Kungrad-Muynak" for the convenience of passengers, drivers and vehicles. It is known that recreation areas include a complex of various road constructions. These facilities play an important role in improving the efficiency of the road transport complex. Also, the highways will provide comfortable and safe movement for passengers and drivers. The main attention is paid to the location of vehicle maintenance outlets and service facilities along the highway, which fully uses the requirements of GOST to address these issues.

KEYWORDS: *Highways, Safe Traffic, Equipment, Roadside Facilities, Infrastructure, Category, Master Plan, Recreation Areas, Parking, Relief Condition.*

INTRODUCTION

Today's highways need to provide comfortable and safe movement not only of vehicles, but also of passengers and drivers. This requires the development of a science-based system for organizing, servicing and equipping roads [1]. It should be noted that the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 16.01.2019 No 37 on the implementation of adequate measures for the establishment and development of tourism in Muynak district, the introduction of the necessary infrastructure, including road transport

facilities and services. According to the resolution, it is planned to develop a master plan of Muynak district and improve the roads connecting Muynak district with other cities.

Thousands of vehicles move on the highways every day. With this in mind, a complex of various road facilities will be built along the road for the convenience of passengers and drivers. These include recreation areas, petrol stations, car maintenance and more. Roads and road structures are artificial structures that serve for a long time. Therefore, it is necessary to have prospective data on periodic changes in all factors affecting the operation of road and roadside structures, including natural climatic factors. Roadside recreation areas will be located at a distance of 30-40 km on Category II roads following the normative documents [2] (Table 1).

MATERIAL AND RESEARCH METHODS

The 4P 173 highway connecting the cities of Kungrad and Muynak is an II-category highway with a length of 93 km. Based on the requirements of the normative document on the route, if we plan to design a recreation area every 30-40 km, then we can plan 2 recreation areas. As the total length of the route is 93 km, it is advisable to place the recreation area every 31.0 km.

On Category 1 roads, service facilities are provided on both sides of the road [3]. It follows that in the development of the master plan of the Kungrad-Muynak highway, this requirement will further facilitate the possibility of linking them to existing facilities in the planning of recreation areas.

RESEARCH RESULTS

Driver and passenger service facilities (recreation areas, shops, restaurants, motels and campsites) will be located in the recreation areas in accordance with regulatory requirements (Table 1).

TABLE 1 REGULATORY REQUIREMENTS

Type of road and roadside service facilities	Categories of highways	Distances between objects of the same type, km
Recreation area (large)	IA, IB, IB	20-30
	II	30-40
Recreation area (small)	III	30-40
	IV	40-50
Petrol station - AYOQSH	IA, IB, IB	20-30
	II	30-40
	III	40-50
	IV	50-60
Maintenance Station	IA, IB, IB	60-100
	II	
	III	100-150
	IV	150-250
Hotel (motel) or camping	IA, IB, IB	100-150
	II	
	III	150-200
	IV	

Catering	IA, IB, IB	20-30
	II	30-40
	III	40-50
	IV	50-60

Figure 1-2-3 below shows a project sketch of the proposed master plan of the proposed recreation area along the Kungrad-Muynak highway. The 31.0 km distance calculated when placing the rest areas in the general plan may not be evenly distributed. Here, of course, it is necessary to take into account such factors as the current situation around the route, the state of relief, existing facilities, settlements, two existing memorial complexes, existing surface water reservoirs. We analyze some of the requirements for the Kungrad-Muynak highway, which belongs to 2 categories according to GOST 33062-2014 [4]:

- The minimum distance between vehicles - at least 400 m - (required);
- Minimum viewing distance of the road surface - at least 175 m - (meets the requirements);
- Minimum viewing distance of the road surface - at the exits from service facilities should be at least 100 m - (possible to provide);
- Minimum viewing distance - at least 400 m - (at risk).



Figure 1. A draft sketch of the proposed master plan of the proposed recreation area along the Kungrad-Muynak highway.



Figure 2. Project sketch of the proposed recreation area along the Kungrad-Muynak highway.



Figure 3. Project sketch of the proposed recreation area along the Kungrad-Muynak highway.

Also, there are some requirements for this category of roads, which are:

- Service facilities have parking lots that provide at least 10% of the number of cars that can move simultaneously on the route;
- Road signs informing about service facilities should be installed 400-800 m away from non-residential areas;

- If necessary, this distance should be set at 2-3 km, 15-20 km, 60-80 km.

For the design of short-term recreation areas and service facilities along the Kungrad-Moynak highway, the current state of the road and the technical parameters and categories of the highway were studied. Today, in developed countries, special facilities for the maintenance of vehicles have been introduced along the highways, based on its technical categories. In order to develop an innovative landscape design solution of the Kungrad-Moynak highway, project proposals for the location of maintenance stations and service facilities for vehicles along the 4R173 Kungrad-Moynak highway were described and master plans were developed.

Service facilities and their complexes are generally located in the general plan in relation to the main road in the following order:

- transportation area (parking lot, entrance and exit)
- service area (main facilities, sidewalks and sidewalks).

When placing various service facilities in one complex, close to the main highway (petrol stations, service station, technical assistance point) and then driver and passenger service facilities will be located recreation area, shopping centre, restaurant, motel and camping.

The recreation area is designed for short-term rest of passengers and drivers. The recreation area includes the following areas:

- Housing for cars, areas for entry and exit
- recreation area;
- sanitary-hygienic territory;

In addition, the recreation area will be planned stations for the technical installation of cars, as well as the following facilities:

- catering outlet;
- trade shops;

Whenever possible, retail and catering outlets should be located outside the recreation area.

In order to create convenience for drivers in the area in the design of short-term recreation areas and service facilities along the highway, parking lots should also be designed in accordance with regulatory requirements. The parking space for one car, internal roads, turning radii, manoeuvring (traffic position) and their dimensions, as well as layout schemes of cars, are based on the following recommendations: [5].

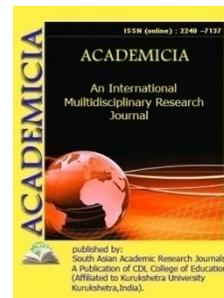
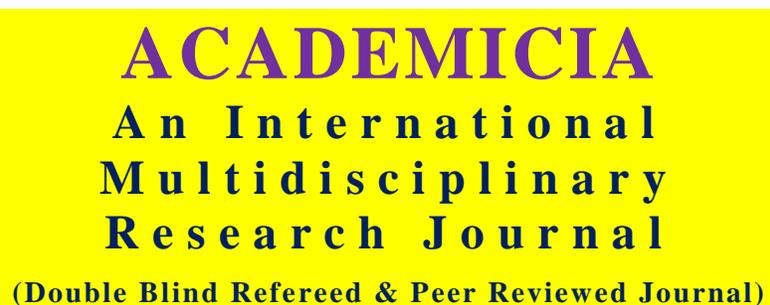
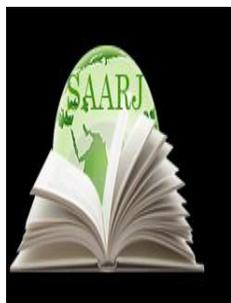
- separate places for cars, trucks and buses will be established in the settlements;
- in front of food and trade enterprises and a large recreation area, trucks are parked on the left, cars and buses on the right;
- Trucks and buses are placed in a direction parallel to the axis of movement in the right direction.

CONCLUSION

In short, equipping highways means providing them with a convenient and safe service based on the needs of passengers, drivers and vehicles on the road. The main purpose of the road service is to increase the economic efficiency of the road transport complex. This has been proven in the example of many developed countries. Our main goal is to implement these measures on the Kungrad-Moynak highway.

REFERENCES

1. Sodigov I.S, et al. Blogging and road construction. Toshkent, 2015
2. Order of the Cabinet of Ministers of the Republic of Uzbekistan-37 16.01.2019.
3. GOST 33062-2014 Interstate standard "Requirements for the placement of road and roadside service facilities" Moscow, 2015.
4. Urban planning rules and regulations 2.05.02-07 Highways Tashkent, 2018.
5. Rules and norms of urban planning 2.07.01-03 *"Urban planning, planning of rural settlements ..."



DOI: **10.5958/2249-7137.2021.00022.7**

DISCOURSES ON THE USAGE OF MEDICINAL PLANTS AND THEIR PROTECTION

Sirojiddin Ahmatovich Murodov*; **Husniddin Kurbonovich Esanov****

*Lecturer,
Bukhara State University,
UZBEKISTAN

**Associate Professor,
Bukhara State University,
UZBEKISTAN

ABSTRACT

The article highlights topical issues of the use of medicinal plants today. There is information on the cultivation of natural medicinal plants, obtaining more medicinal raw materials by planting them and protecting their natural populations. The most important factor in using medicinal plants is the need to know their types and bio ecological properties.

KEYWORDS: *Medicinal Plants, Folk Medicine, Resources, Medical Substances, Introduction, Medicinal Properties of Plants.*

INTRODUCTION

There are more than 20,000 types of human diseases in the world, while more than 15 000 drugs are being used in their treatment. In the preparation of such drugs, raw materials having 3000 taxonomic names are used, and more than 35% of them are processed from medicinal plants. According to the calculations of the World Health Organization (WHO), 70% of the world's population uses medicinal herbs.

The World Trade Organization in its report has admitted that the use of traditional medicine and herbal medicine as part of the health care system is significant.

Therefore, the inventory of species of medicinal plants, the evaluation of their resources and identification of prospective species for manufacture is one of the topical issues of the modern ages.

According to the analysis of existing evidence of medicinal herbs in the flora of Uzbekistan and data on herbs used in folk medicine, it was revealed that the total number of higher plants in the flora of Uzbekistan consists of 4500 species, of which 139 families, 1154 species belonging to the category 571 are known to have medicinal properties [6]. Included here, there can be found 186 medicinal plants of 50 families in the oasis of Bukhara, 61 species from 20 families in the oasis of Karaul bazar [9; 10].

MATERIALS AND METHODS

In 2019, medicinal plants have grown on an area of 11.5 thousand hectares in the Republic of Uzbekistan. The medicinal plants cultivated were exported to countries such as Turkey, Germany, India, South Korea in the amount of USD 48000 [7].

Currently, in our country, 2.3% of all 6400 diverse medicinal substances are of natural origin. If we look at the countries of the world, the reproduction and processing of medicinal plants are widely developed in countries such as China, India, Canada and the United States. China itself grows 700-1000 tons of medicinal plants per year and receives revenue of USD 822 million from it.

To date, 93 enterprises in our country are processing medicines from 89 different plants. Only 7% of the total consumption of natural drugs corresponds to products by domestic manufacturers.

At present, if we take into account that approximately 50% of the medicines in the network of pharmaceutical products are made from medicinal herbs, then the cultivation of medicinal plants, their cultivation, development of their agrotechnical are considered one of the most important scientific issues in the field.

In Uzbekistan, only a large part of the medicinal herbs that grow in the wild are harvested as raw materials for medicinal purposes, but this is also not enough to satisfy the needs of the country.

Therefore, the cultivation of medicinal plants culturally without cultivation, the development of the cultivation of medicinal plants consistent with the raw materials of medicinal plants of the medical, food-processing and perfumery industry, the manufacturing of import-substituting or export-oriented products in local conditions is considered one of the pressing problems of today [1,3].

Lately, the industry of pharmaceuticals in the Republic of Uzbekistan is developing rapidly, and the demand for medicinal plants is increasing exponentially. This requires the cultivation of medicinal plants belonging to the flora of foreign countries in local homegrown conditions [4].

Currently, the demand for medicines made from medicinal herbs is growing significantly. This situation is because drugs made from medicinal herbs and are environmentally friendly have a high potency of action, have a long-term positive effect on the body, do not cause harm to the human body, and also do not cause other diseases, make the process of preparation easier and being cost-effective in economic terms.

Naturally growing medicinal plants which are raw materials, growing naturally in our republic, are not unlimited. Therefore, the rational use of plant resources, which grow naturally, allows them to leave their resources to the future generation.

The protection and effective use of medicinal plants and Natural Resources is reflected positively in relevant decisions in our country. In particular, the tasks set out in the resolutions “On the establishment of the state committee of the Forestry of the Republic of Uzbekistan” dated May 11, 2017, “On measures to create favourable conditions for the rapid development of the pharmaceutical industry of the Republic” dated 7 November 2017, and “On measures to create favourable conditions for the rapid development of the pharmaceutical industry of the Republic” dated 14 February 2018, that is, by organizing the cultivation of raw materials of medicinal plants, the tasks of providing the population of the Republic with high-quality pharmaceutical products cannot be fulfilled without the creation of technologies for the cultivation of medicinal plants and the organization of their plantations of primary seed [1].

The decree of the President of the Republic of Uzbekistan “On measures for the protection of medicinal plants growing in wild, cultivation, processing and rational use of available resources” adopted on April 10, 2020, is very relevant.

In the decree adopted, it was determined that the pharmaceutical industry annually meets the demand for medicinal plant species and its volume to the Ministry of Agriculture of the Republic of Uzbekistan, the Ministry of Forestry and innovative development. This ensures the guaranteed purchase of raw materials suppliers. This is a great option for farmers and growers of other medicinal plants. Now the opportunity for growers of medicinal plants to supply the quality products not only to domestic but also to foreign markets has expanded.

According to the decree, the need to further develop the cultivation and processing of medicinal plants, increase the export potential of the industry, as well as the unification of educational, scientific and production processes in this area, has been established. Starting from May 1, 2020, works on the creation of clusters for the cultivation, storage, primary or deep processing of medicinal herbs, as well as the specialization of territories for the cultivation of medicinal plants has been defined [7].

Preservation of the stock of medicinal plants in our country and further enrichment from the account of introduces is one of the most important tasks in the queue before Botanical scientists. With the above decision, it will be possible to limit the import of medicinal products from foreign companies to our republic and to obtain these drugs from the growing medicinal plants in our country. For example, Bulgarian “Tribestan” (the plant of *Tribulusterrestris* L.), German “*Helariumhypericum*” (the plant of Saint-John’s-wort), Czech “Persen” (on the basis of the motherwort plant), Russian “Extract Valeriani” (the root and stems of *Valeriana officinalis* L. plant) imported in the form of a large number of medicines [8]. These medicinal plants grow in our country. Getting active substances from within these allows you to reduce the volume of imports. Many such examples can be cited.

At present, the global urgent task is to solve the problem on the naturalization of medicinal means, which are produced in the industry of pharmaceuticals in our country as well as in the whole world. Therefore:

1. The protection of medicinal plant contained in natural flora and reproduction in its natural habitat;

2. It is necessary to organize the plantations of medicinal plants that disappear in natural flora or are considered as rare, and to introduce adventive medicinal plants, as well as to restore plantations of prospective species in large-scale plantations.

This case is considered a scientifically proven way of solving the above problems [2; 3].

Not only the upper part of the medicinal herbs are used, but also the other parts of the body, skin, buds, leaves, flowers, petals, corolla, fruits and seeds have a healing property, but also on the part of the root, tubers, stems, rhizome and nodes are applied in the traditional medicine.

The specialists of organizations preparing the raw materials of medicinal plants should be fully acquainted with the morphological, biological characteristics of these plants, know their distribution and growth, picking dates and drying methods, have full access to information on the ways of preparation and storage of the plant products. Especially it is necessary that they well different species of plants from each other. Because species belonging to one category are radically different in terms of healing, although they are very similar to each other [5].

For the preservation and protection of medicinal plant resources, it is necessary to know well all the characteristics and properties of plants, not to be able to germinate with roots or roots, as well as endings, not to collect seeds without ripening, not to collect flowering or germinating plants gross, leaving at least 30-40% of them.

In order to preserve the rare plant resources, it is necessary to organize specially protected areas, not to feed livestock in these areas and not to harvest fodder.

It is necessary to collect the raw materials of medicinal herbs from plants grown on lands that are ecologically clean, growing in unspoilt natural areas, becoming croplands.

If the medicinal properties of medicinal plants depend on the quantity and quality of biologically active substances contained in them, then there is not a single plant species-which means that if it does not store biologically active substances in some quantities, then all species has a medicinal property. But due to the fact that they are not fully studied, these plants have not been ranked among the medicinal plants [6].

CONCLUSION

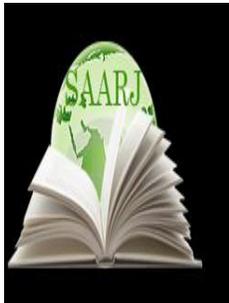
Therefore, it is necessary to study the composition and properties of a plant by conducting an in-depth analysis, even without ignoring them.

The observance of the above-mentioned rules will serve as one of the factors for the supply of raw materials of medicinal plants growing naturally to the future generation. Otherwise, plant wealth will lead to a decrease in the number of years, especially medicinal plant homoeopaths. Otherwise, this will lead to a reduction in the plant resources, especially raw materials of medicinal plants, year by year.

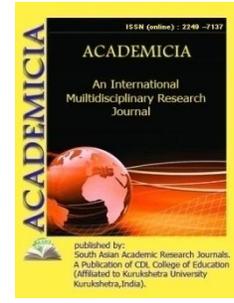
REFERENCES

1. Khomidov J.J., Tukhtaev B.Yo. The skills of propagation of the coniferous Lavandula(*Lavandula angustifolia*Mill.)in the conditions of the climate and ground of Ferghana valley // The proceedings of the Republican online scientific-practical conference. –Gulistan: “Universitet”, 2020. – P. 84-87.

2. Abdiniyazova G.J. The medicinal herbs of the Republic of Karakalpakstan. -Tashkent, 2017. – 168 p.
3. Tukhtaev B.Yo. The introduction of the medicinal plants in the saline grounds of Uzbekistan //Dis. doc. biol. sciences. –Tashkent, 2009. -307 p.
4. Nasriddinova M.R. The growth and the development of *Hyssopus officinalis*L. In its early lifespan // Preservation and development of biodiversity: The proceedings of the Republican online scientific-practical conference. –Gulistan: “Universitet”, 2020. – B. 98-100.
5. Toyjonov K., Toyjonova M. The taxonomic analysis of the species of the medicinal plants used by Ibn Sino // Development of botanical science in Central Asia and its integration in the production. The proceedings of the Republican scientific conference.– Tashkent - 2004. P.64-66.
6. Hojimatov K. The analysis of the medicinal plants occurring in the flora of Uzbekistan. // Development of botanical science in Central Asia and its integration in the production. The proceedings of the Republican scientific conference.–Tashkent - 2004. P.448-450.
7. The decree PQ-4670 of the President of the Republic of Uzbekistan dated from April 10, 2020
8. <http://www.agriculture.uz/filesarchive/209-288-Lekarstvennie-ras>.
9. Esanov H.K. The medicinal plants of Bukhara oasis and their distribution. ActaNUUz. Tashkent, 2018.№3/2.– P. 219-226.
10. Esanov H.K., FayzullayevaSh.S. The medicinal plants of Karaulbazar oasis and their systematic analysis. Scientific Bulletin of Namangan State University,2019. №10. – P.128-133.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00023.9

BLOOD PRESSURE DYNAMICS

Z.T.Safarova*

*Teacher
 Department of Biology,
 Bukhara State University,
 UZBEKISTAN

ABSTRACT

The article presents data on the dynamics of blood pressure under the influence of the social environment and changes in diet, as well as the impact of various diseases. when science and technology are developing, we are often faced with the problems of high blood pressure. Blood pressure (BP) is the pressure of blood on the walls of the arteries, which depends on the amount of blood flowing from the heart, blood flow, resistance of peripheral arteries and wall elasticity arteries. Blood pressure (BP) is distinguished: Systolic (maximum) blood pressure, diastolic (minimum) blood pressure, pulse blood pressure. Systolic (maximum) blood pressure is the pressure in the arterial system during the maximum rise in the pulse wave that occurs after left ventricular systole. Measuring blood pressure has become an integral part of everyone's daily routine. But it must be borne in mind that blood pressure is influenced not only by our lifestyle and work but also by diet and various diseases, diseases, of course, affect indirectly. During the day, blood pressure indicators change.

KEYWORD: *Systole, diastole, pulse blood pressure, Riva-Rocci Sphygmomanometer, minimum, maximum.*

INTRODUCTION

In our time, when science and technology are developing, we are often faced with the problems of high blood pressure. Blood pressure (BP) is the pressure of blood on the walls of the arteries, which depends on the amount of blood flowing from the heart, blood flow, resistance of peripheral arteries and wall elasticity arteries. Blood pressure (BP) is distinguished: Systolic (maximum) blood pressure, diastolic (minimum) blood pressure, pulse blood pressure. Systolic (maximum) blood pressure is the pressure in the arterial system during the maximum rise in the pulse wave that occurs after left ventricular systole. Diastolic (minimum) blood pressure occurs

at the end of the heart's diastole when the pulse wave subsides. Pulse pressure is the difference between systolic (maximum) and diastolic (minimum) pressure. Dynamics is a course of development, a change in a phenomenon, that is, a change in a phenomenon under the influence of external or internal factors. Currently, it is not a secret for each of us that hypertension is associated with physical inactivity. Since now computer technologies are actively developing, active physical work has decreased, machines, equipment and technology began to do a lot of work for us. Every home has blood pressure measuring devices. The pressure in the arteries in humans, as well as in animals, is measured by introducing a glass cannula or a needle into the artery, connected to a manometer with a tube with rigid walls, so that blood in the cannula and connecting tube does not clot, they are filled with an anti-coagulation solution. And this method is called direct or bloody method. In addition to this method, another method is used, called an indirect or bloodless method. This method is based on a change in pressure, which must be subjected to the wall of a given vessel from the outside to stop the blood flow through it. For such a study, a Riva-Rocci sphygmomanometer is used.

MATERIALS AND METHODS

Measuring blood pressure has become an integral part of everyone's daily routine. But it must be borne in mind that blood pressure is influenced not only by our lifestyle and work but also by diet and various diseases, diseases, of course, affect indirectly. During the day, blood pressure indicators change. They vary with age, diet and psychological state. Some of these factors directly affect the changes in blood pressure and the second indirectly. We conducted studies to study the dynamics of blood pressure depending on age and changes in food intake per day. In addition to age, we conducted experiments depending on gender. In the table, we observed that in various diseases and conditions, blood pressure is not stable. For example, like COVID-19, if you pay attention to the blood pressure table for a week, it fluctuates a lot. Also, with breast cancer in a 55-year-old woman, blood pressure fluctuates sharply (**1-table**).

TABLE 1. THE DYNAMICS OF BLOOD PRESSURE IN VARIOUS DISEASES

	Shokhista (30 years old B/P – 110-70 mm.Hg pregnant)	Shakhnoza (43 years old B/P – 120-80 mm.Hginfected COVID-19)	Nozima (55 years old B/P – 120-80 mm.Hgill with breast cancer)	Aziz (53 years old AД – 120-80 mm.Hginfected COVID-19)
17.10. 2020	7 ⁰⁰ –110-70 mm.Hg14 ⁰⁰ -110- 70 mm.Hg21 ⁰⁰ - 110-70 mm.Hg	7 ⁰⁰ – 120-80 mm.Hg14 ⁰⁰ -120- 80 mm.Hg 21 ⁰⁰ -130-90 mm.Hg	7 ⁰⁰ –120-80 mm.Hg 14 ⁰⁰ -140-90 mm.Hg 21 ⁰⁰ -130-80 mm.Hg	7 ⁰⁰ – 140-100 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -130-90 mm.Hg
18.10. 2020	7 ⁰⁰ –110-70 mm.Hg14 ⁰⁰ -110- 70 mm.Hg 21 ⁰⁰ -90-60 mm.Hg(drinkjuice)	7 ⁰⁰ – 120-80 mm.Hg14 ⁰⁰ -140- 90 mm.Hg 21 ⁰⁰ -130-80 mm.Hg	7 ⁰⁰ –120-80 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -130-90 mm.Hg(drinkjui ce)	7 ⁰⁰ – 120-80 mm.Hg 14 ⁰⁰ -130-90 mm.Hg 21 ⁰⁰ -140-100 mm.Hg

19.10. 2020	7 ⁰⁰ -110-70 mm.Hg 14 ⁰⁰ -110-70 mm.Hg 21 ⁰⁰ -110-70 mm.Hg	7 ⁰⁰ - 140-90 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -130-90 mm.Hg	7 ⁰⁰ -110-70 mm.Hg 14 ⁰⁰ -140-100 mm.Hg 21 ⁰⁰ -120-80 mm.Hg	7 ⁰⁰ - 130-90 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -120-80 mm.Hg
20.10. 2020	7 ⁰⁰ -110-70 mm.Hg 14 ⁰⁰ -110-70 mm.Hg 21 ⁰⁰ -110-70 mm.Hg	7 ⁰⁰ - 120-80 mm.Hg 14 ⁰⁰ -130-90 mm.Hg 21 ⁰⁰ -140-100 mm.Hg	7 ⁰⁰ -120-80 mm.Hg 14 ⁰⁰ -140-90 mm.Hg 21 ⁰⁰ -130-80 mm.Hg	7 ⁰⁰ - 120-80 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -140-100 mm.Hg
21.10. 2020	7 ⁰⁰ -110-70 mm.Hg 14 ⁰⁰ -120-80 mm.Hg(eat lamb) 21 ⁰⁰ -110-70 v	7 ⁰⁰ - 120-80 mm.Hg 14 ⁰⁰ -140-100 mm.Hg 21 ⁰⁰ -130-90 mm.Hg	7 ⁰⁰ -130-90 mm.Hg 14 ⁰⁰ -110-70 mm.Hg(drink juice) 21 ⁰⁰ -120-80 mm.Hg	7 ⁰⁰ - 120-80 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -120-80 mm.Hg
22.10. 2020	7 ⁰⁰ -110-70 mm.Hg 14 ⁰⁰ -110-70 mm.Hg 21 ⁰⁰ -110-70 mm.Hg	7 ⁰⁰ - 150-100 mm.Hg 14 ⁰⁰ -130-90 mm.Hg 21 ⁰⁰ -120-80 mm.Hg	7 ⁰⁰ -120-80 mm.Hg 14 ⁰⁰ -130-90 mm.Hg 21 ⁰⁰ -120-80 mm.Hg	7 ⁰⁰ - 140-100 mm.Hg 14 ⁰⁰ -140-100 mm.Hg 21 ⁰⁰ -130-90 mm.Hg
23.10. 2020	7 ⁰⁰ -120-80 mm.Hg(drink coffee) 14 ⁰⁰ -110-70 mm.Hg 21 ⁰⁰ -110-70 mm.Hg	7 ⁰⁰ - 140-900 mm.Hg 14 ⁰⁰ -120-80 mm.Hg 21 ⁰⁰ -150-100 mm.Hg	7 ⁰⁰ -120-80 mm.Hg 14 ⁰⁰ -120-98 mm.Hg 21 ⁰⁰ -140-100 mm.Hg	7 ⁰⁰ - 120-80 mm.Hg 14 ⁰⁰ -130-90 mm.Hg 21 ⁰⁰ -120-80 mm.Hg

CONCLUSION

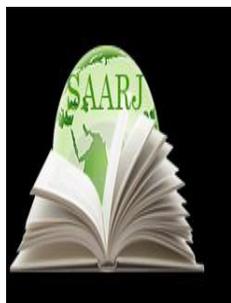
In the course of our observations, we concluded that a person's blood pressure changes during the day, depending on gender, age, diseases and the type of food that he consumes. It is also necessary to take into account the working pressure, which is optimal and individual for the body. Changing it speaks of ailments in health and requires the correct organization of the daily regimen and diet.

REFERENCES

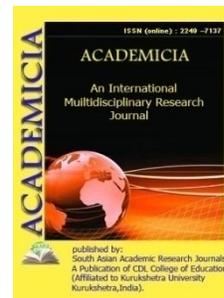
1. O. E. Valova. (2005). "Human Physiology". Training manual. Ulyanovsk.
2. Waldman, V. A. (1974). Venous pressure and venous tone. L.: Medgiz.
3. Kositsky, G. I. (1959). A sound method of investigation in blood pressure. M.: Medgiz., M.,

1959;

4. Savitsky, N. N. (1974). Biophysical fundamentals of blood circulation and clinical methods for studying hemodynamics. 2nd ed., L., 1963.
5. Shalygin, L. D. (2015). Physiological basis and clinical significance of blood pressure variability. Bulletin of the National Medical and Surgical Center. NI Pirogova, 10(2).



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00019.7

SPECIAL PROPERTIES OF HYDROGEN

Ashirov Vosit Rahmatulloevich*; **Usanov Abdulhakim Eshankulovich***;
Kholiyorov Shukhrat*

*Assistant,

Termez branch of Tashkent State Technical University named after Islam Karimov,
 UZBEKISTAN

ABSTRACT

In this work, the analysis of the obtained data with an additional supply of hydrogen to internal combustion engines as an additive to gasoline is considered. Alternative drives and energy sources that do not harm the environment are called the hope of tomorrow. Fuel cells are considered the most optimal solution to energy problems: an electric current is generated from hydrogen and oxygen, which is used to drive the engine. As a result of the electrochemical process, in addition to electrical energy, only heat and water vapour are formed. For the industrial production of hydrogen, a large number of different methods have been proposed. The latter include piston engines with a layer-by-layer charge distribution, gas turbine, steam and rotary engines, as well as Stirling engines. Some of these engines, in particular Stirling engines, can in principle provide the possibility of creating a low-toxic car on conventional fuels that meets future stringent standards. Over the past few years, a large number of prototypes of electric vehicles have been built. In electric vehicles, the use of fuel cells converting electrical energy directly from fuel without an intermediate stage is more promising.

KEYWORDS: *Internal Combustion, Internal Engines, Analysis, Hydrogen Engine, Gasoline Engine, Brown Gas.*

INTRODUCTION

Alternative drives and energy sources that do not harm the environment are called the hope of tomorrow. Fuel cells are considered the most optimal solution to energy problems: an electric current is generated from hydrogen and oxygen, which is used to drive the engine. As a result of the electrochemical process, in addition to electrical energy, only heat and water vapour are formed. For the industrial production of hydrogen, a large number of different methods have

been proposed. However, there is no need to list all the methods and patents for the production of hydrogen; this is mainly of historical interest since most of the proposed methods have not been implemented at all on an industrial scale, and in practical conditions, only a few of them have justified themselves [1-4]. The reason for this is the ever-increasing obvious ecological, socio-economic and technical significance of the problems of using traditional motor fuels. Due to the combustion of fuels of petroleum origin, the use of hydrogen as a fuel for internal combustion engines is considered by many authors as a very significant alternative to motor fuels of petroleum origin, natural gas, coal; the atmosphere of cities and the planet as a whole is becoming more and more polluted.

MATERIALS AND METHODS

Attempts to use hydrogen as a fuel for internal combustion engines have been known for a long time. So, for example, in the twenties, they explored the option of using hydrogen as an additive to the main fuel for internal combustion engines of airships, which made it possible to increase their flight range [3-7]. The use of hydrogen as a fuel for internal combustion engines is a complex problem that includes a wide range of issues:

The possibility of converting modern engines to hydrogen;

Study of the working process of engines when working on hydrogen;

Determination of the best ways to regulate the work process to ensure the minimum toxicity and maximum fuel efficiency;

Development of a fuel supply system that ensures the organization of an efficient working process in the internal combustion engine cylinders;

Development of efficient methods for storing hydrogen onboard transport;

Ensuring the environmental efficiency of using hydrogen for internal combustion engines;

Providing the possibility of filling and storing hydrogen for engines.

The solution of these issues has a variant level, however, the general state of research on this problem can be considered as a real basis for the practical application of hydrogen. This is confirmed by practical tests, studies of variant engines operating on hydrogen. For example, Mazda relies on a hydrogen-powered rotary piston engine. Research in this field is characterized by a wide range of options for using hydrogen for external and internal mixing engines, using hydrogen as an additive, partially replacing the fuel with hydrogen, and operating the engine only on hydrogen.

New transport engines developed to date include electric power plants and internal and external combustion heat engines with unconventional working processes [8-10]. The latter include piston engines with a layer-by-layer charge distribution, gas turbine, steam and rotary engines, as well as Stirling engines. Some of these engines, in particular Stirling engines, can in principle provide the possibility of creating a low-toxic car on conventional fuels that meets future stringent standards. Over the past few years, a large number of prototypes of electric vehicles have been built. In electric vehicles, the use of fuel cells converting electrical energy directly from fuel without an intermediate stage is more promising. Thanks to advances in this field, in recent years

the specific power of hydrogen-oxygen fuel cells has increased to 300 W/h, and their service life has increased to several years with periodic use.

The main problem with the use of fuel cells of this type is the difficulty of storing hydrogen on a car. The bulk values of the most suitable hydrogen storage option in the form of hydrides are still unsatisfactory and are at the level of electrochemical batteries being developed. Therefore, it is of practical interest to use acid electrolyte fuel cells using mixtures of gases: hydrogen, methane, carbon monoxide, etc., as a working medium, these elements can work on liquid hydrocarbon fuels, in particular methanol, so that power plants based on them approach modern automobile engines in terms of specific power.

Alternative drives and energy sources that do not damage the environment are called the hope of tomorrow. Fuel cells are considered the most optimal solution to energy problems: electric current is generated from hydrogen and oxygen, which is used to drive the engine. As a result of the electrochemical process, in addition to electrical energy, only heat and water vapour are formed.

A large number of different processes have been proposed for the industrial production of hydrogen. However, there is no need to list all hydrogen production methods and patents; this is mainly of historical interest, since most of the methods proposed were not carried out on an industrial scale at all, and in practical conditions, only a few of them justified themselves. Humans live in a hydrogen-helium universe. Therefore, hydrogen is of great interest to us. The impact and benefits of hydrogen today are very great. As for air, an equally important issue has been on the agenda for many years. And if you imagine, at least for a second, that all modern engines will run on environmentally friendly fuel, which, of course, is hydrogen, then our planet will embark on the path leading to an ecological paradise. No matter how much we talk about the positive effect of hydrogen, in practice, this can be seen quite often. But still, many projects are being developed, and the purpose of my work was not only a story about the most wonderful fuel, but also its use. This topic is very relevant, since now the inhabitants of not only our country but also the whole world, are concerned about the problem of ecology and possible ways to solve this problem.

Hydrogen is one of the most common elements on Earth. In the earth's crust, out of every 100 atoms, 17 are hydrogen atoms. It is approximately 0.88% of the mass of the globe (including the atmosphere, lithosphere and hydrosphere). If we recall that water on the earth's surface is more than $1.5 \cdot 10^{18} \text{ m}^3$ and that the mass fraction of hydrogen in water is 11.19%, then it becomes clear that the raw material for producing hydrogen on Earth is an unlimited amount. Hydrogen is part of oil (10.9-13.8%), wood (6%), coal (brown coal - 5.5%), natural gas (25.13%) [11-13]. Hydrogen is part of all animal and plant organisms. It is also contained in volcanic gases. The bulk of hydrogen enters the atmosphere as a result of biological processes. With the decomposition under anaerobic conditions of billions of tons of plant residues, a significant amount of hydrogen is released into the air. This hydrogen in the atmosphere quickly disperses and diffuses into the upper atmosphere. Having a small mass, hydrogen molecules have a high diffusion velocity (it is close to the second cosmic velocity) and, entering the upper atmosphere, can fly into outer space. The hydrogen concentration in the upper atmosphere is $1 \cdot 10^{-4} \%$.

Hydrogen technology means a combination of industrial methods and means for the production, transport and storage of hydrogen, as well as means and methods for its safe use based on

inexhaustible sources of raw materials and energy. The transition of transport, industry, life to the burning of hydrogen is the way to a radical solution to the problem of protecting the air basin from pollution with carbon oxides, nitrogen, sulphur, hydrocarbons.

The transition to hydrogen technology and the use of water as the only source of raw materials for hydrogen production cannot change not only the water balance of the planet but also the water balance of its regions. Thus, the annual energy demand of such a highly industrial country like Germany can be met by using hydrogen obtained from such an amount of water, which corresponds to 1.5% of the average runoff of the Rhine River. Let us note in passing that before our eyes one of the brilliant guesses of the great science fiction writer Jules Verne becomes real, who through the lips of the hero of the rum "The Mysterious Island" declares: "Water is the coal of future centuries".

Hydrogen obtained from water is one of the most energy-rich energy carriers. After all, the heat of combustion of 1 kg of H₂ is (at the lowest limit) 120 MJ/kg, while the heat of combustion of gasoline or the best hydrocarbon aviation fuel is 46 - 50 MJ/kg, i.e. 2.5 times less. Also, hydrogen is an easily renewable fuel. It takes millions of years to accumulate fossil fuels on our planet, and to obtain water from water in the cycle of obtaining and using hydrogen, it takes days, weeks, and sometimes hours and minutes [14-17]. But hydrogen as a fuel and chemical raw material also has several other most valuable qualities.

The versatility of hydrogen lies in the fact that it can replace any type of fuel in the most diverse areas of energy, transport, industry, and everyday life. Hydrogen is easily transported through pipes and distributed among small consumers; it can be obtained and stored in any quantity. At the same time, hydrogen is a raw material for several important chemical syntheses (ammonia, methanol, hydrazine), for the production of synthetic hydrocarbons.

Modern technologists have at their disposal hundreds of technical methods for producing hydrogen fuel, hydrocarbon gases, liquid hydrocarbons, and water. The choice of one method or another is dictated by economic considerations, the availability of appropriate raw materials and energy resources. However, most of all hydrogen is currently obtained from hydrocarbon gases by the conversion of methane and its homologues (USA, Russia).

RESULTS

Modern technology ensures the annual production of tens of millions of tons of molecular hydrogen all over the world. More than 90% of it is obtained by catalytic conversion of methane, liquid hydrocarbons, and solid fuel gasification. It is quite clear that in the future, when switching to hydrogen technology, such sources of hydrogen production, except for solid fuel, will be largely excluded. Water will be used as the main source of raw materials.

As a source of energy for the decomposition of water - atomic energy in its various forms (heat, electricity) and the energy of water, wind in the form of electrical energy, solar radiation. Water electrolysis has been carried out in industrial practice for a long time and has been widely described in the literature. Significant efforts are now being made in industry science to harness the inexhaustible energy of solar radiation to decompose water. This is the use of photolysis cells for the decomposition of water, solar cells for generating electricity with its subsequent use in the electrolysis of water. The main task that is being solved here is to carry out a series of photochemical reactions under the direct influence of solar energy with the purpose of

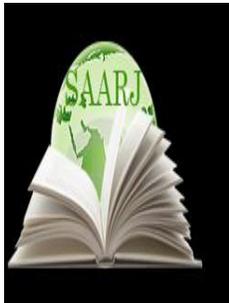
decomposing water to hydrogen-oxygen. The crux of the problem lies in finding biological systems that use solar energy to decompose water.

CONCLUSION

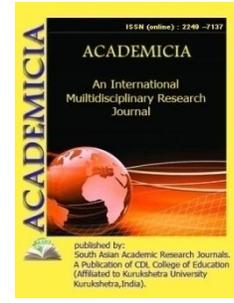
The only exhaust gas from the combustion of hydrogen is water vapour, which enters the natural water cycle. And, as you know, through electrolysis, hydrogen can be obtained again from the water. This closed cycle, which is the basis of the idea of hydrogen energy, makes hydrogen one of the most environmentally friendly fuels.

REFERENCES

1. Karimov, I.A. (2009). The world financial and economic crisis, ways and measures to overcome it in the conditions of Uzbekistan. T.: Uzbekistan, 48 p.
2. I.A. Karimov. (1998). Making sustainable progress is a priority. Tashkent. Uzbekistan. 95 p.
3. Varshavsky, I.L., & Malov, R.V. (1968). How to neutralize car exhaust gases. Moscow: Transport, 127.
4. A.S. 1455008 / USSR / Engine of internal combustion / AltPI im. I.I. Polzunova: avt. invention S.V. Novoselov, A.L. Novoselov, V.A. Sinitsyn, M.E. Bryakotin.- zayavl. 23.03.87, № 4258070 / 25-06, publ. B.I. № 4, 1989 g.
5. Kojima, Y., Suzuki, K. I., Fukumoto, K., Sasaki, M., Yamamoto, T., Kawai, Y., & Hayashi, H. (2002). Hydrogen generation using sodium borohydride solution and metal catalyst coated on metal oxide. *International Journal of Hydrogen Energy*, 27(10), 1029-1034.
6. Lyutikova E.K., Kiryukhin Yu.I., Antonova L.L., Fedyshina K.V., Samoilov D.I., Motlokh Ch.G., Fateev V.N. (2003). Development of CO-resistant electrocatalysts for solid polymer fuel cells. *International Conference "Electrocatalysis in Electrochemical Power Engineering"*: Abstracts. report M., p. 21.
7. Varshavsky, I.L., & Malov, R.V. (1968). How to neutralize car exhaust gases. Moscow: Transport, 127.
8. MI-2377-98. Development and certification of measurement procedures. - M.: VNIIMS, 1998. -- 31 p. O'zDst 1.6: 2003 GSS Uz. Regulations. General requirements for construction, presentation, design, content and designation.
9. O'zDst 8.016: 2002. Measurement technique.
10. O'zRh 82.20-01: 2003. Reference and normative document. Fuel and lubricant consumption rates for vehicle rolling stock and road construction machines.
11. GOST 20306-90. The fuel efficiency of motor vehicles.
12. Fuel and lubricants consumption. M.: Publishing house "Exam", 2003. Новости DELFI. (n.d.). RUS Delfi. Retrieved January 22, 2021, from <https://rus.delfi.ee/archive/novaya-tehnologiya-polucheniya-chistogo-vodoroda>.
13. The car will be able to produce hydrogen fuel on the go. (2007, January 9). *Truckportal.Ru*. www.truckportal.ru/publication/3283.
14. izobretenija.ru: RF.RU. (n.d.). *Izobretenija.Ru*. Retrieved January 22, 2021, from <https://rf.ru/izobretenija.ru>.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00060.4

SEBACEOUS CELL CARCINOMA OF EYELID: A RARE PRESENTATION

Dr. Neeraj Kumar Rathee*; **Dr. Awadhesh Kumar Pandey****; **Mr. Suraj*****;
Dr. Hari Krishan Rathee****

*Junior Resident,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA

**Professor and Head,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA

***Medical Social Worker,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA
 Email id: surajbba87@gmail.com

****Senior Resident,
 Department of General Surgery,
 All India Institute of Medical Sciences,
 New Delhi, INDIA

ABSTRACT

Reporting a rare case of sebaceous cell carcinoma of left upper eyelid. It is highly malignant, rare neoplasm of eyelid that arises from Meibomian gland, gland of zeis and sebaceous gland of skin. This malignancy is known to have high recurrence rate, highly metastatic potential and also have high rate of mortality. Sebaceous cell carcinoma can also occur in other part of body like head and neck, areas of skin with hair and even in genitals. The patient usually presented with painful swelling which was insidious in onset and rapidly progressive and not resolved with medication.

KEYWORDS: *Eyelid, Rare Cancer, Sebaceous Cell Carcinoma*

INTRODUCTION

Case Report: A 66 year old female patient presented in Radiation Oncology, Government Medical College and Hospital, Chandigarh (India) with painful swelling over left upper eyelid. The swelling was insidious in onset, progressive and associated with pain which was moderate in character, non-radiating and not relived with medication. Local excision of left upper eyelid mass was done which showed sebaceous cell carcinoma of left upper eyelid mass. On biopsy deep resection margin plane showed microscopic involvement of tumour, lateral and anterior margin were free of tumour.

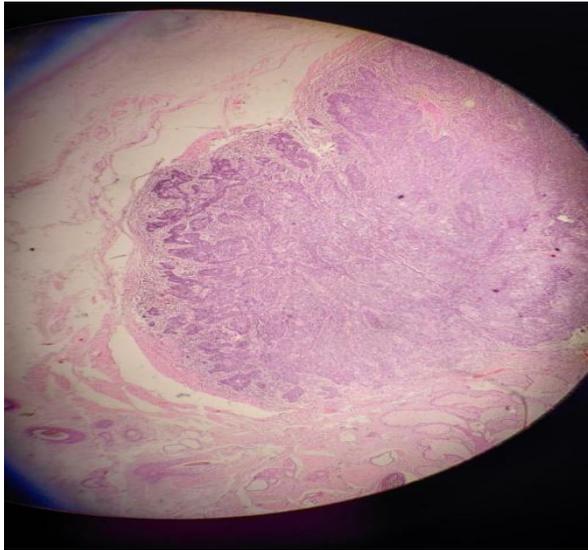


Fig 1: shows tumour arranged in lobules and nests cell rising from over line conjunctival glands (200X).

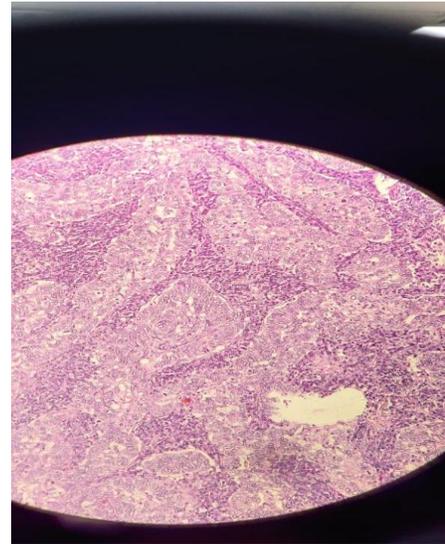


Fig 2: shows tumour comprises of 2 types of One foamy cell with vesicular nuclear Chromatin with conspicuous nucleolus And another one small cell with scanty Cytoplasm and hyper chromatin nuclei.

DISCUSSION

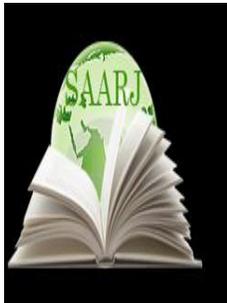
Sebaceous cell carcinoma is a rare entity, highly malignant neoplasm. It is associated with high mortality and high recurrent rate. On histopathology it showed 2 populations of cells, one being undifferentiated cell present at the periphery and mature sebaceous cell present at the centre. The undifferentiated cell showed moderate to marked pleomorphism, coarse chromatin and scant to moderate amount of eosinophilic cytoplasm. The detailed clinical history and careful examination of patient is useful in making the diagnosis. There is high tendency of sebaceous cell carcinoma to recur and metastasis. It is highly lethal tumour. In this case local excision of mass of left upper eyelid was done, but there was not any evidence of distant metastasis. The deep resection plane (medial and nasal margin) showed microscopic involvement of tumour, while lateral and anterior margin were free of tumour. The recommended treatment of sebaceous cell carcinoma of eyelid is complete excision of lid with reconstruction of eyelid using flaps. But this neoplasm is known to show local recurrence so patient is continued in regular follow up.



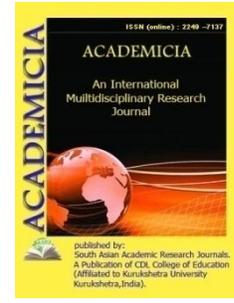
Picture 1: swelling over upper eyelid

CONCLUSION

Due to rarity of sebaceous cell carcinoma of eyelid, there are not set guidelines for the management of such cancers. However, complete excision of mass with negative margins and radiation recommended in some studies. Thus, further reporting and literature review will help in establishing the effective positive treatment guidelines.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00030.6

FAREWELL DEDUCTIVE TEACHING. INDUCTIVE APPROACH IN TEACHING ESP (ENGLISH FOR SPECIFIC PURPOSES)

Kurbanova Niginabonu Pardayevna*

*Teacher

The Department of English Language ESL,
 Tashkent State University of Economics,
 UZBEKISTAN

Email id: kurbanovaniginabonu3@gmail.com

ABSTRACT

Novelty, innovation, creativity, these terms and their description is the core aspect of today's developing era. In terms of technology, they occur in every item of human needs. Although technology is used to be seen in devices and items, novelty in teaching, specifically in Teaching English can impact not only the entity but also the life and living. Having appropriate teacher with inductive approach and techniques in language acquisition is highly in demand nowadays. Due to the increasing value of knowing languages, and talking about English, the language famous for becoming Lingua Franca. Currently, English is required not only in learning language but also target language is taught and learnt for various aims. We are more aware about the view when realize the importance of learning English for Specific Purposes. (ESP). Under the requirement of current development, there very few people who either learn English just to know the language or because someone insisted. Hence, high level of language proficiency is the promotion at work, work and travel opportunities, better financial prosperity, better living.

KEYWORDS: *ESP (English for Specific Purposes), inductive, deductive, techniques, methodology, novelty, creativity.*

INTRODUCTION

Have you ever thought of the notion of time exchange? Have you ever analyzed why there are so many comparisons in terms of events through the time? Have you ever thought about traditions and novelties and their impact on human life? Very often I think about the responses I could give

when I am asked by the younger generation. In my opinion, time pass is something which brings the new, new people, new friends, new ideas, new me, and all this news are appeared in connection with the world, the demand to live in the world. The same questions are related to both language teaching and language acquisition. Everything has been changed, teaching methods, techniques, approaches, styles, teachers and even learners. If a teacher was in the center before, now students should be in focus, their learning process, skills, abilities are considered to be the main point, and those techniques and methods are chosen accordingly. This is how language is introduced and this is how teaching process becomes effective. Amparo S., Lardizabal, Alicia S., Bustoz, Lus C. Bucu and Maura G. Tangko (1999), believe that, the more interesting and involving the process is, the better input and output occur. Obviously, imagine you are teaching in two groups, and to teach one these groups you chose traditional way of teaching, the same as deductive, and the other one you teach in communicative way, the same as inductive. In the process of deductive teaching the teacher plays the main role, omitting interaction and all the time explaining everything in detail, on the contrary the second group teaching process includes students' ideas, their predictions, their discussions and debates. There is noise of students explaining each other their views, agreeing and disagreeing with one another, contradiction ideas, all are in one class. In the inductive teaching students are able not only introduce their own ideas, but moreover, they will have opportunity to analyze, recognize and specify their opinions. This is the factor for students utilizing their knowledge not only in the classroom but out of it.

Now, let's imagine how inductive teaching can be beneficial in ESP, the branch of language acquisition which deals with English leaning for specific purposes. ESP is combined with authenticity, reality, and life instructions. In ESP field English is taught strictly according to the needs of learners. Every profession requires diversity of language skills to be developed. Hence, for workers of Hotel Industry speaking, Doctors- reading comprehension, Businessmen- listening, clerks writing and the list is not ended. The main challenge in teaching ESP using inductive approach is to have background knowledge about the occupations English teaching is required. But one more thing to concern, according to the quote of Gloria M. (2006), Who dears to teach must never cease to learn.

METHODOLOGY

Indicating inductive methods in teaching English for specific purposes is tough and necessitates extended competence from a teacher. In this article I am about to demonstrate the methods of teaching English to people of Tourism Industry and Hoteling. The first step of the process is to identify the needs of learners, what position the learners are in, and how often they use the language. Acquiring the new language demands learning words and phrases of the target language. The session should be focused on vocabulary expansion and only after that teacher can go on introducing further data. When a teacher thinks about Needs Analysis, age and gender should be considered. Blenda B. Corpuz (2006) claims that both age and gender, are the issues that run-in equivalent with other factors and severely impact the process of language. Furthermore, equally males and females are fortified with some encoded propensities that would be supportive for them to obtain some aspects of language much quicker and easier. Talking about the age of learners, naturally ESP learners are either adults or young adults, which certify the method selection accurately. Adults are less likely to be involved to some activities, in addition they do not willingly do home assignments. As a teacher one should gather all the

aspects of teaching such as vocabulary introduction, practical activities and home assignment completion in one lesson. Dominantly, time management is the main thing to take into account. ESP teaching course should have framed time and definite course including 3 to 4 months according to the level of learners. Denoting to teaching the learners of the Major we put under the discussion, Tourism Industry and Hoteling, convey that identifies learners' needs should be conducted. The questionnaire embracing the questions like How often do use the target language, how do you better learn languages, what skill of yours is developed in terms of language acquisition and other. Nevertheless, according to Luz C. Bucu (1999), learners should learn and practice all language skills, just focusing on one of them more. This very concept brought to many discussions and arguments which I am going to elaborate further in the next section of the paper.

Two different groups of people holding the positions of receptionists and hotel managers were created to learn the outcome of results. It was 4-month course, including the grammar teaching, expanding vocabulary range of learners and practicing language skills. After identifying needs analysis, vocabulary and grammar structure were to be taught. The course was based on inductive teaching and the teaching techniques were all based on making student centered classes. First, I have to admit that those of this profession were in A1, A2 level. In the group of receptionists, there were 5 females and 3 males; in the other group the learners were only males. During the session visuals were used in maximum in both groups, listening activities were considered. According to the data collected through the convey held earlier, English language acquisition was necessary for them in communication, which meant speaking skills and communicative language teaching should be in focus.

One of the inductive ways to teach vocabulary that was applied, the instruction where students told the words and phrases they used at work in their native language, and teacher made sentences using target words in it, so the students could listen and find the word they need to learn. The most challenging thing in teaching adults is to encourage them to learn the words. Each lesson started with practicing the usage of the new words through diversity of activities. Students were involved in the activities which were based on real estate, for them to use their knowledge out of the class. The classes were divided into sub titles focusing on speech acts, as making a request, asking for something, advising tips, giving directions and instructions, problem solving activities, customer satisfaction, customer services and others. The sub units of each session included vocabulary learning and practicing, language competence in terms of grammar, practicing language skills, accentuating speaking. In order to compare the effect of inductive vs deductive teaching, the results of two different approaches were studied. Analysis were compared in the middle of the course, after sometime of the learners' attendance. The table below illustrates the measurement of learners' achievement in grading system, maximum point is 10(*Table 1*).

TABLE 1

Inductive teaching	Speaking	Vocabulary	Grammar	Listening
Managers	8	7	6	6
Receptionists	8	6	4	6
Deductive teaching				
Managers	6	7	8	5

Receptionists	6	7	8	4
---------------	---	---	---	---

The assessment is performed considering the average acquisition of learners. As is seen from the table, inductive method is beneficial to practice and improve speaking and learning vocabulary, due to the practical value of inductive method, although surprisingly, deductive method impacts better in grammar comprehension. Here comes the argument, if we should omit deductive and traditional methods of teaching.

Inductive teaching could be obliging tools when dealing with vocabulary in the EFL classroom in a number of ways. For example, dealing with authentic terms as connected to the current job they are stranded in may substitute vocabulary maintenance in the long run (Boers, 2000); moreover, raising learners' awareness about the use of those specific words and expressions can positively influence in terms of amplified engagement and faster learning pace (Boers, 2000, 2013; Littlemore, 2009).

DISCUSSION

When someone speaks about advantages and disadvantages, there is always either contradicting ideas or supporting views. In terms of whether inductive methods are effective in teaching there are many views which claims that idea. However, there are opinions where deductive teaching, as well, is described being beneficial aspect of language acquisition.

Realizing communicative skill in a foreign language learning can be seen in developing vocabulary range of learners (Littlemore & Low, 2006), which can appear as knowledge of and ability to use the words and expressions (Littlemore & Low, 2006). Emerging this precise aptitude is crucial for language learners as they need to "make connections between the words they learn and ideas on a regular basis" (Littlemore & Low, 2006: 271). Numerous methods can be followed to assimilate the nature of some terms in the foreign language classroom. Deceiver, (2003) believes that both methods should be utilized in foreign classrooms and explains his idea saying that, a deductive approach comprises overt description on the besieged topic, while an inductive necessitates supervising learners to discover the rules. Bearing in mind those aspects, we can admit an instructional tactic for the inductive teaching belonging to the domain of emotions in an ESP course following deductive and inductive approaches. Main approach ranges from language consciousness, succeeding the limitations of deductive and inductive approaches, to language production, meeting four basic pedagogical settings: input, output, feedback provision and assessment.

Another considerable point was given by Dalisay V. Rigor (2006) claiming that inductive tends are more effective in the long-term teaching, however, deductive is accepted as less time overwhelming, and again it depends on the teacher and the students, their level, knowledge background, skills and abilities.

As is seen through the article, there is no view that traditional teaching should be disappeared, in some aspects of language teaching, instructors should be aware of deductive method and use it in the input process.

CONCLUSION

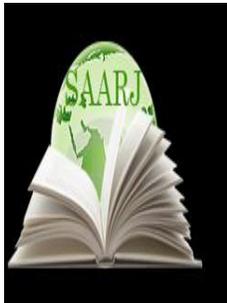
Some people prefer teaching grammar as essential to teaching any foreign language (GTM method supporters), although others assess it as a barrier to second language acquisition (SLA). Even professionals on language teaching from the past and contemporary linguists such as

Stephen Krashen, who claimed: “The effects of grammar teaching... are peripheral and fragile,” appear to be the question that leads to confusion of whether include grammar teaching in second language teaching. This never-ending debate over the practicality and the form of grammar teaching, in which there is no idea that was able to support their privileges with an indisputably definite research, helped to develop plenty of diversity methods and techniques of framing grammar instruction, among which two stand out, namely inductive and deductive method. The theory of the study stated that giving instructions in inductive way is more effective for students with intermediate level of language proficiency. To test this suggestion, a t-test was used to trial the consequence of inductive vs deductive teaching methods, the outcome of which overweighed the usage of neither of the approaches. According to the data collected through the research, since teachers are used to have a ‘favorite’ approach, it is significant to be aware of both approaches and to be able to apply them in appropriate times. Current work’s conclusions subsidize another chapter to the long-lasting dispute over the deductive vs. inductive instructional approach in foreign language pedagogy. The outcomes of the investigation enquiries perform note worthy sign in favor of the effects of both inductive instructional approach and the deductive instructional approach on the learning of learning and practicing language elements, and show a positive trend through which the teachers can get benefit of a amalgamation of both approaches in terms of the ESP, learner profile and setting. It also depends on teacher’s choice of the suitable approach based on learners’ needs analysis in succeeding the best outcome. It validates the idea of Hammerly (1975), who recommended that there are structures which are best taught inductively while others are best taught deductively (17; 105). Fischer (1979) also said in his article that the idea that deduction leads to a higher mark of certainty of grammatical knowledge because it is more rational. I believe that the idea that weaker learners could more effortlessly comprehend a certain structure by being taught about it using the deductive technique is possible. Conceivably it is the case that a certain amount of fundamental knowledge is obligatory for the inductive method to be effective. Moreover, in terms of evaluating language skills, this study focused only on the effects of the deductive and inductive instructional approaches on speaking skills. It is necessary to note as well that this study’s findings relate to one exact level of EFL students. The conclusion of current research work emphasizes the need for further research measuring other skills sufficiently, as well as learners’ motivation and understanding of the lesson. Furthermore, the consequences of this study express that there is a necessity to deem a comparable research with a larger illustration to rise the influence of the data analysis. Finally, research into ways to increase learner motivation during lessons could give further merit to the approaches. Discovering these topics in more detail in the future could develop acquaintance and consideration in the field of EFL/SLA and ESP with esteems to effective methods in teaching ESP students and focus on effective production.

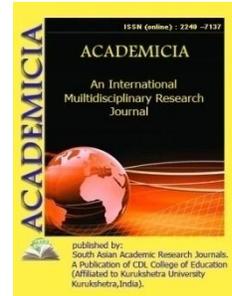
REFERENCE

1. Abraham, R. (1985). Field independence-dependence and the teaching of grammar
2. Fischer, R. A. (1979) The Inductive-Deductive Controversy Revisited. *Modern Language Journal*, 63(3), 98-105. Retrieved from <http://www.jstor.org>
3. Hammerly, H. (1975). The deduction/induction controversy. *Modern Language Journal*, 59, 15-18.

4. Krashen, Stephen D. (1982). Principles and Practice in Second Language Acquisition. 1st Internet Ed. Pergamon Press. Web
5. Nasaji, H. & Fortos, S. (2011) Teaching Grammar in Second Language Classroom: Integrating Form-Focused Instruction in Communicative Context. New York: Routledge.
6. Robinson, P. (1996). Learning simple and complex rules under implicit, incidental, rule-search conditions, and instructed conditions. *Studies in Second Language Acquisition*, 18, 27-67.
7. Seliger, H. W. (1975). Inductive method and deductive method in language teaching: A re-examination. *IRAL-International Review of Applied Linguistics in Language Teaching*, 13, 1-18.
8. Silvia, A. (2006). Deductive and inductive grammar teaching. *TESOL Quarterly*, Vol. 40, No. 1.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00031.8

LYRICS OF MUKHSINIY: SOURCES, SYSTEM OF CHARACTERS

Furkat Tukhtamuratov*

*Teacher,
 Tashkent state university of Uzbek language and literature,
 UZBEKISTAN

Email id: tuxtamuratov.furqat@gmail.com

ABSTRACT

Khusaynkuli Sulaymonkuli ugli Mukhsiniy (1860-1917) creatively use many historical and mythological images as Khizr, Jamshid, Farkhod, Majnun, Faridun, Eram, anko (fabulous bird), Kof, peri, Khotam, and Rustam in his lyrical works. In the poetry of Mukhsiniy, along with the worthy continuation of our classical literature traditions, the people skillfully use the images in the oral tradition.

KEYWORDS: *Mythology, Legend, Image, Gazelle, Khizr, Eram, Kof, Djamshid, Khotam, Rustam, Anko.*

INTRODUCTION

The literary of Mukhsiniy heritage plays an important role in the development of the Kokand literary environment during the national revival. The poet himself compiled his poetic works three times and arranged the divan. There is also a manuscript devon by the calligrapher Ali Akhund Khojandi, in which Mukhsiniy's poems were copied. Accordingly, the poet's literary heritage now can be classified as follows: 1) 7392 inventory number stored in Tashkent city O'FASHI museum; 2) 4303 inventory number kept in Ghafur Ghulam literary museum in Kokand; 3) 4131 inventory numbers kept in Ghafur Ghulam literary museum in Kokand; 4) two manuscript sources preserved in the hands of the poet's descendants. In addition, work examples of the poet can be found in the work of Pulatjon domla Kayyumov "Tazkirai Qayyumiy", "History of Khokand and its literature: (materials and memories)."

Lyrical legacy of Mukhsiniy that has come down to us is close to 7,500 verses. The manuscripts of the poet's literary heritage include genres such as ghazal tarjeband, letter, ode, tarikh, rubai, and busy poetic works such as mukhammas, musaddas, musamman. In his lyrical works he duly continued the traditions of classical artists. As an enlightener, he also reflected in his poems the

progressive, topical ideas of his time. Most lyrical works of Mukhsiniy are ghazals. The subject of these poems varies according to the form of expression.

The themes of the poems in Mukhsiniy's manuscripts can be grouped as follows: 1) love songs; 2) poems expressing knowledge and enlightenment; 3) poems on social issues; 4) religious (partially mystical) poems.

In his lyrical works, Mukhsiniy skillfully uses the traditional images of lover, mistress and mourner in our classical literature. In his poems, the poet describes a lover image who bravely overcomes pain and difficulties for his love. In his lyrical poems, he also artistically expresses the lover image who hurts, torments and oppresses the lover heart. It is said that the rival image always prevents the lover from achieving his lover vision. In his lyrics, Mukhsiniy uses the image of historical figures, mythical, mythological images for a specific poetic purpose. One of the peculiarities of Mukhsiniy's poetry is that they widely used folklore examples.

Folk oral art has served as a rich source for artists of all periods. As each writer creates his or her own creative product, a nation with its own long history is nourished by its oral creativity. From it he learns endless ideas, different meanings and applies them to his work. In particular, the representatives of Uzbek classical literature in their work refer to folklore and mythological, legendary images. They bring the concepts that have lived in the oral tradition of the people for thousands years into poetry through metaphors. They use mythological, mythical images for a specific poetic purpose. Khusaynkuli Sulaymonkuli ugli Mukhsiniy (a poet who lived and worked in Kokand in 1860-1917) also creatively uses mythological and legendary images such as Khizr, Iskandar, Jamshid, Farkhod, Majnun, Faridun, Eram, anko, Kof, peri, Khotam, Rustam in his lyrical centuries.

The historical roots of mythological, legendary images go back to Zoroastrianism and Arab-Islamic mythology. Uzbek folklorists have identified several types of mythological, legendary images.

1. "Images related to Zoroastrianism. The historical basis of many mythical images, such as dragon, giant, peri, Semurg, Jomard, Aranja bobo, Akhriman, arangs, Zakhkhok, Siyavush, Khubbi, Ashshadarozi, Sust khotin, Khaydar, which are traditionally used in folklore, goes back to Zoroastrian mythology" [3,33]. The above-mentioned mythological images are the product of the preconceived notions of the Uzbek people about Zoroastrianism.

2. "Traditions of Arab-Islamic mythology. It is known that Movarounnahr began to be conquered by Arabs at the end of the 7th century and this process ended in the middle of the 8th century. As a result, the Islam spread in this country brought to Central Asia the plots, motifs and images belonging to the epic traditions of mythology and folklore of the East peoples. The mythological imaginations of our ancestors are enriched with characters system related to Arab-Islamic mythology. In particular, the first mythologies source such as anko, gin, flower, Adam Ad, Morut, Lot, Manot, Kokhi Kof, Eram is actually in Arabic folklore"[3,33].

It is difficult to understand the essence, meaning and content of the poet's poems without knowing the historical mythological roots, legendary images used in Mukhsiniy's poetry. A collection of poems by the poet "Barhayot gulshan" include poetic forms such as mukhammas, musaddas, mukhammas, and mythological, legendary images in his poems in the mustazad, ghazal genre.

In particular, Mukhsiniy writes in a ghazal:

*Yuz Sikandar, Djamshidin ko'rguzdi mir'oti ruhung,
Bersa gar Djamshid jahonin mengachidur jom lab [1,17].*

In this verse, Sikandar, Djamshid are the names of the legendary kings, who according to legend have ruled their states with justice for a long time. The use of the name of these kings in bytes gave rise to the art of talmekh. The lyrical protagonist of the poem does not sleep until the morning, thinking of his beloved. It doesn't matter if a hundred Sikandar (Alexander) and Djamshid show your soul in the mirror, even if they give you a world ruled by a legendary king like Jamshid. Because the lover lips are as dear to the lover as Jamshid basin. According to legend, the Djamshid basin is magical, and no matter how much you drink, the may inside it will never end. In the lines, the poet describes his love power for his mistress while pointing to this ancient myth.

In his ghazals, Mukhsiniy often refers to Farkhod and Majnun, the heroes of the great poet Alisher Navoi's "Khamsa". The poet compares the lyrical protagonist's love to their love and "argues" with them. This verse in the ghazal poem "no" by Mukhsiniy substantiates our opinion:

*Garcha Farkhod ila Majnun o'lsa, mashhuri jahon,
Rindi rasvolig'da ammon men kabi afsona yoq. [1,23].*

It is known that the images of Farkhod and Majnun are famous in the Muslim East for their love power, their devotion to love. However, in the lyrical protagonist eyes in Mukhsiniy's ghazal, Farkhod exaggerates his mental state by saying that no matter how famous Majnun is in divine and worldly love, they have never been a legend like me in the path of divine love. In this verse, the poet quotes Farkhod and Majnun images in one line and creates a beautiful example of talmekh art.

In another ghazal, Mukhsiniy admits that he is carrying a grief out of love mountain. He insists that if fate puts these sorrows on Farkhod's head, he will not be able to lift it and will hit his tooth with a stone.

*Ko'taram bori g'aming ko'honi, ey shirinlab,
Teshasin urdi toshig'a ko'tarolmay Farkhod. [1,24].*

The poet also mentions the images of Iskandar (Alexander) and Djamshid in his radif ghazal "paper":

*Ayladi zinda hama qissai Iskandaru, Jam,
O'ldi andin hama afsonalar ehyo kog'az [1,25].*

It is clear from the verse content that stories about kings such as Iskandar (Alexander) and Djamshid were woven among different peoples. This is why legends appear and point to being written on paper.

In a poem by Mukhsiniy, he expresses his feelings and thoughts in a byte, quoting not one but three legendary images. The poet's verse is as follows:

Bo'lsa gar bazl ichra Khotam, ramz ichra Rustamiy

Saltanatda misli Jam johu hashamda rif'ati.

Ko'rmadimki bu jahon bir shahsa qilmishdir vafo,

Bu sabadin, Mukhsiniy, dunyog'a qilmam rag'bate. [1,98].

Even if you are as generous as Khotam in sharing gifts, as brave as Rustam in war and struggle, as great as your kingdom, as great as King Djamshid, this mortal world will not be faithful to you, says the poet, expressing his philosophical views. Khotami Toy, known for his generosity, Rustam, who is known for his bravery, substantiates his idea with evidence by creating images of three talmeh in a byte, quoting images of the legendary king Djamshid, who conquered much of the earth. I have seen that this world is not faithful to anyone, so I have also given up the wealth and luxuries of the world, says Mukhsiniy, expressing his psyche.

The poet writes in a poem:

Niholi umringga hayvon suvidin Khizr yetkarsun,

Samumi hajr garchi gulu bargimni hazon etmish [1,42].

The word *sprout* in *life sprout* byte is compared to the human body, and it is understood that this sprout must deliver Khizr water so that it does not die in this world. If you do not drink the water of life, the hot wind of separation will destroy my rose petals. Khizr mentioned in the verse is a mythological image. According to folk mythological thinking, Khizr is a figure who drank the water of life, related to eternal life. According to the legends, Khizr is interpreted as an image that guides the lost on the roads, sponsors people, and eases their plight. Without knowing the essence of the image of Khizr, it is difficult to understand and feel the thoughts and feelings of the poet. In another verse, the poet writes:

Ey, nazokat gulshanida dilbari nozik nihol,

Chashmi Khizr ila yetsun nahli umringa kamol [1,65].

The lover who captivates the lover heart is a charming, delicate sapling of the tenderness garden. The lover wishes the best to his wife. With the holy water of life in the spring of Khizr, he expresses his confession so that his life may be perfected without death. In another poem, Mukhsiniy quotes the legendary Kohi Kof mountain and the image of a bird living on it:

Anqodur, etti Kofi qanoatni ihtiyor,

Bechoraliqg'a, Mukhsiniy, ham aylag'il qone' [1,48].

“Anko is a legendary bird that does not exist but has a name (as if living on the Kohi Kof (Kof) mountain as the king of birds)” [2,53]. In this verse, the poet expresses a unique poetic meaning by quoting two mythological, legendary images at once. The first is the legendary bird, the second is the legendary Kof-mountain. From the byte quoted above, the following meaning is understood. While anko chose to live contentedly on Kof mountain, Mukhsiniy encourages you to be patient in life, saying that you too should be patient in poverty.

In another poem, the poet names the mythological place Eram:

Ko'ribon bu suvrating, ey sanam, hamma hurlari gulshani Eram,

Bu na tarzi tarh, savlatu hasham ham hayrating ila qoladur [1,27].

The lover depicted in Mukhsiniy's lyrics is so beautiful that all the girls in the Eram garden express their feelings in an exaggerated way, saying that they will be amazed at her beauty. The *gulshani Eram* combination in this byte is the name of the legendary garden and passed to the Uzbek classical literature through Arabic mythology.

The lover described in the poet's poems is beautiful in all respects, and his inner world and manners are similar to his appearance:

Hirom aylab chamanda kabki tovusi Eram yang'lig',

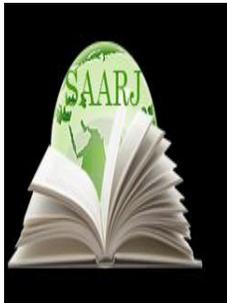
Nazokat gulshanida sarvi husharaftor kelgaymu [1,80].

The mistress's beautiful step in the flower garden is like a peacock and a mountain pheasant walking in the Eram garden. Her manners, which are in harmony with her external beauty, are also "rich in the garden of elegance," a beautiful face, and the lover hopes for her arrival.

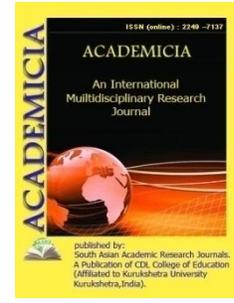
From the above analysis, it is clear that Mukhsiniy skillfully uses mythological, legendary images in his poetry. The poet's wide worldviews, as well as his folklore traditions knowledge, turn to mythical images in order to substantiate his thoughts and feelings in his poems. While some of these images are related to Zoroastrianism, the historical roots of some go back to Arab-Islamic myths. Known and popular in the Muslim East, Farkhod makes extensive use of legendary characters such as Majnun in Mukhsiniy's lyrics. Legendary figures, the patron saint of the Uzbek people's epic thinking, helping people such as Khizr, Djamshid, and the names of mythical places and birds such as Eram and Anko are also expressed in Mukhsiniy's poems. In the lyrics of the poet, along with the worthy continuation of our classical literature traditions, the people skillfully use the mythological, legendary folklore images.

REFERENCES

1. 7392 manuscripts kept in the O'FASHI museum in Tashkent.
2. 4303, 4131 inventory manuscripts kept in Ghafur Ghulam literary museum in Kokand.
3. Mukhsiniy. A living flower. - Fergana, 2008. – p.168.
4. 4. Dictionary of Navoi works. - Tashkent: Ghafur Ghulam publishing house of literature and art, 1972. – p784.
5. T.Mirzaev, Sh.Turdimov, M. Djuraev, J. Eshonkulov, A.Tilavov. Uzbek folklore. - Tashkent: Thinking-garden, 2020. – p240.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00032.X

SOURCES OF AHMAD TABIBI'S CREATION

Shermuhammad Amonov*

*Associate Professor,
 Candidate Of Sciences, Philology,
 State Uzbek Language and Literature University,
 Tashkent named after Alisher Navoi,
 UZBEKISTAN
 E-mail id: amonov@navoiy-uni.uz

ABSTRACT

Ahmad Tabibiy is one of the most active representatives of Uzbek literature in the late XIX and early XX centuries. He is known as a natural translator, dosonavis, tazkiranavis. He continued the classical literary tradition with dignity and composed five poetic Devonian works. At the moment, the sources of the poet's works are stored in various libraries and funds of the republic.

KEYWORDS: Akhmad Tabiby, Handwrite, Litographe, Fund, Poet, Poem, Devon, Proceedings, Bayoz, Source, Text, Genre.

INTRODUCTION

The end of the XIX - beginning of the XX century is significant in that it left an important mark not only in the socio-political life, but also in the spiritual and literary life. News in the spiritual and literary sphere is especially vivid in the literary environment of Khiva. This can be explained by the huge achievements in the field of artistic creation. Ahmad Tabibi is one of the artists who made a great contribution to the development of our national literature in the late XIX - early XX centuries.

Ahmad Tabibi created in almost all genres of our classical literature, leaving a rich literary heritage. After all, he duly continued the classical literary traditions, writing analogies to the Persian and Turkic predecessors in accordance with the tradition. He demonstrated his poetic talent by writing analogies to the poems of contemporary poets as beautiful and unique examples of lyrical art were completed. The main theme of his medical lyrics is love. The poet is important in terms of the content, melody, formal diversity, richness of artistic means of romantic poems. The content of his lyrical works consists of the ideas of true love, boundless devotion to

the land, struggle with emigration, enduring any suffering and reaching his guardianship. The poet thinks deeply about love, regarding it as a lofty virtue. The poet's poems depict the beauty of a friend, the pain of a lover, pain, sorrow, complaint, despair. In the work of the poet, the lyrical hero is sometimes in love with the beauty of the mistress, and sometimes fascinated by the spiritual image of the mistress.

THE MAIN PART

It is known that the physician arranged five poetic divans. In particular, his divans "Tuhfatu-s-sulton", "Munisu-l-ushshaq", "Hayratu-l-oshiqin" consist of lyrical works in Turkish, "Mir'atu-l-ishq" and "Mahzaru-l-ishtiyiq". The poet's works in Persian-Tajik language are collected in his divans. In addition, the poet wrote an Uzbek poetic version of the epic "Vomiq and Azro". He translated the work of the Azerbaijani poet Muhammad Fuzuli "Haft Jam" from Persian into Uzbek. Influenced by this translation, he wrote his work "Seven ravzas" and compiled a collection of Khorezmian poets.¹

Information about the life and work of Ahmad Tabibi is also given in the book "Chrestomathy of the history of Uzbek literature", compiled in 1945, by Rahmat Majidi "Uzbek literature". Also, Doctor of Philology M.Yunusov's "Komil Khorezmiy" (T., 1960), V.Mirzaev's "Avaz Otari o'g'li" (T., 1961), Professor G.Karimov's "History of Uzbek literature" (third book, T., 1987) also contains information about Ahmad Tabibi. In addition, in almost all scientific research related to the literary environment of Khorezm in the second half of the XIX century and the beginning of the XX century, the work of its representatives, opinions and comments on the work of Ahmad Tabibi are given.

However, the creative legacy of Ahmad Tabibi has not yet been fully explored. Even in the biographical information of the poet there is no uniformity. This requires scientific research on the poet's literary heritage. Work in this area is required, first of all, in the field of literary sources and textual studies. Because Tabibi's works are almost non-existent.

In the history of our literature, the famous literary critic Fatkhulla Ganikhodjaev created a study on the life and work of Ahmad Tabibi. In his research, the scientist studied the life of the doctor, his works, their sources, the scope of genres of the poet's work, the topic

- provides valuable information on issues such as content, literary influence. It is especially noteworthy that the scientist identified more than 20 available manuscripts and lithographs, and carefully studied them. However, further research suggests that work in this area should be continued. In particular, these are explained by:
- from the works of the poet, who arranged five devons
- the number of those prepared is less than fifty. About 30 published poems are presented in the form of samples;

A complete collection of sources on the life and work of Ahmad Tabibi no Some information about the poet's biography should be summarized and clarified; Sources (collection and.) Where samples of medical creativity are encountered bayozlar) not fully studied and summarized; one of the poet's Turkic devons, Tuhfatu-s-sultan

The fate is unknown. The following information of the literary scholar Fatkhulla Ganikhodjaev is noteworthy in this regard:The first office of the doctor "Tuhfatus-sultan" is kept in the house-

museum of AS Semyonov in Dushanbe, several manuscripts and lithographs of the other four offices are kept in the Institute of Oriental Studies named after Abu Rayhon Beruni of the Academy of Sciences of Uzbekistan. The only mentioned copy of Tuhfatu-s-sultan was copied in 1328 (1910) by the secretary Muhammad Yaqub Devon ibn Usta Qurbonniyaz Khorezmi. The work consists of 464 pages. The poet's second divan "Munisul-ushshaq" (Friend of Lovers) was written in Uzbek and copied in 1327 (1909) by the secretary Bobojon Tarro ibn Abdulaziz Makhsum. The work consists of 382 pages. A complete copy of this manuscript was printed in 1328 (1910) in Khiva. The third divan of the doctor "Mir'atul-ishq" (Mirror of Love) is written in Persian-Tajik language. It was copied in 1327 (1909) by the secretary Mulla Ibrahim ibn Domla Qalandarhoji. The work consists of 204 pages. This copy of the manuscript was also printed in lithography in Khiva. The poet's divan "Hayratul-oshiqin" (Wonder of lovers) is written in Uzbek. It was copied in 1326 (1908) by the secretary Babajan Tarro ibn Abdulaziz Mahsum. The manuscript consists of 490 pages. The last divan of the physician, Mazharul-ishtiyag (Place of Passion), was written in Persian-Tajik and was copied in 1327 (1909) by the secretary Mulla Ibrahim ibn Domla Qalandarhaji. The work consists of 550 pages. This copy of the manuscript was also printed in lithography in Khiva. The whole literary heritage of the doctor, including his devons, was copied and published during the last years of the poet's life, ie 1906-1910. Prior to that, Tabibi's lyrical works were included in various bayoz composed at that time. In addition, there were separate collections that included only the Medical Gazelles. For example, in a manuscript collection compiled in 1906 by the secretary Muhammad Yaqub Devon, Tabibi has 173 Uzbek and Tajik ghazals. Also, in 1907, Muhammad Sharif compiled three more collections of Uzbek ghazals by Devon Tabibi. They include 480 poems of the poet².

In addition, inventory number №1127 "Bayozi muhammasot", №1129 inventory number "Bayozi muhammasot", №1131 inventory number "Bayozi muhammasot", №1133 inventory "Bayozi muhammasot", №1133 inventory number "Bayozi muhammasot", №1133 inventory number, №1182 inventory number "Bayozi ash'or", №1190 inventory number "Bayozi ash'or", №1196 inventory number "Bayozi ash'or", №2024 inventory number bayoz also included samples of medical creations.

A source of medical poems is also kept in the State Museum of Literature of the Russian Federation. The storage number of this manuscript is №243. The volume of the manuscript is 366 pages. The secretary of this bayoz is Muhammad Sharif Devon. At the end of the manuscript is information that it was completed in 1325 (1907) by Secretary Muhammad Sharif Devon. Literary critic Fatkhulla Ganikhodjaev has used this source in his above-mentioned research. That is, the scientist owns in quoting his remarks, he quoted passages from the poems of the poet in this bayoz. Our recent observations show that the places used in this bayoz need to be corrected, albeit in a small way. In particular, there are text errors in the extracts, some inconsistencies in the presentation of the pages.

This collection consists only of gazelles. The collection includes 200 ghazals by Ahmad Tabibi, which are not found in any other genre of poetry. The last poem in the collection ends with a radiant ghazal "This Day". This is a gazelle

Ваҳким ул ой ҳижронидин ранжим фаровондур бу кун,

Ғам касрати бирла манга хотир паришондур бу кун, - starting with the matla:

Сен чек, Табибий, зам аро беморлигким ишқ аро,

Лаъли лаби ўзга киши дардига дармондур бу кун, -

ends with praise.

On the last page of the collection, in blue ink, “I present this book to the Institute of Literature of the Academy of Sciences of Uzbekistan. Ghafur Ghulam. 26 / 9.57. ” There is a note

An analysis of the lyrical works in this collection shows that most of the poems were written in the form and content as analogies to the works of Mir Alisher Navoi. According to the observations, Tabibi tied 1 muhammas from Khorezm poets to Nishati, 8 to Munis, 12 to Ogahi, 2 to Kamil, 2 to Avaz, 5 to Roji, 2 to Mirzo, 3 to Doi and Niyazi.

The poet also wrote more than 20 ghazals of Navoi. In particular, Navoi's "Hikmati", "Bolsa", "Aylasa", "Bolubdur", "Kerak", "Aylarman", "Ollida", "Tuz", "Bolmangiz", "Hanuz", "Sormangiz", "Aylab", Muhammad in his ghazals ending with radifs and rhymes such as “Anga”, “Khurram”, “Bolmas”. It is also known that the poet connected muhammas in Persian-Tajik language to the poems of Saadi, Jami, Zebunniso and Mirza Galib. When we look at the work of the poet, love, truth and justice, devotion lead in his work. However, there are examples of his work that glorify science and enlightenment, and this series of works is very close in content to the works of Muqimi and Furqat. A complete collection of sources of Ahmad Tabibi's works, a comparative and textual study of them, a full study of the poet's work, an analysis of his lyrical works will undoubtedly expand this information. In this regard, the literary critic F. Ganikhojaev in his study of Tabibi in the office of the poet "Munisu-l-ushshaq" 53, in the office "Hayratu-l-oshiqin" 114, in the office "Tuhfatu-s-sultan" 14, "Mir'atu-l-ishq" There are 86 muhammas in the Mazharu-l-ishtiyaq office and 125 in the 5 divans. Of these, 307 are written in Turkish and 211 in Persian. This information, that is, the number of Tabibi muhammas is 518, is noted by the literary critic S. Matkarimova. However, the number of muhammas quoted by F. Ganikhodjaev is 392. For some reason, the number of muhammas is misrepresented as 518 or the sources of the remaining muhammas are not indicated.

Ahmad Tabibi compiled a tazkira on the instructions of Feruz. Although the Majmuai si shuaro'i payravi Feruzshahiy was compiled according to the king's instructions, the source that inspired the writing of the complex is undoubtedly Majolisu-n-nafois. In particular, the literary critic Salomat Matkarimova's "Muzakkiri ashob" (Remembrance of the Interlocutors), Hasankhoja Nisari's "Muzakkir ul-ahbob" (Remembrance of Friends), Mutribi Samarkandi's "Tazkirat ush-Tuhfat ul-ahbob" (Gift of Friends), Fazli's "Majmuai Shoiron" (Collection of Poets) and Navoi's traditions were creatively continued. The tazkirs composed by the doctor are also a shining example of this inheritance," he said.

Tabibi's epic activity

Tabibi contributed to the development of Uzbek epic poetry with his works "Vomiq and Azro", "Seven ravza", "Nozir and Manzur". In these works of the poet, high human qualities such as love, devotion to the Motherland, land, friend, mutual trust, justice in the state and society, knowledge, morality, education, patience, friendship of peoples are glorified. Getting acquainted with the text of medical epics inevitably reminds of Alisher Navoi's works "Lisonu-t-tayr", "Mahbubu-l-qulub". In particular, the poet's epics are imagined as a logical continuation of the epics of Navoi "Khamsa". After all, in the text of these epics you can find examples from Navoi "Khamsa".

In particular, the poet logically continues Navoi's attitude to science in his epic "Yetti ravza". The second chapter of the work ("Yetti ravza") is devoted to the issues of knowledge and enlightenment, in which the poet states that a person should always strive to acquire knowledge and enlightenment, and that a scholar should be honored. At the end of the chapter, the story of "Imam Fakhr Razi and Sultan Muhammad Khorezmshah" in Alisher Navoi's "Khamsa" is sung. In the third ravza of the work, the poet thinks about the harm of greed and the benefits of contentment.

Ahmad Tabibi's epic "Vomiq va Azro" is reminiscent of Navoi's "Layli and Majnun", "Farhod and Shirin" from "Khamsa". The image of Mehinbonu quoted by Tabibi in the epic is very similar to Navoi's Mehinbonus with his wisdom, intelligence and advice. Also, the style of expression of the epic is almost the same as the style of the epic "Farhod and Shirin".

Tabibiy - tazkiranavis

Ahmad Tabibi composed the tazkira on the instructions of Feruz. Although the Majmuayi si shu'arayi payravi Feruzshahiy was compiled according to the king's instructions, the source that inspired the writing of the complex is undoubtedly Majolisu-n-nafois. In particular, the literary critic S. Matkarimova's "Muzakkiri ashob" (Remembrance of the Interlocutors), Hasankhoja Nisari's "Muzakkir ul-ahbob" (Remembrance of friends), Mutribi Samarkandi's "Tazkirat ush-Navoi's traditions were creatively continued in Tuhfat ul-Ahbob (Gift of Friends) and Fazli's Majmuayi Shoiron (Collection of Poets). The tazkirs composed by the doctor are also a shining example of this inheritance," he said.

A manuscript copy of the tazkira "Majmuayi si shu'aroyi payravi Feruzshohiy" is stored in the fund of the Institute of Oriental Studies named after Abu Rayhon Beruni of the Academy of Sciences of Uzbekistan with inventory number №1152. This manuscript copy of Tabibi's commentary is very large in size. The text of this source begins with "basmala" and a poetic preface. The volume of the preface is 300 verses. The first verse in the tazkira begins with a 12-byte masnavi and Feruz's "appeared" radifi ghazal. It is known that this source also includes the poet's own poems. It should be noted that although some research has been done on tazkira, the textual study of this source has not been fully completed.

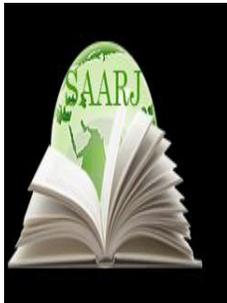
CONCLUSION

Tabibi contributed to the development of Uzbek epic poetry with his works "Vomiq and Azro", "Seven ravza", "Nozir and Manzur". In these works of the poet, high human qualities such as love, devotion to the Motherland, land, friend, mutual trust, justice in the state and society, knowledge, morality, education, patience, friendship of peoples are glorified. Getting acquainted with the text of medical epics inevitably reminds of Alisher Navoi's works "Lisonu-t-tayr", "Mahbubu-l-qulub". In particular, the poet's epics are imagined as a logical continuation of the epics of Navoi "Khamsa". After all, in the text of these epics you can find examples from Navoi "Khamsa".

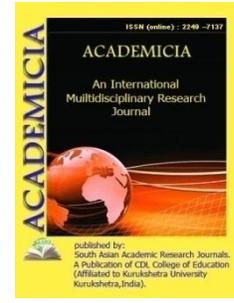
In short, Tabibi's lyrical heritage is classified according to the genre. , muashshar, bahri tavil. This indicates that the poet's work is subject to extensive research.

SOURCES AND LITERATURE:

1. Inventory digital manuscript sources №11499, №9494, №12561, № 12561, №1134, №3460, №3461, 2662 in the Manuscripts Fund of the Institute of Oriental Studies of the Uzbek Academy of Sciences.
2. 8989 in the Manuscripts Fund of the Institute of Oriental Studies of the UzFA
3. inventory digital stone source.
4. Laffasiy. Tazkirai shuaro. Khorezm-Urgench. 1992.
5. Employee. Khorezm musicians. Tashkent. "Wing of Thought", 2011.
6. Ahmad Tabibiy. Selected works. Tashkent. Fiction, 1968.
7. Qosimov B. I searched and found. Tashkent, Literature and art, 1983.
8. G'anixo'jaev F. Ahmad Tabibiy. Tashkent, Fan, 1978.
9. Ahmad Tabibiy. Selected works. Tashkent. Fiction, 1968.
10. Matkarimova S. Tabibiy - tazkiranavis. Philological sciences dissertation for the degree of candidate. Tashkent. 2007.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00033.1

IRANIAN PUBLICATIONS OF ALISHER NAVOI'S WORKS

Parviz Inoyatillaevich Izzatillaev*

*Doctoral student (PhD)

Tashkent state university of Uzbek language and literature named after Alisher Navoi, Tashkent,
 UZBEKISTAN

Email id-xusraveparviz@mail.ru

ABSTRACT

Alisher Navoi chose the nickname "foniy" in Persian poetry, and worked hard in this language, though not in the same way as in Turkish. In this context, the Iranians respect Alisher Navoi as much as their own poets. It should be noted that the Iranian poet, one of the representatives of "SabkiKhindi" - SoyibTabriziy was a follower of the Turkic poets Alisher Navoi and Fuzuliy in Persian poetry.

KEYWORDS: *Iranian Navoi Studies, Fakhriy Khiravi, "Latoyifnoma", Kazniviy, "Khasht-Bikhisht", Aliasgarkhikmat, "Divanifoniy", "Sanglokh", "Maboniul-Lugot", "Khulosaiabbosi".*

INTRODUCTION

In this article, we will try to provide information in order about Navoiologist scholars and their published books, mainly on the life and work of Navoi in Iran over the last 80 years.

1. Ali Asgar Khikmat

The Turkic text of "Majolis un-nafois" several copies are studied comparatively in 1961 by an Uzbek Navoiologist Suyuma Ganieva, and published in Tashkent. Veteran Hiravi's "Latoyifnoma" was first published in 1908 in Tashkent and a second edition by Dr. Sayyid Abdullakh in Pakistan in 1931-1933. In Iran, Ali Asgar Khikmat, a well-known scholar, was the first to do so.

Ali Asgar Khikmat in 1944AD (1323Hijri lunar year (Muslim year chronology), he published Fakhri's "Latoyifnoma" and Khakimshakh Kazvini's "Khasht bikhisht" in Tekhran, and thus literally lays the cornerstone of "Iranian Navoi studies". The book was republished in Iran for the second time in 1984AD (1363Hijri lunar year (Muslim year chronology), at the request of fans, forty years later.

2. Rukniddin Khumoyun Farrukh

Rukniddin Khumayun Farrukh is undoubtedly one of the Navoiologist scholars who made a great contribution to the popularization of Alisher Navoi's works among the Iranian people.

Alisher Navoi's "Devoniyfoni" was first published in Iran by RukniddinKhumayun Farrukh with edits, forewords and appendices in 1963AD (1342 Hijri lunar year (Muslim year chronology)) was published by "Sino" publishing house under the title "DevoniFoniy".

As, this work aroused the interest of the fans, at their request in 1996AD(1342 Hijri lunar year (Muslim year chronology)) it was reprinted in 3,000 copies by "Asotir" publishing house. Selected poems from this collection were published in 1993 by Ali Mukhammadi[1:54].

For more information, let's talk about other editions of "Devoni Foni". After the publication of Rukniddin Khumayun Farrukh, the poems selected from the divan by the Tajik scholar Ali Mukhammadi in 1993 were published on 317 pages in Dushanbe, in 1974 AD(1395Hijri lunar year (Muslim year chronology)), it was published in Persian in Kabul by Said Abbas Rastokhiz Sonchoraki in Persian with an introduction by Sayyid Reza Bakiriyani Muvakhkhid on 418 pages.

3. Mukhammad Nakhjuvoni/Mekhdi Farkhoni Munfarid

Mukhammad Nakhjuvoni was the first in Iran to translate "Khamsat ul-mutakhayyirin" from Turkish into Persian in 1940AD (1342Hijri lunar year (Muslim year chronology)), and a copy of it is kept in the library of the Literature Faculty of Tekhran University under the number 111.

A copy of "Khamsat ul-mutakhayyirin" translated into Persian by Mukhammad Nakhjuvoni is kept in the library of the Literature Faculty of Tekhran University under the number 111, this translation is with a foreword, appendices and some corrections by another Iranian Navoiologist scholar, Mekhdi Farkhani published in the supplement of the 12th issue of "Nomai Farkhangiston" magazine in June 2002 AD (1381Hijri lunar year (Muslim year chronology)).

4. Khusein Mukhammadzoda Sadik (Khusein Duzgun)

Dr. Mukhammadzoda Sadik has published the following books about Alisher Navoi:

a) Mukhokamat ul-lugatayn

Dr. Sadik prepared Alisher Navoi's famous work "Mukhokamat ul-lugatayn" translated into Persian by Turkhan Ganjavi and published it in "Akhtar" publishing house in Tabriz in 2009-2010. In this work, Navoi compares the possibilities and advantages of the Turkic and Persian languages. The text of this work was published in Paris in 1841, in Kokand in 1917, in Ashgabat in 1925, and in Tekhran in 1948-1949, translated into Persian by TurkhanGanjavi[2:222-224]. Before that, Sheikh Makhmud Kashgari, by writing his work "Divoni lugat-at-turk", put the Turkish and Arabic languages face to face and revealed their opportunities and advantages. Four centuries later, Alisher Navoi, with this work, continued this linguistic debate on the example of another language, Persian.

A manuscript of "Mukhokamat ul-lugatayn" without the order number and date of copying is kept in the "Sakit ul-Islam" library in Tabriz and is also known as "Mukhokamat ul-lugatayn" and "Al-mukhomat bayn al-lugatayn".

b) Sanglokh

One of the most important works of Dr. Sadik is that he published a dictionary of Amir Alisher Navoi's works –“Sanglokh” with his edition, preface and appendices and presented it to the scholars. The importance of this work can also be seen in the fact that it was published after 10 years of hard work. Mukhammadzoda Sadik writes in the introduction to the book: “Sanglokh is a Turkish-Persian dictionary that contains difficult words from the poems of Amir Alisher Navoi, the knowledgeable and wise minister of Khussein Boykaro (1496-1506). This book was written by Nadirshakh Afshor's "Munshiy ul-mamolik" by Mirzo Mekhdikhan Astrobodi in 1758-1760 AD (1172-1173 Hijri lunar year (Muslim year chronology)) [3:41].

c) Maboni ul-lugat

This book was published separately in 2017 by Mukhammadzoda Sadik on 480 pages. The author of the edition and additions writes in the introduction: Mirzo Mekhdikhan Astrobodi's work "Maboni ul-lugat" is an independent treatise, the grammatical rules of the Turkic-Chigatay language, the rules of writing, and Alisher Navoi's Turkish (Uzbek) poems were written to better understand them. The author cites this book as part of the Turkish-Persian dictionary “Sanglokh”, but most of the copyists knew it as a preface to the “Sanglokh” commentary dictionary and added it to the book "[4:97]. Manuscripts of this work are available both separately and as an introduction to “Sanglokh”. Mukhammadzoda Sadik compares and edits some of these copies and publishes them.

e) Tazyil

The book was published in Iran in 2017 by 336 pages by the "glory foundation". Mukhammadzoda Sadik, who prepared the publication, writes in the introduction: «This book is a part of Mirzo Mekhdikhan Astrobodi's dictionary "Sanglokh", it explains the meaning of Persian words and terms used in the works of Alisher Navoi. In interpreting the words, the author often used examples and evidence from the Turkish works of Alisher Navoi, and sometimes from the Persian works. Astrobodi said he began writing “Sanglokh” after reading 12 volumes poetry and 9 volumes prose by Alisher Navoi» [3:41].

f) Mezon ul-avzon

Khussein Mukhammadzoda Sadik translated another work by Amir Alisher Navoi, “Mizon ul-Avzon”, into Persian and published it in 2013 at “Takderakht” publishing house in Tekhran.

Originally published in 1993 in Ankara by Dr. Kemal Arslan, the book compares seven original Turkic-Chigatoy copies. One copy of that book is kept in the Tekhran central library under serial number 237. Dr. Sadik translated the work into Persian with some modifications, using manuscripts of the work as well as a copy published in Ankara. Regarding the translation, he writes:

5. *ترجمه ی فارسی این جانب متکی به آیین متن است و سعی کرده ام در آن شیوه ی نگارش امیر علیشیر نوایی را حفظ کنم.*

"The Persian translation was based on this text, and it tried to preserve the creative style of Amir Alisher Navoi as much as possible" [5:55-56].

Two copies of “Mezon ul-Avzon” are kept in Iran. One is kept under the number 5/1604 in the National Library of Tekhran, and the other is kept under the number 1/237 in the library of the Literature Faculty of Tekhran University.

j) Conclusion of Abbasi

Navoi's works in Turkish language began to be read at literary evenings in Iran, especially during the reign of Nadirshakh Afshar, and encouraged those who attended literary evenings to refer to the “Sanglokh” dictionary again and again.

However, “Sanglokh” was a large book, making it difficult to use. To solve this problem, several lexicographers began to shorten the dictionary and write in a simpler language. As a result, during the reign of Abbas Mirza, one of the Kajars, the book "Conclusion of Abbas" was published.

The book "Summary of Abbas" was written by Khakimshakh Mukhammad Khuyi at the suggestion of Abbas Mirzo in Tabriz with the abbreviation and some modification of the "Sanglokh" dictionary.

This work was published in Iran by Mukhammadzadeh Sadik and was well received by the Iranian literary community.

5. Bekhbud Murodiy (Elchibek)

Bekhbud Murodiy, better known as Elchibek, published Navoi's books:

a) Navodirush-shabab

"Navodirush-shabab" is one of Navoi's four Turkic divans, and Bekhbud Murodiy translated it into Azerbaijan Turkish and published it in Iran.

b) Divan of Turkish poetry

After the publication of "Navodirush-shabab" by Bekhbud Murodiy, in 2014 he collected 176 pages of selected poems of Navoi in one book, and published under the title "Divan of Turkish poetry".

c) Fatkhalikh on dictionary - Atrocia dictionary

This work was written in Persian by Fatkhali bin Kalabali Kazvini Siponlu during the reign of Fatkhalishakh, the ruler of Kajar. Navoiologist scholars Ogokh Sirri Lavand and Abdullakh Korgar named this book "Bakhjat ul-lugat"[4:102].

Bekhbud Murodiy found one of the copies of this book and published it in 2017 in Kum.

6. Ravshan Khayoviy

This book was published by Ravshan Khayavi (Rakhmonpur Akbar) in 1996 in Tekhran by “Markaz” publishing house. The first part of “Sanglokh”, that is, “Maboni ul-lugat”, all the poems, examples and arguments, and the third part of “Sanglokh”, “Tazyil” are not included in this book. Despite the fact that the book has been published, most Iranian Navoiologist scholars are unaware of its existence.

7. Bakhman Akbariy

Bakhman Akbariy, together with Uzbek Navoiologist scholar Suyuma Ganieva, will publish Alisher Navoi's "Nazm ul-Javakhir in Iran.

This small book is in fact a translation of "Nasr ul-Laoliy", which contains the words of Khazrat Ali, Navoi renamed it "Nazm ul-Javakhir". In this treatise, Alisher Navoi translated 266 educational words of Khazrat Ali into Uzbek in the form of rubai.

The Turkish-Uzbek text of the book was published in "Al-Makhdi" publishing house of Iran in 2009 with a Persian and English translation by Bakhman Akbari and a Russian translation by Suyuma Ganieva.

8. Dr. Nemati Limoiy

Amir Nemati Limoiy is undoubtedly one of the most prolific researchers of Navoi today, who has devoted himself to the study of Navoi's life and work, translating his works into Persian and preparing them for publication in Persian.

Dr. Nemati Limoiy has published the following books related to Navoi and his writings:

a) A study of the political life, scientific, cultural, social and economic activities of Amir Alisher Navoi.

In 2015, the Iranian historian Amir Nemati Limoiy published a 11-chapter, 374-page book entitled "A study of the political life and scientific, cultural, social, and economic activities of Amir Alisher Navoi." In this book, the researcher thinks objectively, based on historical facts, such as the situation before Alisher Navoi's birth, the birth of the poet, his influence on the political process, his writings, how he died.

b) Risolai Mufradot (darfannimuammo)

The authors of the publication, Amir Nemati Limoiy and Mekhdi Kasimniyo, will publish Alisher Navoi's "Risolai Mufradot" in two copies - one is a photographed version of a manuscript published in Uzbekistan in 1968, the second was published in Uzbekistan in a 20-volume collection of works by Alisher Navoi in 2016 in the Persian alphabet, without any changes, using copies from the National library of Uzbekistan. It should also be noted that the two copies they used differ from each other in terms of text.

c) Munojotnoma

Alisher Navoi's "Munojotnoma" was published in 2017 with translations by Amir Nemati Limoiy and Mekhdi Kasimniyo, as well as with an introduction, appendix and commentary. As noted by the authors in the book preface, used two published copies - the first book were published in 16 volumes of Alisher Navoi's "Complete works" published in Uzbekistan, the second is an English translation of "Munojotnoma" by Uzbek scholar Suyima Ganieva.

9. Parvizbigi Khabibobodiy

Parvizbigi Khabibobodiy took Alisher Navoi's "Majolis un-nafois" as a separate topic and conducted research on it, and published the study results in 2010 at the "Sipekhr" publishing house in Tekhran, entitled "Reflections on the Majolis un-nafoistazkira".

10. Khodiy Bidakiy

Khodiy Bidaki, an Iranian Navoiologist scholar, has been working on Alisher Navoi since 2014 and performed the following work:

He published several articles in the articles collection of Alisher Navoi International Conference held at Firdavsi University in Mashkhad in 2014, "Descriptive-critical bibliography of Amir Alisher Navoi, in 2015, in the "Scientific research in the history of literature" journal of Shakhid Bekheshti University in Tekhran "The need to critically correct the work of Fakhriy Khiraviy Latayifnoma", in 2017, in the scientific journal "New studies" of Firdavsi University in Mashkhad "Critical study of the Majolis un-nafois poets reflected in Urafot ul-ashik", in 2017, in the "Research journal of literary sciences" of Kum University entitled "The second translation study of the work of Amir Alisher Navoi's Majolis un-nafois."

In 2018, he successfully defended his doctoral dissertation "The study of the literary environment of Kherat in Timurid period on the basis of the Fakhriy Khiravi work "Latoyifnoma"" at Firdavsi University in Mashkhad and published it in a pamphlet form.

This year, Khodiy Bidaki with his introduction, edits, comments and appendices published Fakhri Khiravi's work "Latoyifnoma" in collaboration with the Makhmud Afshor foundation and the "Sukhan" publishing house and it is right in surmise that this work was another great step in Iranian Navoi studies. This year, Kazviniy published a Persian translation of the Majolis un-nafois "Khasht Bikhish", with his introduction, edits, comments and appendices in collaboration with Makhmud Afshor foundation and "Sukhan" publishing house.

11. Munira Mukhammaddodiy

Navoi wrote a work called "Turkish Munshaot", but there is no information about the existence of his work "Persian Munshaot". However, his letters to others are found in this or that historical book.

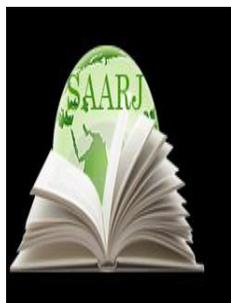
Munira Mukhammaddodiy, under the guidance of her teacher Mukhammadzoda Sadik, collected these letters and until now i.e. in 2015 AD (1394 Hijri lunar year (Muslim year chronology)), she published "Munshaotiforsii Navoi" at "Takderakht" publishing house in Tekhran.

Indeed, the services scientist-Navoiologists such as Ali Asgar Hikmat, Rukniddin Humoyun Farrukh, Mekhdi Farkhoni Munfarid, Mukhammadzoda Sadik, Nemati Limoiyand Khadi Bidaki are invaluable in writing books about Navoi's life and work, publishing the poet's works in Persian, translating his writings from Turkish into Persian and conveying them to Iranian readers. The growing interest in Navoi's works in Iran in recent years is paving the way for the further expansion of the Iranian school of Navoi studies.

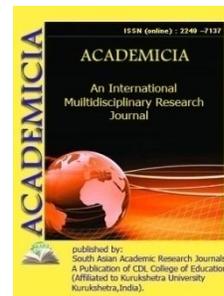
REFERENCES

1. Letter of the Academy, Appendix No. 12, p. 54, Tehran, 2002
2. Description of the life and Persian works of Amir Alishir Navai alias Fani, research and writing by Dr. Soghari Banoo Shogfteh, Al-Huda International Publications, 2008, pp. 222-224.
3. Navai Amir Alishir, Trial of Dictionaries, Correction, Translation and Introduction by Dr. M. Siddiq, Tabriz, Akhtar, 2009, p.41

4. Siddiq, National Quarterly, Socio-Cultural, Managing Director and Licensee Mohammadzadeh Siddiq, Tehran: 2016, p.98.
5. Navai, Amir Alishir, Mizan Al-Ozan, correction of Jaghtai (Uzbek) Turkish text and translation into Persian and introduction by Dr. H.M. Siddiq, Tehran, 2014.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00034.3

DAIRY PRODUCTIVITY OF SINGLE-HUMPED CAMELS IN THE REPUBLIC OF KARAKALPAKSTAN

Turganbaev Ruzimbay Urazbaevich* ; Tleumuratov Akylbek Kanalbaevich**

*Professor,
 Doctor of Agricultural Sciences,
 Deputy of Director For Science And Innovation,
 Nukus Branch of Samarkand Veterinary Medical Institute,
 UZBEKISTAN
 Email id: Turganbaev19643@Mail.Ru

**Assistant,
 Department of " Natural and general specialties"
 Nukus Branches of Samarkand Veterinary Medicine Institute,
 UZBEKISTAN
 Email id: axil1980@ëmail.ru

ABSTRACT

The study of milk yield of One-humped camels in the northern red sands of the Republic of Karakalpakstan in the age group of animals, from the age of 3 to 21 years. Studying the constitutional types of single-humped camels and determining their dependence on milk yield. Determining the dependence of the milking season of camels on the seasons by months. Here are given additional feeding rations for camels and the increase of scientific basis of milk production, milk yield selection are the content of the article.

KEYWORDS: *One-humped camels, milk yield, camel age, camel constitution, supplementary feed, ration, season, lactation*

INTRODUCTION

Nowadays Afghanistan, Namibia, South Africa, Australia, Argentina, and Mongolia are among the main countries in the world engaged in camel breeding. In these countries, a number of scientific studies have been conducted to increase the productivity of camels to a certain extent and to improve their pedigree.

Today, among Central Asian countries in the Republics of Kazakhstan, Uzbekistan, and Turkmenistan, mainly single and double-humped camels are bred.

In these countries, a lot of work has been done about the scientific study of the biological and productive characteristics of camels.

Today, as a result of scientific research in order to increase the genetic and productive potential of camels, there are paid more attention to productivity indicators, and meat, milk, and wool productivity are increased by breeding. [1, p.35-38].

In the Republic of Uzbekistan, camels are mainly engaged in the northern red sands of the Republic of Karakalpakstan. Currently, the total number of single and double-humped camels in the Republic of Karakalpakstan is 4429.

Camels are resistant to hot climates and long-term drought, and camels are the most important and useful industry in desert livestock. This is due to the fact that it is one of the main industries in the development of desert areas, in providing the local population with food (meat, dairy), which is resistant to the harsh continental climate, and in providing the industry with raw wool.

The creation of high-yielding camel herds and breeding lines in the northern red sands region of the Republic of Karakalpakstan is a topical issue today.

Therefore, the need to develop new methods of increasing productivity in the field of camel breeding is a matter of urgency. In a market economy, the growing demand for livestock products is claimed using new methods which include camel breeding, standard feeding, effective environmentally friendly production technologies, and increasing the number of camels.

Currently, there are more than 4.9 thousand dromedary camels in the Republic of Karakalpakstan, with an average milk yield of 6.0-6.5 liters. Camel's milk differs from other animal milk by its healing properties. Based on today's requirements, we emphasize that it is expedient to develop sheep and camel breeding at the same time in karakul farms. Because camels feed on plants that cannot feed on pasture, that is, camels can consume plants that other animals cannot eat, salty and dirty water, and they are the most effective source of livelihood. , cattle - feeds on 68 species. It should be noted that year-round grazing allows you to earn more at a very low cost of production. According to scientists, in the Republic of Karakalpakstan, the cost of one camel is equal to 10-12 sheep, and the cost of keeping one camel is equal to 3 sheep.

The purpose of the research

The main purpose of the research is to study the possibilities of increasing the milk yield of single-humped camels in the Republic of Karakalpakstan and to develop methods.

Expected results

The results of the study allow to apply the developed methods and practical selection results in the increase of milk yield in the field of camel breeding in camel farms of the Republic of Karakalpakstan, to carry out effective selection and breeding work. In this regard, in the Republic of Karakalpakstan, the study of milk yield of single-humped camels, the chemical composition and technological properties of lactating camels, as well as the establishment of doubt in the purchase of mother camels to increase their wool fertility and pedigree. A comprehensive assessment of the impact of supply conditions on camel milk production and

processing will provide the most acceptable and competitive production technology, which in turn will provide the population of the newly established industrial centers on the Ustyurt Plateau with high-quality milk and high-quality flour.

Research location and methodology

The research was conducted in 2018-2020 years on camel farms in the Karauzak and Kungrad districts of the Republic of Karakalpakstan.

The selection and formation of camels in the groups was carried out in accordance with the principle of analogs, taking into account age, constitution, live weight, and body size.

The first selection of animals was held in March 2018 among the number of newborn camels. The selected mother-camels were marked with bots in special paints, and three groups were formed in each of them among ten.

The adaptability of domestic animals to local, natural, and food conditions without external defects was taken into account.

At the beginning of the experiment, the age of the parents, live weight on the autoplate scales (up to 5 kg accuracy), external measurements (height, body length, chest, and pasteurization) with the help of a measuring stick and tape (1 cm accuracy). It was determined by the method of Lacosa (1964).

Milk productivity of camels was measured monthly (at the end of the month), milk yield, and total milk production for lactation were determined arithmetically.

Research results

The general analysis of the camel situation in Karakalpakstan shows that a serious obstacle to the development of camel breeding is the neglect of selection and breeding work on all farms of our Republic. Insufficient work is being done in the country to improve the quality of herds, to organize timely selection and adherence to the herd structure of livestock, to introduce effective feeding, breeding, and breeding technologies.

Studies conducted by [3.p.21-22] have shown that the successful development of animal husbandry, including camels, requires extensive use of available resources of scientific and technological development. One of them is the timely selection of animals according to age and adherence to the optimal structure of the herd.

According to [2.p.19-20], it is of great selection importance to know the average age of milk production for daily lactation periods, the relative dynamics of constitutional types.

This is due to the fact that at different stages of lactation, depending on the milking interval, the time spent on the pasture with the parents of the offspring varies. With the increase in milking, the level of pasture feeding in the pastures decreases, and with the decrease in the number of milkings, the feeding period increases. [4.p.317-318].

The milk yield of camels is directly related to the pasture yield and grazing radius, and it is possible to control the daily milk yield dynamics of camels.

Thus, the milk yield of camels depends largely on the interval between milkings. It has been found that low-milking animals have a negative effect on the development of more milking

offspring; in high-milk camels, on the other hand, frequent milking increases the productivity of commercial milk.

In our experience, camels had an average milk yield of 4-5 milking intervals per day.

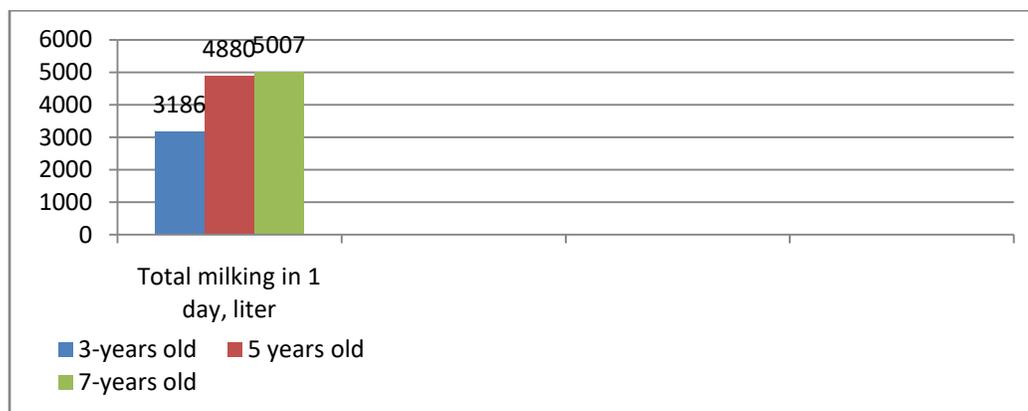
The milk yield of single-humped camels of different ages, depending on the milking interval and age, is given in Table 1 below.

TABLE 1 MILK YIELD OF SINGLE-HUMPED CAMELS IN DIFFERENT AGES DEPENDS ON MILKING INTERVAL AND AGE

Camels calving age	Quantity of Milk	1- Milking period					Total milk yield
		1	2	3	4	5	
		$\bar{x} \pm S_x$					
3-years old	gram	907±28,5	846±26,5	787±24,7	646±20,3	-	3186±100
5-years old	gram	1263±24,6	1049±21,5	889±18,2	861±17,6	878±18,1	4880±100
7-years old	gram	1230±24,6	1069±21,3	949±19,0	868±17,3	891±17,8	5007±100

The analysis of the table data shows that 3-year-old camels were milked 4 times a day, while 5-year-old and 7-year-old camels were milked 5 times a day. At the same time, their milk yield increased with age. The total milk yield per day for 3-year-old camels was considered to be 100%, while for 5-year-old camels the milk yield was 153.1%. fertility in young camels was 157.1%. This difference can be clearly seen in the diagram below.

Diagram 1



In short, the milk yield of camels increased with their fertility age. The milk yield of camels depends not only on their reproductive age but also on the season.

In our research, when we study the milk yield during the months of the year, we can see that the milk yield increases, especially in the autumn months. In terms of months, the milk yield indicators are given in Table 2 below.

TABLE 2 MILK YIELD OF SINGLE-HUMPED CAMELS IN MONTHS, IN LITERS

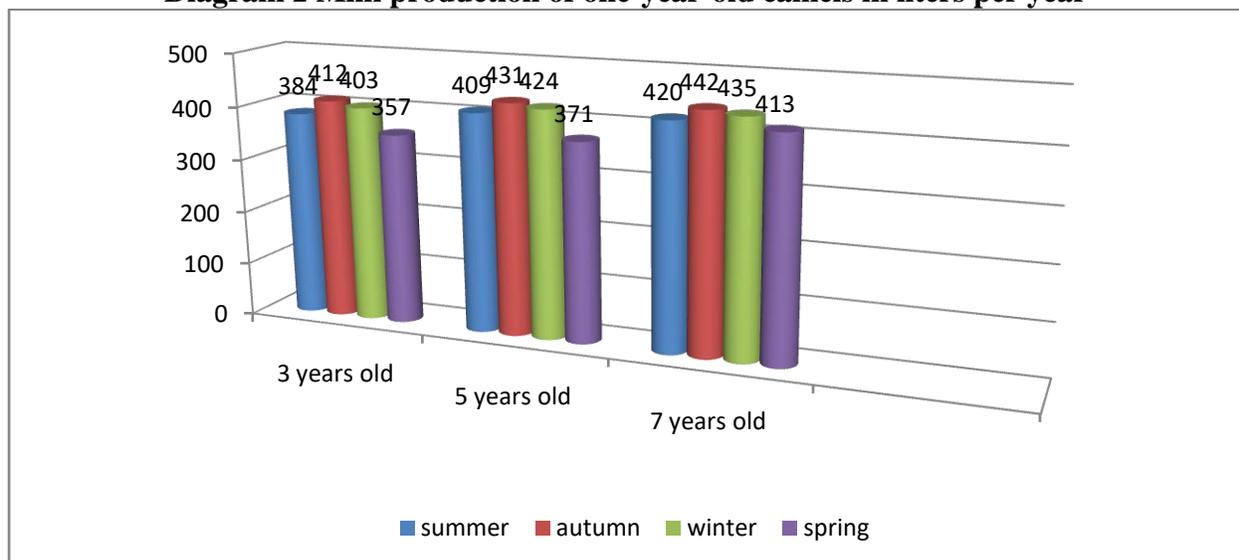
	Lactation months	Reproductive age of camels					
		3-years old		5- years old		7- years old	
		M±M	C%	M±M	C%	M±M	C%
1	April	100,1±1,99	6,1	103,3±1,93	5,3	111,7±2,1	6,5
2	May	117,7±2,12	5,5	123,9±2,9	7,2	132,1±2,7	6,2
3	June	140,2±1,83	4,0	147,4±2,08	4,2	154,6±1,7	3,8
4	July	153,6±1,7	3,4	158,5±1,78	3,5	167,3±2,3	4,4
5	August	155,4±1,4	2,5	166,7±2,31	4,4	176,4±2,8	5,3
6	September	165,3±2,18	4,1	172,6±2,13	3,6	184,8±2,4	4,3
7	October	171,7±3,16	5,7	182,7±2,16	3,7	191,7±2,0	3,4
8	November	177,0±3,73	6,4	187,2±2,23	3,7	202,4±2,0	3,1
9	December	180,9±4,27	7,3	183,7±2,43	4,2	184,6±1,6	2,9
10	January	165,8±3,95	7,3	168,9±3,32	6,1	172,6±1,5	2,7
11	February	157,5±2,86	5,5	158,1±3,71	7,3	158,8±2,9	5,8
12	March	144,7±3,05	6,2	146,6±3,94	8,5	144,0±3,37	7,4
13	April	129,3±3,07	7,3	131,7±3,19	7,6	129,5±2,86	6,9
14	May	105,2±2,3	6,5	115,9±2,2	5,9	117,7±2,46	6,5

The analysis of the table data shows that each pair of camels of childbearing age had the highest milk yield during the lactation period of 6 to 9 months. At the same time, it can be seen that camels of the 7th generation have an advantage over the 3rd generation and camels of the 5th generation.

It should be noted that in the harsh climatic conditions of the Republic of Karakalpakstan, these indicators may change during the years of low rainfall. This is often the case in the northern part of the Red Sands.

In the autumn, especially in September, October, and November, the temperature regime and the condition of pastures had a positive effect on the physiological condition of camels and the mechanism of milk production, and it was during these months that milk production was high.

If we analyze such indicators by seasons, we can see in Figure 2 below.

Diagram 2 Milk production of one-year-old camels in liters per year

The analysis of the data shows that in 2018-2020, the climatic conditions of the Republic were good and the rainfall was moderate, and the milk yield of single-breasted camels was much higher in all seasons of the year. It should be noted that in the northern regions of the Republic of Karakalpakstan, pasture productivity decreases sharply in the spring, and as a result, camels have a significant negative impact on milk yield. It is during these months that additional feeding of camels is recommended.

An additional ration recommended for camels in the spring months is given in Table 3 below.

TABLE 3 SUPPLEMENTARY FOOD RATION FOR CAMELS IN SPRING

№	Foods	Supplementary dose per day, kg	Content of 1 kg				
			Nutritional unit	Digestive Protein Gram	Calcium gram	Phosphorus gram	Carotene mg
1	Trefoil hay	3,0	0,22	41	6,4	0,6	50
2	Carrot food	0,5	0,14	7	0,6	0,5	30
3	Barley grains	0,5	1,21	81	1,2	0,8	0
4	Wheat groats	1,5	0,78	130	1,3	3,1	4
5	Cottonseed meal	1,0	1,15	331	2,8	9,8	1

The ration is intended for the spring months, and it is recommended to feed the pasture plants once a day for the first time in the evening when the productivity of pastures is declining.



Figure-1. Single-humped camels in the autumn pasture

In conclusion, the highest indicators of milk production were identified in the autumn-winter period. Thus, the difference between the spring and autumn periods for the 7th generation was 25.9 liters, and for the 5th and 3rd generations, it was 22.1 and 22.3 liters, respectively.

The milk yield of camels depends to some extent on their constitutional type, and their growth and development are organically related to the constitutional type of animal. The constitution of camels is mainly divided into strong, delicate, and rough.

Table 3 below shows the dependence of milk production on the constitutional types in the age range of single-breasted camels.

TABLE 3 THE CONNECTION OF CONSTITUTIONALITY OF CAMEL WITH THEIR MILK PRODUCTION AT DIFFERENT AGES

κ/c	Age of camels	Types of Constitution					
		Thin type		Coarse type		Strong type	
		$\bar{x} \pm s_x$	Cv	$\bar{x} \pm s_x$	Cv	$\bar{x} \pm s_x$	Cv
1	3- generation age	101,1±1,99	6,2	109,3±1,93	5,5	112,7±2,3	6,5
2	5- generation age	117,7±2,12	5,7	125,9±2,9	7,2	135,1±2,66	6,2
3	7- generation age	141,2±1,83	4,1	147,4±2,08	4,4	154,6±1,86	3,8
4	9- generation age	153,6±1,7	3,5	158,5±1,78	3,5	167,3±2,34	4,4
5	11- generation age	158,4±1,4	2,8	166,7±2,31	4,4	176,4±2,8	5,0
6	13- generation age	165,3±2,18	4,2	173,6±2,13	3,8	184,8±2,5	4,3
7	15- generation age	171,7±3,16	5,8	180,7±2,16	3,7	191,7±2,08	3,4
8	17- generation age	169,3±1,56	3,2	172,6±2,11	3,54	181,7±2,2	4,1

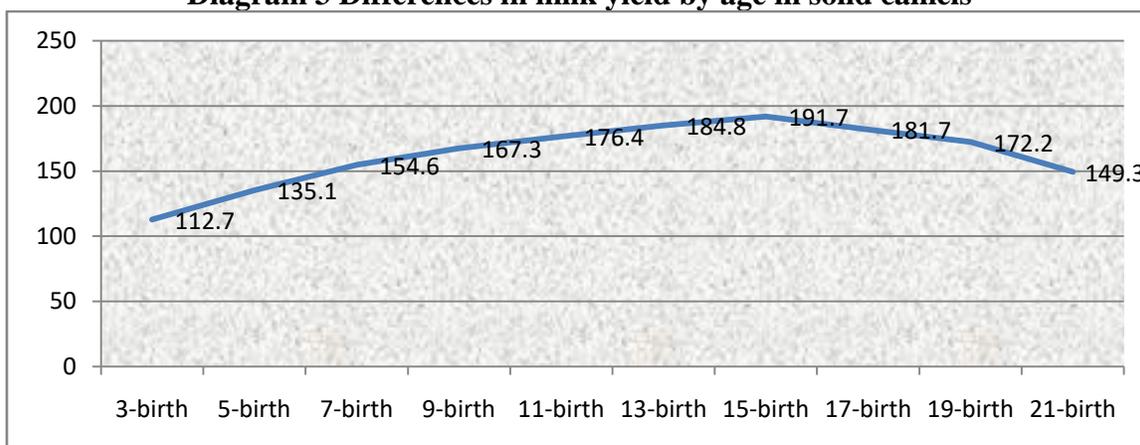
9	19- generation age	151,2±1,3	2,2	162,7±2,22	4,1	172,2±2,8	4,6
10	21- generation age	121,2±1,73	3,3	134,4±1,88	4,2	149,3±1,86	3,5
11	Average	145,07	4,1	153,18	4,4	162,58	4,5

From the data in the table, it can be seen that in all breeds at a young age, strong-bodied camels dominated in terms of milk yield. In other words, this difference was observed in all ages. It should be noted that in all births, the average strong type was considered to be 100%, in the rough type - 94.21%, and in the thin type - 89.22%.

In summary, from the 3rd to the 21st generation, strong camels produced 9.4 liters more milk than coarse-type camels and 17.51 liters more than fine-type camels.

Diagram 3 shows that in all constitution-type camels, the amount of milk varies in age.

Diagram 3 Differences in milk yield by age in solid camels



According to the diagram, milk production increased from the age of 3 to the age of 1 and decreased from the age of 19 to the age of 19. The milk yield of experimental camels was highest at the age of 1 generation.

According to the study, the difference in age in pasture conditions led to a decrease of 203.0 liters of milk in the stable type. This figure is 246 and 55.6 liters, respectively, for the delicate and rough type. The difference in the age of the camels was preserved.

In our opinion, in order to increase milk production in the Republic, it is necessary to carry out a set of organizational and technical measures that will contribute not only to the growth of dromedary camels, but also to improve the quality of the herd.

CONCLUSION

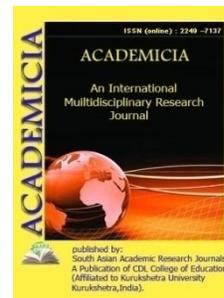
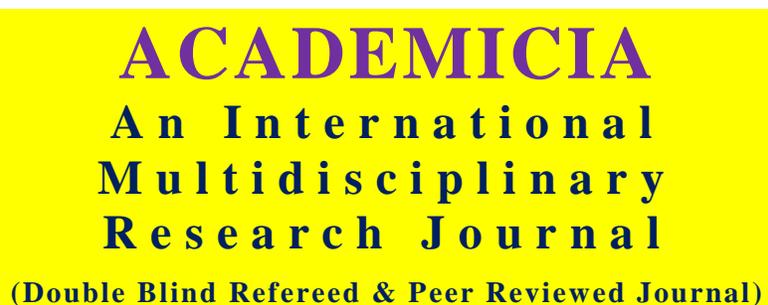
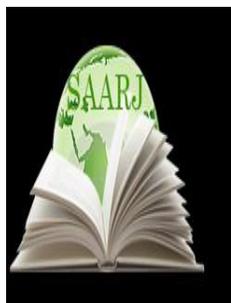
The results of research and observations about the milk yield of camels of all ages in the northern regions of the Republic of Karakalpakstan allow us to draw the following conclusions:

1. It has been observed that single-humped camels increase their milk yield by the age of 7 generations. This figure varies according to their constitution. The increase in the number of camels in the herd, aged 7 and over, ensures the speed of milk production.

2. Taking into account the harsh climatic conditions of the Republic of Karakalpakstan, it is necessary to provide additional feeding, especially in the spring. At the same time, taking into account the live weight per head, the ration should contain at least 2.5-3.0 kg of quality trefoil hay, 0.5kg of Concentrate, 1.5 kg of cottonseed meal, and wheat groats. It is recommended to give additional feed in quantities.

REFERENCES

1. Baymukanov A.B. Aktualnyevoprosyverblyudovodstva[Topical issues of camel breeding] //VestnikselskogoxozyaystvaKazaxstana. Alma-Ata. 1982. S. 35-38.
2. Djumagulov. I., Kulieva V.A. «Otkormverblyudovarvana[Feeding the camels of Arvan]» //JurnalselskoexozyaystvaTurkmenistana. 1980. №4. S. 19-20.
3. Z.Musakaraev T., Saparov. K. «Sostoyanieiperspektivyverblyudovodstva[State and prospects of camel breeding]» //JurnalselskoexozyaystvaTurkmenistana. 1986. №6. S.21-22.
4. Tleumuratov. A. K., Turganbaev. R. U. Age-variability of living mass of single-humpback camels and their hybrids in the conditions of the Aral Sea. International Journal of Applied Research 2018. Delhi. India 4(7): 317-318. ISSN Online: 2394-5869 Impact Factor: 5.2.



DOI: **10.5958/2249-7137.2021.00035.5**

INFLUENCE OF DIFFERENT SOWING DATES ON THE GROWTH AND DEVELOPMENT OF COTTON

Ibragimov Bekzod*

*Independent Researcher
Ministry of Agriculture, Lead Specialist,
UZBEKISTAN
Email id: ibragimov8888@mail.ru

ABSTRACT

With the aim of improving and rational use of the soil, as well as increasing the yield of agricultural crops, in this case cotton, field tests were carried out. Fruiting of cotton, in addition to the hereditary traits of varieties, is closely related to environmental factors, especially the temperature of the air, soil and the state of the environment.

KEYWORDS: Cotton Plant, Sowing, Varieties, Growth, Term, Capsule, Leaf Surface, External Environment.

INTRODUCTION

In pursuance of the Decree of the President of the Republic of Uzbekistan dated October 23, 2019 No. UP-5853 "On approval of the Strategy for the Development of Agriculture of the Republic of Uzbekistan for 2020-2030", the system of ensuring the rational use of natural resources and environmental protection will be improved ", starting from April 1, 2020 year, as an experiment in the Kibray and Tashkent districts of the Tashkent region, the Fergana and Altyaryk districts of the Fergana region, as well as the Kitab and Nishan districts of the Kashkadarya region, a mechanism will be introduced to allocate land plots to individuals and legal entities in order to provide farms with land for experimental research, to increase soil fertility. In our case, research is devoted to the growth and development, that is, the formation of cotton.

Analysis and results

The Law "On Organic Agriculture" analyzes the possibilities of reforming the procedural mechanisms operating in this area. The National Strategy for the Development of Agriculture of

the Republic of Uzbekistan for 2019-2030 has also been developed, and the process of its coordination with other ministries and departments is under way.

It is envisaged to develop more than 30 regulatory documents in nine sustainable areas identified in the draft roadmap for the implementation of the strategy.

The main tasks of land legislation are the regulation of land relations in order to ensure, in the interests of present and future generations, scientifically grounded, rational use and protection of land, reproduction and increase of soil fertility, preservation and improvement of the natural environment.

One of these areas is to increase the fertility of agricultural products.

With the aim of improving and rational use of the soil, as well as increasing the yield of cotton, field tests were carried out.

Various factors influence the development and fruiting of cotton:

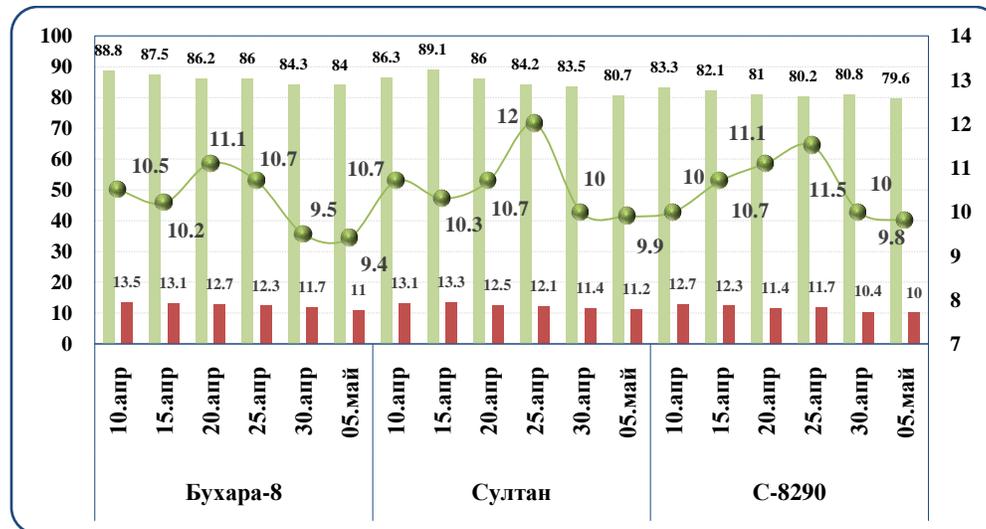
- hereditary characteristics of varieties,
- connection with environmental factors and the state of the environment,
- temperature regime of air and soil from the day of sowing,
- sowing terms and their influence on the formation of vegetative and generative organs of cotton.

The fruiting of cotton depends on many factors, such as hereditary traits (varieties), as well as on the state of the external environment, air and soil temperature. Cotton requirements for temperature begin from the day of sowing. The higher it is, the faster the seedlings appear and vice versa, therefore, special attention has always been paid to the sowing time, this is described in the works of Aleev and Ibragimov in 1987, Mukhammadzhonov and Zakirov in 1968-1988, Ibragimov and Nazarov in 1992, Nazarov, Mirzazhonov, Ibragimov and Isaev in 2014 [1-4].

Taking into account the importance of the sowing time in the formation of vegetative and generative organs of cotton, we conducted field experiments from 2017 to 2019 at the AltyarykNurliKelajak Farm in the Altyaryk District of the Fergana Region. The first early sowing date is from April 10 to 15, the second optimal sowing date is from April 20 to 25, the third late sowing date is from April 30 to May 05. The experiment involved the varieties "S-8290" (relatively early maturing), as well as other medium-fiber varieties cultivated in the Fergana region, the medium-early-maturing variety "Sultan" and the late-ripening variety "Bukhara-8". The experiment was repeated 3 times. The plots are located in one tier.

The leaf surface was determined by the method of A.A. Nichiporovich (1961), the rest of the plant organs were dried to determine the dry weight of cotton. The structure of the bushes was described by the method of SoyuzNIHI (1981) [5].

In our research, an attempt was made to establish the dependence of the growth of cotton on the sowing time, which is of certain theoretical interest and practical value. It was found that the sowing time has a significant impact on the growth, development and formation of cotton bolls (Figure-1).



Picture 1. Influence of sowing dates and varietal characteristics on the growth and development of cotton in 2017.

For example, the Bukhara-8 variety with an early sowing date on April 10 (var. 1) on September 1 had a height of 88.8 cm, while with the second on April 15 and the third on April 20, the height was 87.5–86.2 cm, and on the 4th variant the height is 86.0 cm.

Sympodial branches at late sowing dates formed at 13.5 node of the main stem, then at the second and third periods - at 13.1 and 12.7. As you know, a decrease in this indicator increases the resistance of the stem to bedding.

It was also revealed that the number of sympodial branches at an early stage increases markedly, monopodial, on the contrary, decreases. So, with an early sowing date on September 1, the cultivar C-8290 formed 12.7 sympodia on the bush (var. 1), with the second and third terms - 12.2-11.4, respectively.

It is important to note that the largest number of bolls was obtained at the fourth sowing date. On average, there were 11.5 of them per plant.

Approximately identical data were obtained for cotton and for varieties "Sultan" and "Bukhara-8", and their indicators were slightly higher, which is explained by varietal characteristics.

A similar picture was observed in the subsequent 2018-2019 research years. Thus, for the studied varieties of cotton "S-8290" "Sultan" and "Bukhara-8" the most favorable conditions for the growth, development and formation of bolls are created at the third and fourth terms (20.04; 25.04) of sowing.

Laboratory experiments were initially aimed at studying the formation of leaf surface depending on the timing of sowing and the varietal characteristics of cotton.

TABLE 1 FORMATION OF THE LEAF SURFACE DEPENDING ON THE SOWING TIME 2017

Sowingtime	Leafarea cm ² / plant		
	June 1st	July 1	August 1
Bukhara-8			
10.04.	70,4	673,9	2539,6
15.04	70,2	732,1	2601,9
20.04	68,5	739,9	2703,4
25.04	66,3	581,4	2453,7
30.04	63,4	540,6	2401,9
05.05	60,6	512,3	2369,6
Sultan			
10.04.	69,5	620,9	2345,6
15.04	68,1	702,6	2409,8
20.04	65,3	724,6	2541,6
25.04	61,4	730,9	2616,8
30.04	60,9	579,3	2301,9
05.05	58,2	586,7	2258,6
C-8290			
10.04.	70,1	622,2	2350,1
15.04	67,3	731,1	2591,3
20.04	65,2	701,6	2640,2
25.04	60,3	729,1	2641,0
30.04	58,9	539,7	2311,1
05.05	57,1	574,6	2301,1

In our research, an attempt was made to establish the dependence of its development on the sowing time, which arouses a certain theoretical interest and practical value of the work. It has been established that the sowing time has a significant effect on the growth, development and formation of the leaf surface in the phases of cotton. The area of the leaf surface in the flowering - budding phase, in the varieties "S-8290", "Sultan" and "Bukhoro-8", is formed and grows at a late sowing period in comparison with early and optimal periods. So it was revealed that in the flowering phase for the varieties "Bukhara-8", "Sultan" and "S-8290" and the early sowing period, the leaf area of one plant was –673.9; 620.9; 622.2 cm², while with a late sowing period it was –512.3; 586.7; 574.6 cm², with an optimal period of 739.9; 730.9; 729.1 cm² / ras. (Table 1)

By the maturation phase, this indicator increased 4 times compared with the previous phase. For example, at the first sowing period of the Bukhara-8 variety, the leaf area was 2539.6 cm², for the Sultan variety 2345.6 S-8290, 2350.1 cm² with the late sowing period - respectively 2369.6, 2258.6 and 2301.1 cm², with the optimal sowing time it was equal to 2703.4; 2616.8; 2641.0 cm².

Consequently, with the optimal sowing time, the leaf surface area is formed and grows in comparison with early sowing by 8-9% and compared with late sowing. The reason for this is the

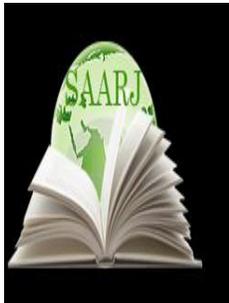
deterioration of the field illumination, an increase in air humidity, which leads to a slowdown in the formation of bolls.

CONCLUSION

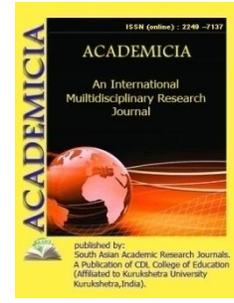
As a result, it can be concluded that with early and optimal sowing times, cotton develops intensively from the early stages, the onset of flowering, budding and maturation of bolls accelerates. At optimal and early sowing dates, the development of the leaf surface falls on the first half of the growing season, at a late sowing time in the second half, i.e. in this case, the growing season is lengthened.

REFERENCES

1. Alev B., Ibragimov O. Agrotechnics of promising cotton varieties. Tashkent: Mexnat, 1987 24 - 68 p.
2. Mukhammadzhonov M. V., Zokirov A. Z. "Temperature and development of cotton". M.: Kolos. 1968. from 28 - 61.
3. Ibragimov O. O. "Regulation of the fruiting of cotton" Tashkent: Mekhnat, 1992, 115 - 129 p.
4. Nazarov M. N., Mirzajonov K. M., Ibragimov O. O., Isaev S "Resource-saving technologies of agriculture". Tashkent: FAN Publishing House. Library, 2014. 68 71 p.
5. A. A. Nichiparovich And others. "Activity of the photosynthetic apparatus of plants and nitrogen metabolism". Plant physiology. 1967 T 14. Issue. 5 s 849 - 851.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00036.7

MODERN APPLICATION AND DECORATION ART OF BUKHARA

Qoryogdi Jumaev*; **T. R. Sobirov****; **Muhayo Baratovna Azimova*****

*Docent,
 Department of Fine Arts and Engineering Graphics,
 Bukhara State University,
 UZBEKISTAN

**Docent,
 Candidate of pedagogical sciences,
 Bukhara State University,
 UZBEKISTAN

***Senior Lecturer,
 Bukhara State University,
 UZBEKISTAN

ABSTRACT

This article provides information about the works of the masters of Bukhara, who for many centuries have created and developed the rich and colorful practical and artistic traditions of this art. According to the article, Bukhara, located at the crossroads of the Great Silk Road, served as a "fashionable distributor" of all types of this art. Unique items created by folk craftsmen over the centuries are described in terms of the aesthetic and spiritual needs of people in their daily life.

KEYWORDS: *Batik, Reserve, Heel, Knockout, Printing, Painting, Graphics, Sculpture, Engraving, Lithography, Ensemble, Easel Painting,*

INTRODUCTION

One of the ancient centers of Uzbek folk arts and crafts is the Bukhara school. For many centuries, Bukhara craftsmen have created and developed a rich and colorful practical and artistic tradition of this art. Located at the crossroads of the Great Silk Road, Bukhara has served as a "fashion distributor" for all forms of this art. Unique items created by folk masters over the centuries have also met the aesthetic and spiritual needs of the people in relation to their daily

lives. By the twentieth century, changes in socio-economic conditions led to the decline of folk craftsmen, the obsolescence of handicrafts, the traditions of applied decorative arts have retained their centuries-old traditional appearance, the level of authorship and professionalism in the works of few masters. After the independence of our country, the fate of traditional handicrafts has changed radically, and the development of folk arts and crafts has acquired a new meaning. The attention to folk masters has increased more than ever. Preserving the heritage, traditional national values, caring for craftsmen has become a state policy, with the intention of preserving the national culture, the restoration of tradition in the production of handicrafts has become a natural process. During the years of independence, the social and legal status of folk masters has also changed significantly. The art of goldsmithing, which has existed in Bukhara since ancient times and was widespread, did not disappear, even in the days of the former Soviet Union, when there was a significant decline. The goldsmiths, who first worked in private workshops converted into artels, were later recruited into a goldsmith's factory, but free creativity was limited there. Only independence has created a huge opportunity for goldsmithing, like all other trades, to be revived. In Bukhara, the art of goldsmithing has long been practiced by most men.

They took orders and created copies and sewed them themselves with delicate taste. One of such famous goldsmiths, People's Artist Numanjon Aminov, took an active part in the establishment of the Bukhara goldsmith's factory and taught more than 500 goldsmiths. One of his talented students is Bakhshullo Jumaev.

At the age of 12, he began learning the secrets of embroidery in 1968 from his mother, Saodat Rajabzoda, a skilled embroiderer and goldsmith. On the mother's side, his grandfather, Master Rajab, was the elder of the master goldsmiths. He had a private workshop in the old town, and his wife, Bakhshullo's grandmother, Salomat-aya, had a workshop at home. Originally from the dynasty of goldsmiths, Bakhshullo Jumaev graduated from Bukhara State University, Faculty of Fine Arts, and went to work in a goldsmith's factory as a copycat artist, where he learned the magic secrets of this craft from master Numanjon Aminov. Having traversed the path to the rank of chief engineer of the factory, Bakhshullo chose the path of free creativity. MuqaddasJumaeva, a student of Tamara Gaybullaeva, her husband, Honored Artist of Uzbekistan, was also responsible for this. The Jumaevs, who enriched each other creatively, built a family gold embroidery center. Now their daughter Dilnoza is a master goldsmith, their son Boburjon is a miniature artist, and their youngest son Nodirjon is a jeweler. A distinctive feature of Bakhshullo Jumaev's work is the restoration of copies of traditional, disappearing goldsmiths, the creation of works of high artistic level, using the sewing techniques typical of Bukhara goldsmithing. For the master, the size of the item does not matter. From a simple purse or skullcap to the curtains of majestic theaters and palaces of art, we can see delicate taste, high performance skills, a perfect compositional solution, a rich collection of patterns and a masterpiece of jewelry sewing. The master, while maintaining the tradition, performs his work in harmony with modern patterns, gives enthusiasm to the work, the level of the finished work. For the first time since independence, the international exhibition began in Islamabad, Pakistan, with the participation of the Uzbek delegation of artisans from 44 countries, 1st place by a prestigious jury and the Grand Prix of the competition "Craftsmen of Islamic countries at work." One of the first major works of the master was the panel "Gullayashnahur Uzbekistan" (3x4 m). The fact that the show was performed at the level of a work of art has been recognized by art critics and experts. After that,

the family center was entrusted with the task of sewing the curtain of the Istiqlol Palace of Arts. Under the leadership of BakhshulloJumaev, the number of jewels made for the palaces of art of the capital and regions has exceeded 20. His major creative works include "Bukhara Sharif", "Gultuvak", "Kushtovus", "Historical Monuments of Bukhara" and more than 30 others. A number of gold-embroidered "brishimdozi" style portraits include works of art performed by BakhshulloJumaev at the Museum of the Temurids "Portrait of Amir Temur", an exhibition dedicated to the birth of Bahovuddin Naqshbandi at the Bukhara State Museum and many foreign museums.

In 1996, Muqaddas Jumaeva and Bakhshullo Jumaev took the third place in the Tashabbus contest for the prize of the President of the Republic of Uzbekistan, and in 1997, Bakhshullo Jumaev won the main prize in the Tiko car and the first place.

In 1995, the international organization was awarded the certificate of "International Master" by UNESCO, and in 2003 was awarded the International Quality Star "Golden Star". More than 30 sewing techniques used in goldsmithing can be seen in the master's work. "Chordar", "Chorchashmi bulbul", "Gishti haram", "Shashkhol", "Bozbandcha", "Sambusa", "Mavji yak roya", "Mavji du roya", "Kandakori", "Mavj", "Islimimavj", "Tunuk", "Shoxchai yak roya", "Shoxchai du roya", "Khanjari" and many other complex sewing techniques can be found. The exhibition of BakhshulloJumaev's works has been held in more than 25 countries. In 1995, he founded the Gift Embroidery Center. At present, more than 50 Zardozi students work at the family enterprise "Sovgaustazodai Zardozi".

His work was deservedly awarded by the State and awarded the Medal of Fame. **Alisher Haydarov.** Modern jewelry art of Bukhara One of the ancient centers of jewelry is the Bukhara school. Ancient specimens of jewelry found in the Bukhara oasis by archaeologists date back to the second millennium BC. Among the monuments that have entered science as "modern culture", women's jewelry made of precious stones and gold is a bright proof of this. Buttons of women's clothing and women's earrings found in the area of Kuyumazor, which dates back to the VI century BC, are made of gold and decorated with tourmaline stone. By the Middle Ages, and especially by the nineteenth century, the art of jewelry had risen to the level of palace craftsmanship. At the end of the 19th century, more than 400 master jewelers worked in Bukhara, the center of handicrafts. Twenty of them are palace craftsmen who have made valuables and jewelry for the palace ayons and their families in the courtyard of Kushbegi bolo - the upper bird in the Ark fortress. Skilled palace jewelers UstaNasrulloboy, Usta Nabi, Kasimjon Mirakov, Sadridin bin Pochcho and others were famous. Bukhara artisans loved and bought their products not only among the locals, but also in the West and the East through the Great Silk Road. In the ancient center of Bukhara Sharif, located at the intersection of trade routes, there is a special indoor market "TaqiZargaron" - a stream of jewelers, which indicates that jewelry is highly developed here. Jewelry workshops in Bukhara make a variety of items and women's jewelry from precious metals and stones. Bukhara jewelers compared gold to the magic light of the sun. They saw the beauty of the charming moon in silver. The art of jewelry was also in crisis as a result of the upheavals and coups of the twentieth century. Craftsmen were persecuted. Jewelry, which has its roots in thousands of years, has also grown again thanks to independence. Alisher Haydarov, a master jeweler from Bukhara, is a master craftsman of the Bukhara School of Jewelry, who has revived the previous traditions and enriched them with new content. He learned the secret of this profession from his grandfather, the skilled master

Abdunosir. Alisher, who graduated from the university in order to please his grandfather's soul, devoted himself to the craft of jewelry. He also defended his dissertation at the Faculty of Graphic Arts of the University by making jewelry "Nozi Gardon". Here he has been in search for almost thirty years. He is not limited to his achievements, he works tirelessly on himself. The Bukhara State Museum of Art and Architecture, which has a treasure trove of more than 1,000 pieces of jewelry, has carefully studied each exhibit and created new works. His wife Gulshod Gulomova's sons Shahzod, Mirshod and Abdunosir continue their father's profession and create in a small workshop at home. There are separate rooms and tables for students. Alisher Haydarov has been a member of the Craftsmen's Union for almost 20 years. Over the years, he has participated in about 10 solo exhibitions and more than 20 international exhibitions and was awarded many diplomas and certificates. The year 2009 was an unforgettable event in his life. Alisher Haydarov won the Republican stage of the Tashabbus contest. The first President of the Republic was very lucky to receive the key and certificate of the car "Matiz". For the past 5 years, the master jeweler's works have been exhibited at international exhibitions organized by UNESCO and KAKSA in Santa Fe, USA, France, Russia, India, Kazakhstan, Japan, Iran and Pakistan. The desire of the jeweler is to further develop the art of Bukhara jewelry, reviving the traditions and styles of Samarkand and Bukhara jewelry of the XVIII-XIX centuries. The master's favorite styles are casting, forging, molding, wire weaving, printing, stepping, hoiskori, minocory, kandakori, gilding, ink gum, carving patterns, falga, and more. Jewelry made of silver and gold is enriched with beautiful shapes, adorned with original necklaces, pearls, turquoise, precious stones, emeralds, rubies, real and various bottles. More than 400 masterpieces created by the master are named after about 100 names. He was awarded the 15th and 20th anniversary badges of Independence of the Republic of Uzbekistan, has trained more than 50 students. Alisher Haydarov's works have been purchased in museums in Japan, the United States, France, Berlin, the Museum of Applied Arts of Uzbekistan and many private collections. This is a testament to the high level of mastery. Embroidery Ancient Bukhara is one of the centers of science, culture, arts and crafts. One of the oldest types of folk applied decorative art is silk embroidery. Located at the intersection of the ancient "Great Silk Road", this city has a centuries-old history of making silk and yarn fabrics and decorating them with embroidery. Sewing patterns by hand using needles and quilts from silk threads dyed with natural dyes on the galama fabric, the decoration of household items, clothes is done by skilled embroiderers. Ancient specimens of Bukhara embroidery have not been preserved to us. The ones kept in the museum collection date back to the XVIII-XIX centuries. By the beginning of the twentieth century, artistic embroidery was one of the types of handicrafts that were in crisis. Thanks to independence and the care provided by the state to artisans, the forgotten handicrafts have been revived. Rahmon Toshev deserves special respect among the craftsmen who have studied the ancient traditions of the Bukhara embroidery school, enriched it with new content and made a great contribution to its revival. After graduating from Bukhara State University, Faculty of Graphic Arts, he decided to revive the Bukhara School of Folk Applied Arts, a popular form of embroidery. Rahmonjon was born in 1964 in Turkon village of Bukhara district, originally in the family of intellectuals of Bukhara city. Her grandmother Bibirajab Rustamkhoja was the cousin of her daughter Fayzullo Khodjaev, who taught her daughters and grandchildren the secrets of the first embroidery and died in 1993 at the age of 103. Young Rahmonjon's grandmother also aroused his interest in embroidery. In collaboration with his wife, Risolat Shodieva, he began sewing small embroidery items, pillowcases, towels, and handbags, and

began making large-scale embroidery with his students and three children. The eldest son Rafael (born in 1982) is a miniature artist, the daughter Nasiba Tosheva (born in 1989) is an embroiderer, the youngest children are Rahimjon K. He studies at the Faculty of Calligraphy and Miniature of the National Art Institute named after Behzod. From the first years of independence, the master established an embroidery center at home, attracted the masters of Shafirkan, Gijduvan, Vobkent and Nurato to the center. and began to participate in foreign exhibitions with his own embroidery patterns, and attracted the attention and attention of exhibition organizers and art critics. The master, who has mastered his profession perfectly and thoroughly, has brought to the highest level of embroidery in the style of "embroidery" with the embroidery of Bukhara embroidery. Rahmon Toshev, a researcher, highly educated, spiritual, and kind, taught hundreds of students the secrets of embroidery and personally led them to perform it at a high level. He prepares fabrics, draws pattern compositions, chooses colors, puts them in place, does the final finishing work, as well as strengthening the dyes in a mixture of "zok" and vinegar, dyeing ready-made embroidery with boiled golden-yellow dye of apricot and peach bark. made in order to perfect it has led to the popularity of the master's work. As a result of his research, he recreated the embroidered specimens that had fallen out of circulation, preserved only in one or two copies in museum exhibitions. "Joma" - men's robe, Iraqi, on the saddle stitch, "Zinposh" - a show with a saddle stitch that closes over the horse's saddle, "Douri" - chiprak - on the horse's saddle (popona) "saddle" and "Iraqi" stitch - women's belt "Iraqi" and "quilt" stitch, mirror bag, juzgir - book case "Iraqi" stitch, boots, shovel, special "quilt" and "Iraqi" stitch, pillowcase leather and many other embroidery items restored. Rahmon Toshev embroidery can be easily distinguished, because the patterns of patterns, the perfection of the composition, and most importantly the harmony of colors are not found in the embroidery of other embroiderers. In creating all the colors, local plants use: pomegranate peel, rosemary, osma, royan, walnut peel, onion peel, incense stem, tulip tulip decoction, apricot and peach tree peel, and more. But he traveled to Turkey several times to learn how to make blue, blue, sky, liver, golden yellow colors perfectly, and when he was ready to prepare these colors and wash the word with a mixture of "zok" and vinegar, he returned to learn how to boil apricot and peach peels. Indigo has started importing nil and saffron dyes from Turkey and saffron and crimson dyes from Afghanistan. In the following years, he carried out a series of researches on the creation of words with miniature images, and finally, under the influence of medieval Bukhara miniatures, beautiful and unique scenes were born. The demand for words that have reached the level of such a true work of art is growing day by day. It takes a lot of work to prepare it. Avalam embroidery fabric is of high quality, satin specially prepared by Margilanadraschi masters was selected. Then, high-quality silk yarns and "brishim" with a left-right heel, specially made in Turkey, were selected. The dyes were fluffy and varied, sometimes using 17 different colored yarns. The result was a success. True works of embroidery were born. The works depicting love, wisdom, the life of the great Sahibkiran Amir Temur have a worthy place in the collections of collectors from the USA, France, England, Australia: Master Surkhandarya, a unique school of embroidery in Tajikistan, created dozens of small embroidery patterns, inspired by the rare specimens of embroidery "Laqay". His works have been exhibited outside the Republic in Astana, Kazakhstan, Bishkek, Kyrgyzstan, Istanbul, Turkey, Berlin and Leipzig, Germany, Strasbourg, France, St. Petersburg, Russia, Sweden, Canada and Italy. He has participated in several international exhibitions in Santa Fe, USA and has been awarded diplomas. His dream is to restore the ancient embroidery of Uzbekistan, create works of high

artistic value, organize a personal exhibition and create a scientific catalog. The art of printing flowers on fabric From ancient times in Bukhara it was common to print flowers on fabric. Flower-printed tablecloths, bedding, sandals, suzani, scarves, high-quality fabrics for women's clothing, various sheets, horse blankets-douri, even shrouds, and various other piece-by-piece or flower-printed products measured in meters have been used for various purposes in the home and also served as an ornament. This type of art was popular among the masters of chitgar living in Bukhara and surrounding villages. In Bukhara, the favorite flowers of the masters of the first half of the XIX-XX centuries are printed red, black, dark green, blue, red flowers, sharp and at the same time gentle gammas. In the past, the art of floral printing was varied, with dark blue and nil colored items being produced and widely used. Folk art has traditionally been mainly black and red printing and has survived to our time. In the 90s of the XX century in Uzbekistan, the printing of flowers on the fabric began to revive. It is known that one of the oldest forms of applied decorative art, the printing of flowers on fabric was practically abolished in the 1950s. From the first years of independence, the rapid growth of interest in ancient values, as well as the privileges and support provided by the state to folk crafts, led to the revival of this craft.

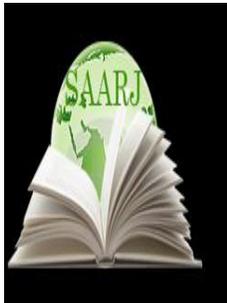
Malika Habibova's contribution to the restoration of the art of weaving in Bukhara is great. Born in 1956 to an amateur artist family, Malika graduated from Bukhara State University with a degree in graphic arts and began teaching at the university. His teacher, the dean of the faculty Jalol Yodgorov provided him with both theoretical and practical assistance. Various creative workshops were opened at the faculty. Among them was a sewing and embroidery workshop. From 1992 to 2005 he worked his way up from teaching to the position of head of the department, and at the Department of Folk Applied Decorative Arts trained dozens of talented students. Engaged in the art of flower printing, he spoke at a scientific-practical conference in Samarkand in May 1997 and demonstrated his first creations at seminars. The Bukhara regional branch of the Craftsmen's Association, which was established this year, helped him open a laboratory. Experiments began in the basement of the 19th century monument Sayfidin Caravanserai. At first, the work did not turn out well. The princess was earnest. Finally achieved the expected result. The production of tablecloths, towels, pillows, handkerchiefs, bags, cosmetics and wallets for money, suits and women's shirts was set up. The patterns and colors in the ancient chitgar patterns have been studied in depth. Bukhara wood carvers OzodAshurov and master Husen Kasimov made molds from pear, pine, walnut and oak wood to order. 4 types of molds are ready, Circular - socket molds, (full, half, quarter), Frame molds (handwritten, Islamic pattern), background filler (connected to each other, filling the base), separate individual flowers, branches, twigs, handwritten molds depicting shapes, birds, animals, fruits. When printing flowers, Princess mainly uses yarn fabrics. In some cases, silk, semi-silk and wool fabrics are also used. Natural dyes are made by the master himself. It produces a reddish-brown color from Afghanistan, a yellow color from Alazirin, a reddish-brown color from Nur-Ata, a reddish-brown color from the Fergana Valley, and a soft golden color from Shahrizabz. After the black paint has been fried and boiled for a long time, it is re-boiled by adding pieces of iron, nails, and so on. The decoction is floated after being put in the sun for 7 days on a summer day. Before dipping into the mold, boil the peaches and apricot juice - glue (natural glue) and bitter stone (zok). The resulting decoction is alternately printed on the fabric using molds, first light colors and then dark colors. Malika Habibova's fantastic composition of floral fabrics and items includes fantastically transformed images of a chamanzar garden, flowers

that open like chamanzar, delicate buds, twisted branches, stalks, stars, daisies, leaves, as well as ripe fruits, pomegranates, almonds, almonds, strawberries, pepper and others. Flower printing molds are separate molds of different elements of future patterns, which are printed in turn. Because the flower, bud, body, variety, leaf are different colors, they are printed in separate molds. Each master has a unique style, the Princess uses dozens of patterns to make the work look elegant, beautiful, colorful. Because if the mold immersed in the same color hits the second color, the quality of the paint will be impaired, the clarity will be lost. Flower molds have been passed down from father to son and from son to grandson because they are made of durable wood. Malika Habibova has been reviving the traditions of Bukhara chitgar, enriching it with news, training dozens of students and creating in keeping with the traditions of the Bukhara school.

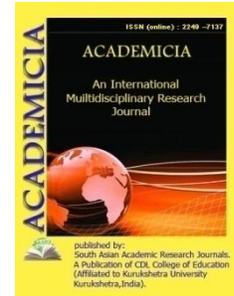
REFERENCES

1. Азимова М. Б. Роль композиции и цвета в холодном батике // Молодой ученый. – 2016. – №. 12. – С. 959-961.
2. Азимова М. Б. Искусство росписи тканей // Евразийский научный журнал. – 2016. – №. 6. – С. 478-481.
3. Абдуллаев С. С., Рафиева Н. А. Искусства Древней Руси и Средней Азии в духовном диалоге (исторический экскурс) // Вестник науки и образования. – 2020. – №. 21-2 (99).
4. Тошев И. И., Абдуллаев С. С. ТОРГОВЫЕ КУПОЛА БУХАРЫ // Интернаука. – 2018. – №. 14-1. – С. 31-33.
5. Rajabovna T. V. THE HISTORY OF THE DEVELOPMENT OF GOLD EMBROIDERY ART OF BUKHARA // International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 7. – С. 5-5.
6. Вилоят Ражабовна Тухсанова, Шодижон Шокирович Бакаев. [ИСКУССТВО ЗОЛОТОГО ШИТЬЯ ГОРОДА БУХАРЫ](#). Academy. – 2020. - №. 11. (62).
7. Маматов, Д. К., & Мамурова, Д. И. (2016). ПЕДАГОГИЧЕСКИЕ КОНФЛИКТЫ: СПОСОБЫ ИХ УРЕГУЛИРОВАНИЯ. *NovaInfo. Ru*, 4(57), 408-417.
8. Хакимова Г. А. Методический материал по художественной обработке ткани на занятиях творческих кружков // Педагогическое мастерство. – 2020. – С. 38-42.
9. Khakimova G. A. Methods of teaching and analysis of sewing methods in applied art // The American Journal of Applied sciences. – 2020. – Т. 2. – №. 08. – С. 109-114.
10. Kadirova N. A. Ibadullaeva Sh. I. Characteristics of Uzbek embroidery // European journal of research and reflection in educational sciences. – 2020. – Т. 7. – №. 12. – С. 591.
11. Kadirova N. A. UZBEK NATIONAL CHILDRENS CLOTHING AND ITS EVOLUTION // Theoretical & Applied Science. – 2020. – №. 6. – С. 155-157.
12. Arifovna K. N., Ilhomovna I. S. CHARACTERISTICS OF UZBEK EMBROIDERY // European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
13. Istamovna I. N., Aysha I. PSYCHOLOGY OF ART // International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. CONGRESS. – С. 3-3.
14. Muzafarova A. N. This Is The Role Of Visual Art In Attracting Students To Visual And Creative Activities // International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 6. – С. 3-3.

15. Muzafarovna A. N., Jurayevich J. Q. The role of islam in folk decorative art of Bukhara
//Asian Journal of Multidimensional Research (AJMR). – 2020. – T. 9. – №. 5. – C. 347-350.
16. Islamovna M.F., Umedullaevna S.S. SHADOW FORMATION IN PERSPECTIVE
//International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 4. – C. 5-5.
17. Khodjayeva, N. S., Mamurova, D. I., &Nafisa, A. (2020). Importance In Pedagogical Techniques And Educational Activity. *International Engineering Journal For Research & Development*, 5(CONGRESS), 5-5.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00037.9

**NON-EQUIVALENT PHRASEOLOGICAL UNITS AS A "LIFEMIRROR"
 OF THE PEOPLE (ON THE EXAMPLE OF JAPANESE AND UZBEK
 LANGUAGES)**

Turapova N*

*Teacher,
 Uzbekistan State World Languages University, Tashkent,
 UZBEKISTAN

ABSTRACT

In Every Language, National And Cultural Semantics Are In Great Importance, Which Is Present At All Its Levels: In Phonetics, Vocabulary, Grammar and Phraseology. However, It Manifests Itself Especially Clearly In Phraseology. The Phraseology, As The Linguistic Picture Part Of The World, Reflects The People's national Mentality - The Native Speaker. Phrase logical Units Are All World languages characteristic, But They Have Their Own Special Expression forms. They Reflect The Character Traits, The World perception, And The Life Way Of Particular People Representatives. Phrase logical Units Of Any Language, Being Related To The Geographical Conditions Of The Country, Historical Development, State System And Religion, Are Not Always Clear. This Article Examines The Thematic Classification Of Phrase logical Units In The Japanese And Uzbek Languages, Containing In Their Lexical Composition Ethnographic Life elements, Everyday Life, History, Geography And Religion Of The Two Peoples. These Units Are Not Translated Verbatim, But Rethought By Native Speakers Of Another Language. This Vocabulary Has An Expressive Coloring And Determines The Attitude To The Native Speaker worldview. In The Japanese And Uzbek Languages, Many Phrase logical Units Are Not Translated Verbatim, But Are Perceived Rethought And Reinforce The Language Aesthetic Aspect

KEYWORDS: *Phrase Logical Units, Non-Equivalent Vocabulary, National And Cultural Characteristics, Native Speakers, Thematic Classification*

INTRODUCTION

In the Japanese and Uzbek languages, there are many phraseological units that are not translated verbatim, but are perceived rethought and convey these people's cultural associations. Depending on the geographical conditions, the historical development of the country, religion, and the life way of the people, flora and fauna of a particular people, there are elements in phraseological units that are not understandable to a native speaker of another language.

According to Ya. I. Retsker, "in every language phraseology is a purely personal, most peculiar vocabulary part. And a large number of phraseological units retain a certain national flavor. This national originality is reflected simultaneously on the stylistic and expressive side of the phraseological units". (4, 45).

Most of the phraseological units of each language differ in their national specifics. This difference is manifested in the phraseological unit of its national imagery, which do not have a correspondence in the phraseological system of another language, are called non-equivalent phraseological units. As the self-name shows, it conveys phraseological units using lexical and not phraseological means. Phraseologisms that arose on the basis of the people customs and traditions, the morality and relationships norms adopted by them, as well as units that appeared on the basis of folk signs and superstitions, and in most cases, cannot be component-translated into other languages.

Each language national characteristics are manifested due to the presence in speech (or text) of phraseological units, called non-equivalent, which form an integral phraseology part in all languages. The materials of the Japanese and Uzbek languages we are considering are no exception in this respect, they also contain expressions whose semantics are not always clear.

Phrase logical units can be studied in cultural linguistics from the non-equivalence standpoint, reflection in its mythology structure, historical facts, traditions and customs, imagery, value norms and behavior, etc.

The non-equivalent vocabulary study is one of the priority areas of cultural linguistics, aimed at the vocabulary study, which cannot be compared with any foreign language lexical concept. That is why non-equivalent vocabulary is untranslatable. The non-equivalent vocabulary includes national realities, i.e. names of national objects, customs, clothing, buildings, food, traditions, inherent only in this culture and absent in other ethnic cultures.

V.N. Teliya writes that the language phraseological composition is a "mirror" in which the linguocultural community identifies its national identity, it is the phraseological units that impose on the native speakers a special vision of the world, situations (5,87).

Most phraseological units of each language are original, and it is these phraseological units that most clearly reflect the national specifics of phraseological units, since their true author is a simple people who, through phraseological units, reflected traditions, various realities and customs. As S.G. Vorkachaeva rightly notes, "linguoculture is a lens through which a researcher can see the material and spiritual identity of an ethnic group" (2, 45). Geography, natural conditions, territorial features, climate, habitat, flora and fauna, as well as customs, beliefs have left a kind of imprint in the phraseological system of the Japanese and Uzbek languages. It is noteworthy that the names of marine life are often found in Japanese phraseological units.

Main body

This article attempts to compile a thematic classification of phraseological units in the Japanese and Uzbek languages, as having ethnographic elements in their vocabulary, reflecting the national and cultural specifics of the Japanese and Uzbek people. Also, the figurative basis of these phraseological units is associated with the cultural and national worldview. According to the linguistic material analysis results, we tried to compile a native Japanese and Uzbek phraseological units classification and subdivide them into several groups, based on their ethnic and cultural specifics.

1) everyday realities

a) national cuisine

Japanese phraseological units: 粗を探す ara-o sagasu – literally. look for fish entrails – «find fault, look for flaws», 油を売る abura-o uru – literally. sell oil - "hang around idle", 冷や飯を食う hiyamesi-o kuu – literally. eating cold rice - "being dependent", 人をだしに使う hito-o dasi-ni tsukau – "To use a person as a dasi" (dasi – it is broth or soup serving as a seasoning sauce), 餅は餅屋 mochi-va mochiya – literally. if you want mochi, contact a mochiist (mochi - rice cakes), お茶を濁す ocha-o nigosu – literally. stir up tea - "get out, get off with a joke", 飯を食う meshi-o kuu – literally. there is boiled rice - "to earn your own bread", 他人の白飯より内の粟飯 tanin-no siromeshi yori uchi-no avamesi – "Your own chumiza is better than someone else's rice" (plague - one of the oldest grain crops long cultivated in East Asia), 手前味噌 temae miso – literally. own miso (miso - soybean paste) - "to show off to smb."

Uzbek phraseological units: put powder in his mouth – literally. put crushed crackers in your mouth (tolkon - crushed crackers) - be silent like a fish, ferment yogurt in the mouth – literally. wet kefir in your mouth (yogurt - kefir) - like water in your mouth, boil the stew under the ear – give a resounding slap, to be yoghurt to moshkxurda – literally. to be kefir in moshkxurda (moshkxurda is the name of a traditional Uzbek soup made from mung and rice) - to interfere in other people's affairs, spit the salt into the eating salt – answer good to evil, a farm that is not gujain the house, a farm that is disappointing (guja - simple folk food made from corn grits, khujalik – an estate, an estate that only rich people have), this phraseological unit is similar to the Russian "do not get into your sleigh", he broke his teeth to atala (atala - the name of an Uzbek dish) - his tooth broke from the stew count the dumplings raw (chuchvara - Uzbek dumplings) – literally. count raw dumplings - do not calculate your capabilities, hang a lagman in his ear – literally. to hang noodles on the ears - to deceive, fool.

b) national clothes, shoes, jewelry, headdress

Japanese phraseological units: 足駄をはいて首ったけだ ashida-o haite kubittakeda - literally. wearing asida head over heels - "head over heels in love", 鉢巻をする xachimaki-o suru – literally. roll up your sleeves - "get to work" 下駄を預ける geta-o azukeru – literally. to hand over the geta for storage - "disclaim responsibility", 下駄を履かせる geta-o hakaseru – literally. force to wear geta (geta - Japanese wooden shoes) - "to take advantage of", 草鞋を履く varaji-o haku – literally. to wear waraji (waraji - Japanese straw sandals) - "go on a trip", 二足の草鞋を履く nisoku-no varaji-o haku – literally. put on two pairs of waraji - "have two jobs, act

simultaneously in two roles", あかい着物を着せれる akaikimono-o kisereru – literally.getting to wear a red kimono - "go to jail", 袖にする sode-ni suru – literally.make a sleeve - "treat smb. cold, neglect smb. "衿を正す eri-o tadasu – literally.raise the collar - "put yourself in order, collect your thoughts", 糸を引く ito-o hiku – literally.pull the thread - "press the secret springs", 紺屋の白袴 ko: i-no shirohakama – literally.the dyer's white hakama - "a shoemaker without boots."

These phraseological units in their lexical composition contain an indication of the sphere of the material culture of the Japanese people, such names as: geta are shoes with wooden soles, on a large platform or on small wooden “piles” called “ha” (“teeth”), on the reverse side of the sole, two or three such "teeth" are attached (usually two are used), ashida - tall wooden shoes with two teeth, hachimaki - a scarf tied with a tourniquet around the head so that sweat from the forehead does not get into the eyes during the fight, waraji are sandals woven of straw, the most traditional material is rice straw, kimono is traditional Japanese clothing, hakama is Japanese clothing in the form of a skirt, worn over a kimono and tight-fitting from the waist to the bottom.

Uzbek phraseological units: If the head survives, the skullcap will be found –if you are alive and well, there is a skullcap, throw the skullcap to the sky – literally. throw duppi into the sky - rejoice, put on your rope reverse– obstinate, straighten the shoes– kick smb. out, point to the door, tuck both feet into one boot – persist, If you respect the poor, you will be caught in the snare. chorikis not a valuable thing, whoever wears them causes disapproval, similar to the Russians "don't get into your sleigh", do not put your hands under your feet – do not get in the way, has a belt at the waist – literally. he has a belt on his lower back - about a tough guy, a man.

As for the material culture items names of the Uzbek people, it can be explained that duppi is an Uzbek national headdress, a tun is a traditional cotton robe, a kavush is a national footwear, an etik is an Uzbek boot, a choriq is a rag sandal, which was previously worn by beggars and patak is a felt fabric laid in galoshes, belbog is a national scarf wrapped around a man's waist.

2) household utensils (housing, dishes, household items)

Japanese phraseological units: 匙を投げる saji-o nageru – literally. throw a spoon - "despair, lose hope", 赤毛布をやる akagetto-o yaru – literally.to give a red blanket - to admit awkwardness, to make a gross mistake", 箸にも棒にもかからない hashi-nimo bo: nimo kakaranai (hashi - Japanese traditional chopsticks)–literally.neither chopsticks nor baton work - "hopeless", 板に付く ita-ni tsuku –literally. being pinned to the board - "being used to smth., feeling at home", 釘を刺す kugi-o sasu –literally.to prick with a nail - "remind of smth." 大風呂敷を広げる ooburoshiki-o hirogeru –literally.spread a big furoshiki - "boast, brag, lie", 畳の上の水練 tatami-no ue-no suiren – literally.swimming training conducted on the tatami (tatami - straw mat). So the Japanese say that what was useless did not bring any real results.

Uzbek phraseological units: hand is braid, hair is broom –literally. her hands are a poker, her hair is a broom - work day and night, stretch your legs towards the bed – calculate your capabilities (korpa - wadded blanket), hit the ax in the leg – kick in, interfere (bolta–ax), to be shackled –tie legs, interfere with work (about children), (kishan– pads), should I cut his legs and to put into the cradle–can I put you in the cradle? Are you small or what? (beshik – Uzbek cradle), is his head sticking out of the hole?– she is still young, she still has time to get married (tuynuk – roof hole,

chimney), lock in the mouth – shut your mouth shut (kulf – lock), head to the threshold – literally. to bang your head on his doorstep - to please, to grovel, a sack fell on his neck – literally. he hung a sack around his neck - he got a family, he is now the owner of the house, pick up the board – break off the relationship.

3) history of the people, national names (proper)

Japanese phraseological units: さくらそごの生まれかわる sakura sogo-no umarekawaru – literally. "Reborn Sakura Sogo" - "a brave, fearless man" (Sakuro Sogo known as a folk hero), 弁慶の泣き所 benkei-no nakidokoro – literally. "Benkei's groan" (Benkei is a famous warrior and strongman, a servant of the feudal ruler Minamoto Yosutsune) - "it so happens that a stone will groan", こぼ筆を選ばず ko: bo fude-o erabazu – literally. master Kobo does not choose a brush. The meaning of the proverb is that for a true master, the quality of the source material or instrument does not play any role, and in particular, it cannot serve as an excuse that is inappropriate for the work performed.

Uzbek phraseological units: Ali is left with a misok – obsolete, left over from the time of King Peas, under King Peas, Solomon died, the giants were saved – death of the prophet Suleiman, the jinn rejoiced (Sulaiman is a prophet in Islam);

4) Religion, beliefs, ritual forms of folk culture (beliefs, myths, spells):

As you know, the Japanese people are not religious. This is confirmed by proverbs. Unlike the Uzbeks, the Japanese do not have a single proverb, such as the language was speechless - literally: he could not even pronounce kalima, he could not utter a word (from fear, surprise, etc.) (kalima is a verse from the Koran).

Japanese phraseological units: 運を天に任せる un-o ten-ni makaseru – literally. entrust fate to heaven - "rely on providence" (un - fate), 地獄で仏に会ったよう jigoku-de hotoke-ni atta yo: (bud. as if I met Buddha in hell) - "pleasant state", じぞとえまは一つ jizo-to-emma-wa hitotsu – literally. «dzidzoi emmazaodno» (Dzidzoi is a deity, patrons of children and travelers, Emma in Buddhism is the ruler of hell) - one devil, what is God, what the devil, ふるなの弁 furuna-no ben – literally. "The eloquence of Purna" (Purna is one of the 10 disciples of Buddha, distinguished by the refinement of speech) - "brilliant eloquence, 三人寄れば文殊の知恵 sannin yoreba monju-no chie – literally. if three people get off, then there will be wisdom like Monju¹, in Russian - "one head is good, but two is better", and in Uzbek «one head is good, two are better»; 十字を切る jyuji-o kiru - literally. to cut the cross - to be baptized; 釈迦に説法 syakakuni-ni seppo – literally. preaching to Buddha - "to teach the fish to swim"; 早起きは三文の得 hayaoki-wa sanmon no toku – literally. who gets up early, makes a profit of three coins - "whoever gets up early, God gives him", 知らぬは仏 siranu wa hotoke – literally. ignorant Buddha - very happy (like Buddha), 来年のことを言えば鬼が笑う ryinen-no koto-o ieba oni-ga warau - make God laugh with your plans for the future.

Uzbek phraseological units: the language was speechless (kalima - a verse from the Koran) - he could not utter a word (from fear, surprise, fright, excitement), - to give alms from head and the eyes – make an atoning sacrifice, sacrifice; make chilla yasin – read a prayer for the patient to recover; parents agree - god willing – parents agree god agree, the prayer of your parents is not to

be immersed in fire or water – You cannot burn the blessing of your parents, you cannot drown; say kalima – recite the creed; his spirit is in the seventh heaven – spirit in seventh heaven; make chillayasin – observe religious rites; the heavenly marriage fell to the ground – marriages are made in heaven; without reciting the Sufi adhan – very early (Sufi - a minister in Islam, calling believers to prayer).

5) sports, games, entertainment

Japanese phraseological units: 碁に負けたら将棋に勝て go-ni maketara syogi-ni kate – literally. if you lose in go wins in syogi - "if you can't see something somewhere, go to where you can succeed" (go is a Japanese game such as checkers, syogi is a Japanese chess), 人の褌で相撲をとる hito-no fundosi-de sumo: o toru – literally. wrestle in sumo in someone else's fundo: si - "rake in the heat with someone else's hands" (fundo: si - sumo wrestler loincloth), 相撲のように強い男 sumo -no yo:ni tsuyoi otoko – literally. strong as sumo - that's what they say about a strong person.

Uzbek phraseological units: the wrestler who did not touch the ground – the fighter who never knew defeat; to touch the ground – put on both shoulder blades - win, to tie the waist – be ready for battle.

6) geographic names

Japanese phraseological units: 江戸の仇を長崎で打つ edo-no kataki-o nagasaki-de utsu – literally. being offended in Edo to pluck his anger in Nagasaki - "from a sore head to a healthy one" (Edo and Nagasaki are the names of cities); 呉越の間から goetsu – no aidakara – literally. to be at daggers - this phraseological unit mentions the names of the kingdoms of Wu and Yue, which in ancient China were in hostile relations, 清水の舞台から飛び降りる kiyomizu-no butai-kara tobioriru – literally. jump off the stage Kiyomizu (Kiyomizu is the name of a historical place in Japan) - "to take a desperate step."

Uzbek phraseological units: what is Tuy Tepa for stupid// Kuva is one stone to stupid – дословно for a fool to reach Kuva to step over a stone - for a fool the law is not written, for a fool it does not care; (Tuy Tepa is a city in Tashkent region, Kuva is a city in Fergana region); to show his mother from Uch Kurgan – show Kuzkin's mother (Uch Kurgan – village name), jargo to jaloir – wash dirty linen in public (zhaloir is the name of the tribe).

Geography, natural conditions, territorial features, climate, habitat, flora and fauna - left a kind of imprint in the phraseological system of the Japanese and Uzbek languages. In the composition of Japanese phraseological units, the names of marine life, various insects, and animals are often found.

7) flora, fauna, marine life

The widespread use of the animal and plant world representatives names for the figurative characteristics of a person and his actions, is associated with the geographical location of the country residence of this people, the flora and fauna diversity in a given country, we can say that the animals, birds, insects habits and lifestyle cause certain ideas with person appearance, character and behavior. According to T.M. Gurevich statement, "... the Japanese not only see and evaluate the behavior and character of various animals differently than we do, but, comparing

humans with them, significantly expand their list, including marine life unknown to us ..." (3, 47). It should be noted that Japanese are not only careful about nature, flora and fauna, but also notice certain features of the representatives.

In Uzbek, when they talk about hostile, hostile relations between someone as cats and dogs - literally like a cat with a dog. In this phraseological unit, there are two the animal world representatives, a dog and a cat, similarly to Russian, like a cat with you, in Japanese they say about such a relationship 犬猿の仲 *kenen-no naka* - relationship like a dog with a monkey. The features of an animal strike behavior the same initial figurative ideas and determine similar verbal expression forms in multilingual peoples. But the symbolism usually coincides in different languages only in the most general part, but can seriously differ in details and in the symbol functioning. In Japanese the words 蛇 *hebi* - a snake metaphorically can mean "a bitter drunkard", and in Russian and Uzbek languages "a mean, insidious, cunning person." Also, in the minds of the Japanese and the British, the horse does the hardest work, the Russians do the ox, and Uzbeks do the donkey: 馬車馬のように働く *basyauma-no yo: nihataraku*, compare English: to work like a horse, Rus. work like an ox, Uzb. work like a donkey.

Japanese phraseological units: perch - tai - is considered a valuable commercial fish in Japan, so the Japanese say 腐っても鯛 *kusatte mo tai* - literally: though rotten, but perch, 鯛の頭となるよりは鯛の尾につけ *iwasi-noatama-tonaru yori-wa tai-no-o-ni tsuke* - literally: better to be a perch tail than a sardine head. They say about love without reciprocity 磯辺の鮑 *isobe-no awabi* - literally: abalone on the seashore, "unrequited love" is called 鮑の片思い *awabi-no kataomoi* - literally: love without reciprocity abalone, 猫に鰹節 *neko-ni katsuobusi* - to entrust the cat-dried mackerel (you can also simply translate - fish), the meaning of this expression is similar to the Russian "let the goat into the garden"; 河童のように泳ぐ *kappa-noyo:ni oyogu* - literally: swim like a kappa (a kappa is a fantastic creature, a vampire that looks like a child, lures its victims into the water, drowns bathing children), 取らぬ狸の皮算用 *toranutanuki-nokavasanyo:* (tanuki - raccoon dog) - literally: to share the skin of an uncaught tanuki - "to share the skin of an unkillable bear", 猫を被る *neko-o kaburu* - literally: putting a cat on your head - "pretending to be another person", 馬が合う *uma-gaau* - literally: a horse fits - "suit each other (character)", 猿も木から落ちる *saru-mo ki-kara ochiru* - literally: and the monkey falls from the tree - "even an experienced person can make a mistake", 雉も鳴かずば撃たれまい *kiji-mo nakazuba utaremai* - if the pheasant does not cry, it will hardly be possible to kill it (the pheasant is a non-migratory bird living at the foot of the mountains, a positive hero of Japanese fairy tales, since 1947 it has received the status of the national bird of Japan), すずめの涙 *sudzume-no namida* - literally: sparrow tears - "scanty amount", 尻切れとんぼ *shirikire tonbo* - literally: a dragonfly with a cropped tail - "a person who does not complete the matter", 井の中の蛙 *ido-no naka-no kaeru* - literally: the frog in the well is a man with a limited circle, 木に竹を継ぐ *ki-nitake-o tsugu* - literally: add bamboo to the tree - "combine the incompatible, impossible", 竹を割ったよう *take-o wattayo:* - literally: as if they had divided the bamboo - "speak directly", 胡麻を搗る *goma-o suru* - literally: crush sesame seeds - "to flatter smb., to adulate", 柳に雪折れなし *yanagi-ni yuki orenasi* - "Willow does not break under the snow", 馬車馬のように働く *basyauma-no yo: ni hataraku* - "Work like a draft horse".

Uzbek phraseological units: the big fish fell into the net – the leader fell for the bait, I was unaware that the water had entered my lap like a snake – I didn't know how I fell for his bait, did not sniff twig from the sheep mouth – he won't hurt a fly, to hand over a sheep to a wolf – let the goat into the garden, would be a camel with a horse – trifles, not very expensive; when the camel's tail touches the ground – never in my life, not to fall off the saddle even if it falls off the horse – literally: he will get off the horse, but not from the saddle – he dismounts, but remains arrogant; licked the fat of the snake – insidious, cunning; the snake peels at the word – literally: because of these words and snakes will shed their skin - about strong expression; to stir the head of a lying snake – literally. moving the head of a lying snake - stirring up an old, long-forgotten thing; saw the flea's eye – a shot sparrow, knows where crayfish hibernate, with my soul like a fly – like a mosquito - weak, the worms from his mouth (eshakkurt – caterpillar) - arrogant, to be on the fly – annoying; to sit and watch the flies – sit back, to fall apart from grass – torment (ajrik – finger grass), If the camel needs a saddle, stretch its neck (yantak – camel-thorn) – literally. if a camel needs a thorn, he will stretch his neck - if he needs something, he will always find, raw harvest of barley unripe – literally. what, he planted your barley unripe? - what wrong did he do to you? do not sow millet for fear of sparrows – literally. who is afraid of sparrows does not sow millet - to be afraid of wolves do not go to the forest, unload the melon – literally. drop a melon - spoil the case, speak absurdities, watermelon fall from the armpit – literally. drop a watermelon from your armpit – give up, get upset.

8) life priorities (wedding, family, customs, beliefs)

Japanese phraseological units: 身を固める mi-o katameru – literally. strengthen the body – "marry", 玉の輿に乗る tama-nokosi-ninoru – sit on the palanquin (the palanquin as a means of transportation was used in Japan only by noble and wealthy people, and the expression "to sit in the palanquin" means "to marry successfully (to a rich or noble)», 華燭の典を挙げる kasyoku-no ten-o ageru – «to celebrate a wedding», 三国一の花嫁 sangokuichi-no hanayome – literally: the only bride in the world - the ideal bride. In ancient times 三国 sangoku named three countries: Japan, China and India, sangokuito-nosangokuichi no means the only one in the world, the ideal groom or bride is considered the only one in the world; 固めの杯を交わす katame-nosakazuki-omavasu – literally: share sakadzuki (sakazuki – small bowl for sake) – «make a vow of loyalty».

Uzbek phraseology: to put one's head in two – marry smb., head tied (girl) – engaged girl, hint – send matchmakers, make an offer, tie the mouth – matchmaking ending ceremony, hair extensions – stroking the bride's hair, until your head is not two, your cattle will not be two – literally. until there are two heads, your economy will not double – until you get married, there will be no prosperity in the house, to make his hand honest – circumcision, bite the ear – engage (babies) from the cradle, stand on the left side – stand on the left foot, did not like the step – he brought misfortune, light hand – light hand, eyes have owner – the eyes are protected by God himself, spoilage – he was jinxed, he got sick from the evil eye, childbirth – give birth.

As we can see in Uzbek language, which have in their meaning such life moments of a person as wedding, engagement, a child birth, there are names of the human body parts, i.e. somatic phraseological units: eyes, head, hair, hands, ears. It is possible to assume that Uzbek people perceive the surrounding world, as well as the relationship to this world through somatic phrases, which motivate them with the self-turnover components.

CONCLUSION

You can also cite numerous phraseological units from the above thematic groups, which reflect Japanese and Uzbek national realities. They give a national flavor to a particular statement, while simultaneously expressing the emotional state of a person.

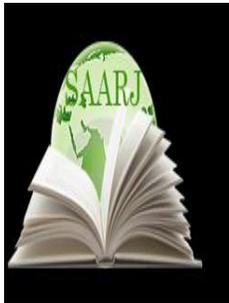
It should be noted that, being formed in different historical conditions, Japanese and Uzbek phraseological units often use different images to express the same thought, which in turn reflect the different social contribution and two peoples life.

It should also be noted that due to insufficient knowledge of the reality facts, due to insufficient attention to the national phraseological units specifics, inaccuracies in the phraseological units translation can be made, and this leads to incomplete information perception contained in the text.

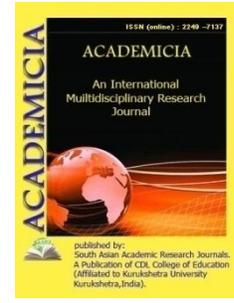
Therefore, scientifically, non-equivalent phraseological units' knowledge of a particular people quantitatively gives people idea we are interested in, it will also help to avoid many semantic errors in the translation process, since ignorance of the language leads to facts distortion, obtaining false information.

REFERENCES

1. Bykova S.A. Japanese-Russian phraseological dictionary, Moscow: 2000, 270 p.
2. Vorkacheva S.G. Phraseological sciences, Moscow: 2001, pp.64-72.
3. Gurevich T.M. Comparative linguistics. / Languages typology. Translation theory. Proceedings of the 3th International Conference, Moscow:2008, pp.47-56.
4. Retsker Ya.I. Translation theory and translation practice, Kaluga: 2007, 241 p.
5. Teliya V.N. Russian phraseology, Moscow: 1996, 34 p.
6. Sh. Rakhmatullaev Phraseological dictionary of the Uzbek language, Tashkent: 1992, 380 p.
7. 用例でわかる慣用句辞典(Japanese phraseological dictionary), Tokyo, 2008, 350 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00068.9

STRESS LEVEL OF SCHOOL TEACHERS AND ITS IMPACT ON THEIR JOB SATISFACTION IN VADAMARACHI (SRI LANKA)

Priya K*

*Assistant Lecturer,
 Dept of Accounting, University of Jaffna,
 SRI LANKA
 Email id: priyakogulan@gmail.com

ABSTRACT

The Stress of school teachers and impact on their job Satisfaction in Vadamaradchi School that is very important factor. There are so many teachers in Jaffna district Researcher selected 74 samples from the vadamaradchi in Jaffna district the study was guided by three hypotheses. Initially the hypotheses has been tested with the use of statistical tools namely, Correlation and Regression analysis Correlation and regression analysis used to evaluate the relationship between the stress and teachers and teachers job satisfaction. According to the analysis or with the evidence of data gathered “stress of school teachers and its impact on their job satisfaction in vadamaradchi” Based on my research, there is strong positive high relationship between the two variables. In highly industrialized countries where round the clock work prevails employees have to face extra ordinary level of stress. Such Countries no vehemently think of managing stress and alleviating employee s preferences. Fortunately we Sri Lanka who often enjoy holidays and strictly follow various faiths have not come to face such situations to that far. However, even in our country with its monetization and globalization such a situation is gradually developing as in Sri Lanka, there are organizations demanding much from their employees. The researcher has carried out a pioneer research in the government school in vadamaradchi to analyze the teacher s stress and its impact on their work.

KEYWORDS: *Stress, Job satisfaction.*

INTRODUCTION

No any individual person in this mew busy world could himself get rid of the stress. It is the duty of an individual to know how to get victory over the stress daily. Many people are fighting to know about how to get rid of it in their daily life and get the victory. An attack on a person physically or mentally due to unexpected circumstances is known as the stress. Stress is not so serious one. There are several ways to rid of it. It could be won by taking the life easily and by getting hold of certain ways and by knowing about it mentally. Both mental trouble and stress are a mixed one. Some people use to accept the stress as a challenge in life and face the problems. Some are collapsed due to it. The professor Mr. Malcolm Tees sates that stress seems to be as energy too in life. The people are the method of their rapid life move on to small towns and settle there for some changes or so. That is one of the prior information for the year 1990. However most of the managers engage than for their business. They are different for any other ways of living. If so, how do they undertake work wise? Or how are they involved in respect of it?

According to a recent research undertaken by nelson quick verifying the ways of life followed by those forms Director of oil field company, Director of health and welfare individual company, a Director of a big commercial bank and nery commander etc. and took in two executive lade Directors in the research. They came to understand that the research officers such as Director of commercial institution dealing with sale of land and home, Director of commercial Institution dealing with settlement in life etc. in their involvement in that research with superior officers undertook their own ways.

BACKGROUND OF THE STUDY

Job life is one of the important parts of our daily lives which case a great deal of stress. Due to the competitive nature of the job environment most of the people in the world are spending their time for job related work purposes resulting ignore the stressor those are influence their work and life. Usually people are more worry about their outcome of their work that can even affect the way they treat other people and how they communicate with their peers and customers. For example, people with a higher percentage of occupational stress may not satisfy with their job and therefore they will not feel happy working in the organization. They may feel “burned out when they are having problem with peers or customers. They may leave a negative impact to the organization itself. Therefore it is very important for employer and employees to realize the stress and the stressor that case all the negative effects.

Stress is one of the important factors that affect the employee’s satisfaction. Stress is experienced by each person at work and life which is.

“Stress as the reaction of individuals to new or threatening in their work environment. Stress is usually thought of negative terms. The effect of stress has an impact on the individual works and the job satisfaction. There is a link between stress and job satisfaction in which the works become nervous and stressed by the alleged consequence of working in such job. Since the optimum stress level provides the best balance of challenge, responsibility and rewards” (gibson, invancevich, donnelly 1994).

Stress is the term which is often loosely used to describe feelings of tension or exhaustion. Usually associated with too much or overly demanding, work stress is the product of demands made on individual's physical and mental energies.

Monotony and feeling of failure or insecurity are sources of stress, as much as the conventionally considered factors of pressure and over work.

It is worth remembering, to that demands on an individual's energies may be stimulating as well as harmful. Many people work well under pressure and even require some form of stress to bring out their best performance. Excessive stress, however, can be damaging to mental and physical health. This is why we talk about stress management, not elimination it is a question of keeping stress to helpful proportion and avenues. (ICSA – Study text, Management practice (Sep 2000) Sixth Edition)

A person comes across numerous stressors in his/her society and in institution where he/she works. Each person in his/her day today life expect different problems politically, socially, and economically and also in the institutions where he/she works. They come across many difficulties by the way of competition, working institution changes in technical works, working grad production, etc. Such type of problems creates stress result in creation of serious disadvantages later to the employees in the institutions. The problems connected with the works physically or conduct wise are generally created among the persons. As far as working institutions are concerned there will be problems due to downfall in working standard, more actions of employees, poor working condition, changes of employees miss understanding among them etc,. Hence, stress later creates disadvantages by individually or institution. However stress does not remain as prevention of physical efficiency of an employee. Particularly when stress among the people are found to be moderate the employees will be seen as working very efficiently better than that of their usual work stranded.

Furthermore this type of stress is helpful to some people by the way of seeking better employment. The usual stress creates satisfaction in their works and as such it is found to be an essential one in human life. There stress should manage in proper way in order to get satisfactory works from the employees concerned.

Here the aim of the study is to identify the stressors issues that will influence the teachers' job satisfaction.

SIGNIFICANCE OF THE RESEARCH

This research is used to find out the disadvantages caused by stress and job satisfaction of the teachers. Regarding the teachers of some leading schools in vadamadachi analyze is done to find out the type of disadvantages caused in their job satisfaction due to their stress. By the result of this analysis the main reasons for the stress of the employees, and the ways how to get rid much stress and to develop job satisfaction etc could be find out. Education is very important than any other services such as insurance bank, transport, etc. In a society teacher's services is also an important one. This helps many people to seek employment. Generally every teacher is trying to develop an educate society. Since the teachers work in different work surrounding all of them cannot reach the some level of job satisfaction. Therefore it is necessary to find their stress in connection with the works and to find solutions to get rid of such stress and also increase satisfaction of the employees.

“The term stress defined as the reaction of individuals to new or threatening factors in their work environments” (Hugh G. Arnold, Daniel, Feldman 1986).

“Medical researcher Hans Selye first used the terms “Stress” to describe the body’s biological response mechanisms. He defined stress as “the non-specific response of the body to any demand” it must be understood that in order for the stress to occur the response should be non-specific all response require utilization of energy. Any demand made on the body that is for some specific activity which is natural expected and a part of the daily routine does not necessarily create stress. Even walking thinking writing and doing other physical activities. That is the part of the personal and organizational existence requires energy consumption of the body but is not necessarily stress producing forces. [Organizational behavior, Page 182]

In addition to this, this study is significant in the following ways.

- i. It could be found out as to what type of stress is caused to a teacher
- ii. Reason for the stress could be found out clearly.
- iii. It could be found out as to why the stress experienced by an individual varies from person to person.
- iv. It could be found out as to what a job satisfaction is and to know the reason for the affection of job satisfaction etc.
- v. Relationship between stress and job satisfaction could be understood.
- vi. It could be found out as to how efficiently stress has been managed.

Stress is the one of the important factor that effects the employee’s satisfaction. In this research, stress measured against the teacher’s job satisfaction in the schools. There are 369 teachers working out of this only 20% (74 teachers) is selected various level of schools.

OBJECTIVE OF THE RESEARCH

The main objective of the study is

1. To find out the relation between stress and job satisfaction of the teachers.

The specific objectives are

1. To find out the reason for the stress of the teachers.
2. To find out the stress formed due to problem in the day to day life of the teachers.
3. To find out the type of stress found among the teachers.
4. To find out the how to get rid of stress which their hate.
5. To find out the how to manage stress by way of doing efficient work.

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Aruncumar (2000) said that the existence of work stress in and of itself doesn’t imply lower performance. The evidence indicates that stress can be either a positive or negative influence on employee performance. For many people low to moderate amount of stress enable those to perform their jobs better by increasing their work intensity alter ness and ability to react.

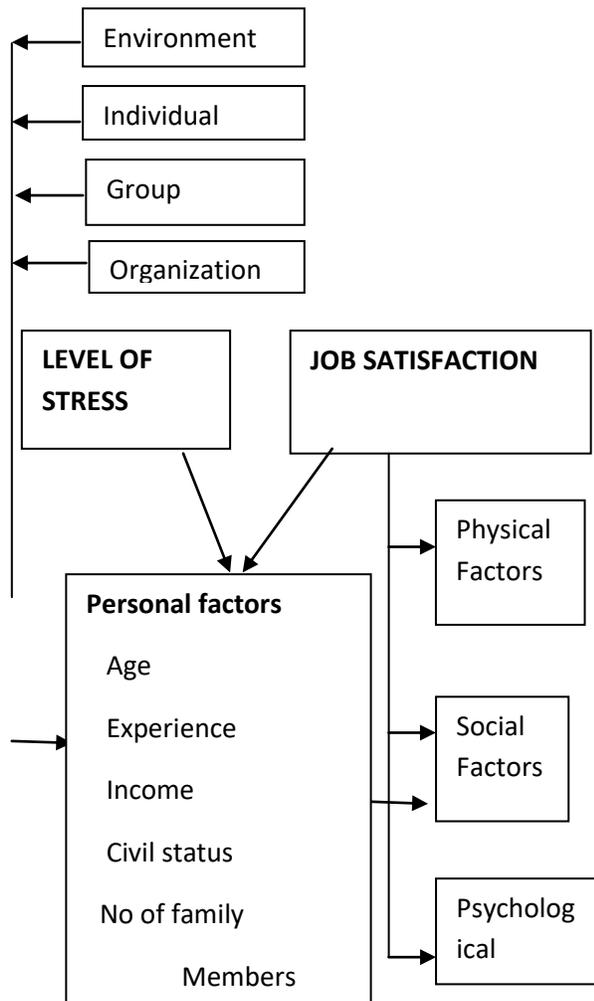
However a high level of stress or even a moderate level sustained over along period of time eventually takes its all and performance decline. As stress increases so typically does absenteeism alcohol and drug abuse, for example cost employers billion of dollars each year in lost work time. A substantial part of this loss undoubtedly a reaction to personal and work – related stress. It's increasing to note that women suffer more stress than men and have higher absentee rates.

Jerald Greenberg Robert A. Berion (2003) said that the job satisfaction involves positive or negative attitudes towards one's work. According to the two factor theory, job satisfaction and dissatisfaction stem from factors associated with the work itself (known as motivation) and that factors leading to job dissatisfaction are associated with the conditions surroundings jobs and the value theory suggests that job satisfaction reflects the apparent match between the outcomes individuals desire from their jobs and what they believe they are actually receiving, however, evidence suggest that job. Performance is only very weakly associated with the dissatisfaction level of satisfaction can be raised by paying people fairly improving the quality of supervision, decentralization power, and assigning people to jobs that match their interest.

Arunkumar (2000) has been said that the impact of stress on satisfaction is straight forward. Job related tension tends to degrees general job satisfaction. Even thought low to moderate levels of stress may improve the job performance. Employees find stress dissatisfying.

Fres luthans (2002) said that there are a number of effects brought about by high job satisfaction. Research reports that highly satisfied employees tend to have better physical health, learn new job related tasks more quickly, have fewer on the job accidents, and file fewer grievances. Also on the positive side, it has been found that there is a strong negative relationship between job satisfaction and perceived stress. In other words, by building satisfaction stress may be reduced.

CONCEPTUAL FRAME WORK



HYPOTHESES

Based on the conceptual framework following operational hypotheses were formulated to carry out the study

H1: Stress and job satisfaction are positively correlated

H2: Stress has impact on job satisfaction

METHODOLOGY

Sri Lanka is an island in the Indian Ocean. It has a total area of 65610 km² with 64740 km² of land and 870 km² of water. Jaffna district is located in the far north of Sri Lanka in the Northern Province and occupies most of the Jaffna peninsula. It has a area of 1025 square kilometers. Vadamradchi is a region in the Jaffna district of Sri Lanka.

Jaffna district is situated in Northern Province of Srilanka. Its population about 652184 people. There are 14 divisional secretariats. Its population is about 19.9 million. Srilanka has 25 districts and nine provinces for administrative purpose.

There are 80 schools in Vadamaradchi. But 16 schools have only been selected for the present study. For the research purpose, Questionnaire has been used. The Questionnaire was divided into three sections. In the 1st section personal details of the selected teachers. Section 2 Questionnaire was used to find out to what extent the stress of teachers exists in the school, section 3 Questionnaire was used to find out the teachers' satisfaction. Section 2 carries 13 questions and section 3 consists of 15 questions.

The following 5 scale method is used to disclose respondent's response, strongly agree, Agree, Not decided, Disagree, Strongly disagree. Based on the answered questions, the researcher can be able to identify what variable affect in the stress and what extent in satisfaction of selected teachers. The total score of stress will be the range of 13 – 65 and for satisfaction will be the range of 15 – 75

The following total scale are divided by the researcher for the conclusion of the section II questions (stress) <27 – low level stress, 28 – 41- moderate level of stress, >42 high level of stress

The following total scale are divided by the researcher for the conclusion of the part III question (job satisfaction) <35 – low level satisfaction, 36 – 55 – moderate level satisfaction, >56 – high level satisfaction

METHOD OF DATA ANALYSIS

SPSS used to analysis the data to test the hypotheses. The correlation and regression analyses were used to testable hypothesis and find the reliability.

RESULTS AND DISCUSSION

According the mean value the most important factor determining the satisfaction is challenging job and factors achievement. The least factor determining the satisfaction is autonomy.

Relationship between stress and satisfaction

TABLE 1

Independent variables	Job satisfaction Pearson's Correlation(r)	Significant Level (p)
Stress	.258*	.005

According to the Table: 1, results of the Pearson's correlation shown, there is a weak positive significant correlation between stress and satisfaction. Furthermore, correlation values of these independent variables having with satisfaction, which thought changes in these predictor variables positively, contribute towards changes in satisfaction, but changes would be significant at 0.05 level.

The correlation analysis made on the two variables such as stress and job satisfaction of the teachers. Through the correlation value, we can say that there is positive relationship between stress and job satisfaction.

The correlation value among the teachers' stress and job satisfaction is 0.258 which is significant at the 0.05 level.

So there is positive linear relationship between the teachers' stress and job satisfaction. Hence the relationship, Hypothesis (1) is accepted, that low stress will lead to the employees satisfaction. There is a positive linear relationship between teachers' stress and job satisfaction.

Impact of stress on satisfaction

This analysis is used to estimate of the dependent variable for given values of the independent variable. It also provides and estimates of the effect on the mean value of y one unit change in x. This analysis enables the researcher to estimate this slope and to test hypothesis concerning its value.

Statistics of Regression between stress and satisfaction

TABLE 2 REGRESSION STATISTICS

Multiple R	.258 ^a
R Square	.066
Adjusted R Square	0.54
Standard Error	3.256
Observations	74
Sum of Square	54.386
F – Value	5.129
Significant Level	.027 ^a

According to the table 2 Coefficient of determination – R^2 is the measure of proportion of the variance of dependent variables about its mean that is explained by the independents or predictor variables. The adjusted R square value indicates how well the independent variables influence the dependent one. (Benjamin 1999)

The specification of an independent variables in the above model reveals that the ability to predict the satisfaction. R square value of 0.066, which is in the model, denotes that 6.6% of observed variability in stress can be explained by the differences in the independent variables. Remaining 93.4% variance in the satisfaction is related to other variables. Further, F value is 5.129 which is significant which is significant at 0.05% ($p = .000$).

FINDINGS OF THE RESEARCH AND TESTING HYPOTHESES

The objective of this study is to find out the impact stress on satisfaction of the school teachers of Vadamardchi in Sri Lanka. The findings are based on collected data from the sample of 74 teachers in schools of vadamardchio in Sri Lanka for the year 2011.

Empirical findings of the Research and Testing Hypotheses

TABLE 3

Dependent Variable	Satisfaction		
Independent Variables		T	Significant
Stress	.258	2.265	.027

The study's second hypothesis (H₂) formulated as "stress" has impact on teachers' satisfaction. In the above, indicates that stress has impact on satisfaction. Therefore this hypothesis is accepted, and also that impact is statistically significant.

The study's first hypothesis (H₁) formulated as "Stress" is positively associated with satisfaction of the organization. In the above table, beta coefficient of the stress indicates positive association with satisfaction. Therefore this hypothesis is accepted; even that impact is statistically significant.

According to our empirical results, all hypotheses are accepted.

CONCLUSIONS

Based on the presented data and analyzed data by using statistical techniques this study brings some findings. This study carried out in the selected schools in Vadamadachi.

That there is no low level of stress in these selected teachers. Most of the teachers (97.3%) in school are working under the high level of stress. (2.7%) of teacher's sense moderate level of stress in selected school in Vadamadachi.

According to the correlation value, overall relationship between teachers' stress and job satisfaction is 0.258*. It is significant at 0.05 levels. There is positive Lenoir relationship between the teachers' stress and job satisfaction. That means the least stress will lead to the teachers' satisfaction. So hypothesis 1 is accepted.

Perhaps the coefficient analysis indicates the satisfaction of teachers is contributed by many factors. Based on the coefficient analysis the impact of stress on the satisfaction, the following equation can be formulated.

$$JS = f(s)$$

$$JS = f(22.722+0.225) (s)$$

The above equation reflected that on stress with zero point would be expected satisfaction is 22.722. An increasing of 1 point of stress is associated with the increasing in satisfaction at 22.722% not only the stress; other factors may have the impact on teachers, job satisfaction. They are, Motivation, Promotion, Working condition, Compensation benefits, Training and so on there are not analyzed, because these are outside the scope of the study.

SUGGESTIONS

There is various factors on the teachers' job satisfaction in selected schools in vadamadachi. The following suggestion should be arranged in the selected schools.

Teachers' participation should be increased to these selected schools.

Suitable teachers should be eligible for promotion.

Satisfaction of teachers is an important aspect in school. In this research teachers' satisfaction is only measured against the stress.

This research has been made on the basis of 74 samples; the future research could extend the sample size to ensure the truth of this research.

The school has only selected for this research. So the future researcher could be performed similar research in various organizations.

Teachers who are under high level of stress, some specific suggestion can be used to reduce the stress. The following are list out to reduce the stress.

Exercise: such as working, joking, swimming or playing soft ball are reduce the stress. Although that exercise will directly reduce depression, anxiety and the chances of heart diseases.

Relaxation: the specific relaxation techniques such as bio feed back or meditation is to eliminate immediately the stressful situation.

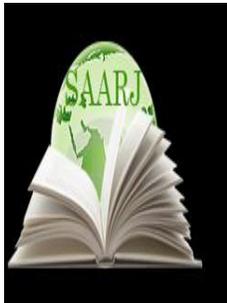
Reduce role conflict and clarify organizational role: teachers must have a clear understanding of the job and must know what the organization expect.

When the excessive stress, reducing the role overload by redistributing the work and implementing procedures for reducing stress should be made by organizations.

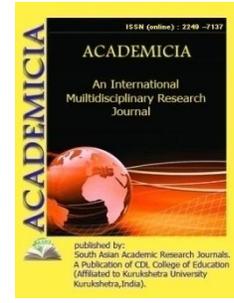
Plan and develop career paths and provide counseling: organization must consider the career planning and development of their employees' in reducing the stress.

REFERENCES

1. Cole G.A – “personal management – 2nd edition.
2. Fred luthans “organizational behavior” (1992)
3. Fred Luthans, “ Organization Behaviour” 6th Edition 1973
4. Gibson, Invancevich Donnelly “Organizations Behaviour, Structure Process” 1994 Von Hoffmann press Inc.
5. Gibson, invancevich,donnely,op.cit 263
6. ICCA – Study text, Management Practice
7. Journal of Organizational computing and electronic Commerce 2006
8. Journal of Organizational computing and electronic Commerce 2006
9. Seltermehon, Osborn managing organizational behaviors 5th edition, 1994 published simultaneously in Canada (p.642)
10. Hugh. W.Griffin and Ronald J.Ebert, Business, 2nd Edition,1991



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00024.0

**SOME COMMENTS ON THE PRACTICAL ASPECTS OF THE
 PERFORMANCE OF BUKHARA FOLKLORE SONGS (ON THE
 EXAMPLE OF "BUKHARCHA" AND "MAVRIGI")**

Abdullayev Rustam Mamarajabovich*

*Associate Professor,

"Folklore and Ethnography" of Uzbekistan State Institute of Art and Culture "Folk Art" Faculty,
 UZBEKISTAN

Email id: rustammaqom@gmail.com

ABSTRACT

This article deals with the role of the Bukharcha and Mavrigi songs in the Uzbek national music culture. It also covers the specifics of these songs, their structure and current status. If I say, There are deeply historical knowledge and musical wealth in this songs and melodies which are Bukharcha and Mavrigi. If you read this article, You also can see so much information about Uzbek national musical history and knowledge.

KEYWORDS: *Bukharcha, Mavrigi, Time, Musical Instruments, Historical-Ethnographic, Musician, Shahd, Zullisonaynlik, "Zang" Dance, Uzbekistan, Culture, Historical Melodies, Knowledge.*

INTRODUCTION

If we talk about the unique poetic nature, historical roots, stages of formation, essence and methods of performance of the series "Bukharcha" and "Mavrigi", which are excellent examples of the musical heritage of our people. First of all, of course, folklorist, Doctor of Philology, Professor Akhunjon Safarov, Honored Artist of Uzbekistan, teacher Orif Atoev, Professor Fayzulla Turaev's hard work. The book of their songs "Bukharcha" and "Mavrigi" gives detailed information about the history, structure, artistic and aesthetic features of these song and dance series` creating history. For the first time the songs of these series have a relatively perfect combination of lyrics and melodies.

At first glance, it seems that all the opinions about these categories have been expressed by our teachers, and everything has come to an end. But I think that every creator, every researcher has

the right to interpret and comprehend them on their own, through the prism of the heart and consciousness.

Philological, cultural, historical-ethnographic and musicological views on the historical and cultural roots of the song and dance series "Bukharcha" and "Mavrigi" formed and developed in Bukhara, the stages of formation, features of performance, the peculiarities of the repertoire of performers, its connection with other cultural and singing traditions. An objective and comprehensive study of their views and the determination of their place in the system of our culture is especially relevant in the process of consistent changes in the field of culture and art in our country.

Because in Bukhara, the culture that emerged in this region, the cultural and spiritual image of the people of Bukhara, along with "Bukhara shashmaqomi" the essence of the series "Bukharcha" and "Mavrigi" is not only music, but also philosophy, theology, philology, history, psychology and other social sciences. In terms of both understanding and comprehension. First of all, it should be noted that the performance of the songs "Bukharcha" and "Mavrigi" in two languages - Uzbek and Tajik - is a clear manifestation of the brilliance of Bukhara singing.

MAIN BODY

"**Bukharcha**" and in some cases named "Bukharcha Zang", this category also means a section of songs and dances that are intended to be performed at a specific time.

This series, performed at Bukhara weddings, was performed in three stages, depending on the situation at the wedding and the possibilities.

The category of Bukharcha were performed to the accompaniment of percussion instruments such as doyra, kayrak and zang, but now its ancient style of performance has undergone radical changes. Today, musical instruments include rubab, tar, gijjak (violin), electronic musical instruments (organ), doyra, dovul. In the past, the number of performers was 3-5 people, now it is 6-8 people. The performers of "Bukharcha" or "Bukharcha Zang" were women. This led to the emergence of a series of separate works for women's feasting in the folk performing arts. In Bukhara, these performers were performed by a group of hafiz and dancers known as "musicians." These songs consist of a sarakhbar and a naqarat, performed by a sarakhbar soloist (who also danced at the same time), and a naqarat - performed by an ensemble (in a chorus) accompanied with a doyra.

The first part is called - **Toyona**, the second is - **Yakkahonlik**, and the third is - **Sargardonlik**. Their text is in the context of love, and some are imbued with a spirit of glory. The series ended with a doyra dance (zang), then the choruses came out again and the whole series ended with a group performance. "Bukharcha" song and dance series, depending on the type of wedding, more precisely, depending on the nature of the party or celebration, at the end as an appendix "Muchal song" (when the muchal is celebrated), "Hinobandon song" (for girls' party or gathering), "Chimildiqtarifi" (greeting of the bride and groom), "KelinniKhushroiOvardem" (we brought a beautiful bride), "Sharbatyalatar song" (during the performance of the chimildiq party and related rituals), as well as the first child of the bride. When he sees her, She sings the "Sallabandon song" about the sallabandon (lachakbandon) ceremony, which applauds her as a mother and a woman. These are not related to the category.

“Bukhorcha” is rich in charming dances based on the melodies of “Ufor” parts of Shashmaqom branches. The dances in it are roughly arranged in the following five views:

1. "Kayrakufori" - a dance based only on sharp and cheerful movements accompanied with sharp.
2. "Ravona" - this dance, based on the beautiful demeanor of the beautiful, delicate hiromi, is performed to the accompaniment of the singer.
3. "Ufor" - rhythmic dance performed by a solo dancer. A dance that consists of movements that disperse a beautiful musk barn and intoxicate the audience.
4. "Larzon" - a cheerful dance accompanied with only a doyra or a few doyras. Emphasis is placed on expressing meaning through the harmony of language-based movements based on the delicate vibrations of each organ in the body. This dance has also gained a special reputation and popularity as an independent solo dance. In this case, the famous choreographer I.Akilov's works played a big role.
5. "Zang raqsi" or "Zang bandi" - a dance in which the hands, waist and legs are tied with rust.

It has become a tradition to pay special attention to clothes when performing these dances in “Bukharcha”. Because the dress is a means of expressing the form of dance, in which, in addition to the connection of the dance to any aspect of life, the flow of emotions, the hopeful and painful moments of love are reflected in the color of the dress, in accordance with the dancer's movements. For this reason, when performing the dances in "Bukharcha", the dancer, first of all, paid special attention to dressing for each dance. It has been noted that most of these garments are available in white and red. Usually the dancer wore a gold-embroidered shirt or gold-embroidered jacket with a collar and hem embroidered with gold or silk. Zardozi wore a forehead belt or a kundaldoppi.

Sharpness and rust on the wrists and ankles, as well as rust or bells on the ankles, also played an important role in enhancing the attractiveness of the movements in the dance.

Most of the "Bukhara" dances are performed without bending the body. These movements, which complement the content of the dances, are: "eyebrow-raising", "shoulder-slapping", "spring-like" - "eye-catching", "makomigardon" - rotation makom, "karsi-cirle" - rotational applause, "single applause", "double applause"., “Ring or fist”, “curtain face” - face veil, “cake”, “breaststroke” - chest tremor, “trembling wing” - wing flapping, “trembling hand” - hand tremor, “paw tremor” There are such names as "charkh" - spinning, "charkhimiyon" - waist rotation, "charkhidutaraf" - two-way rotation, "morpechon" - snake wrapping, small steps, which each performer renews while performing according to their skills, as a result gives a new spirit to the dances.

"Mavrigi", Speaking about this series, the teacher FayzulloTuraev said that this series is a migration song, but it was formed over the centuries in Bukhara - on the basis of a synthesis of Bukhara art and Iranian art. "Mavrigi" is a joint creative product of all Mervs forcibly relocated from Merv to Bukhara - not only Persian-Tajik, but also Turkmen and Uzbeks.

“Mavrigi” is a series of songs sung and danced accompanied with a doyra by men only at weddings and celebrations in Bukhara. There are three moments. Each of the independent main moments has its own name. as follows:

The first moment - "Shahd" - consists of ten songs and more dances.

The second moment - Chorzarb, consisted of twenty-four songs and more dances performed in duplicate: the first version consisted of only fourteen Tajik songs and dances, the second version consisted of "shirushakar" and ten Uzbek songs and dances. The point is that these two copies are intended to be performed taking into account the ethnic composition of the audience: for example, if the majority of listeners are Tajiks - performed in Tajik, and if Uzbeks - performed in Uzbek. In some cases, mixed playback occurs.

The third moment - "Shikan-shikan" - consists of ten songs and dances.

Humorous songs belonging to the additional part do not have a separate name as the Moments. In it, mostly humorous songs about insects, animals and people are sung and danced. So far, eight songs belonging to this group have been identified, some of which have several songs in the repertoire of Uzbek performers.

It has become a tradition in the past for Mavrigi as to be performed by four, and later in some cases three men. All members of the group sang and sang in a circle, but did not dance. The Mavrigikhanes were invited to the round as separate dancers and musicians, not members of any other group. However, over time, the dance was performed by the Mavrigikhanes themselves, as it was not possible to invite a separate dancer each time, and the participation of a particular dancer in the financial arrangement also prevented this. This series is sung mainly in the cities and villages of Bukhara. Nowadays, Mavrigikhanes play modern musical instruments.

Another point is that there are attempts by some artists to interpret the Mavrigi series, as its name implies, as a work of art belonging to pure Iranians. Proof of this is the fact that a few years ago, during our creative collaboration with Iranian artists, we performed the Mavrigi series in front of Iranian art fans and musicologists. I would like to emphasize that Iranian artists said: only the beginning of the performance - "Shahd" is like Iranian's, the rest is completely yours. At the same time, there are a number of problems that need special attention in determining the place of the song and dance series "Bukharcha" and "Mavrigi" in the system of our culture. First of all, it should be noted that not all of these song and dance series have been collected in full and published with excellent scientific commentaries, and scientific and theoretical research is carried out in a scattered manner. Another point of scientific attention is that for some reason most of the written literature included in the series "Bukharcha" does not belong to the works of Bukhara poets (with the exception of Soleh Bukhari). The works of such well-known poets as Jalaliddin Rumi, Pahlavon Mahmud, Kamal Khojandi, Abdurahman Jami, Foni Kashmiri, Nazim Hiroti, Zebuniso and Ishaq are among them. During the next seventh century, Surprisingly, none of the dozens of poets born and raised in Bukhara are included with their poems in the category. In our opinion, in terms of the formation of "Bukharcha" in the past, the participation of artists from the same historical and cultural space as Bukhara can not be denied. In addition, not far from Bukhara, in Karakul district, there is a village called "Bukharcha". I think this issue also needs special research.

CONCLUSION

It is not secret that the songs "Bukharcha" and "Mavrigi" should be performed as a whole, in a general sequence as a complete performance, and such a performance will last several hours. This means that a special high skill is required to perform them with their own sophistication. In the past, students who chose this path learned the secrets of performing songs "Bukharcha" and "Mavrigi" with teachers for 10-12 years. We want to teach students to perform these songs with

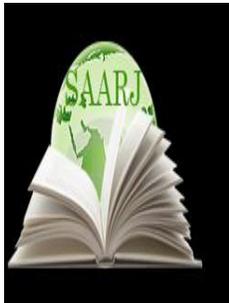
high skill on the basis of one-year curricula taught in higher education institutions, but we do not understand that this is a very difficult task. As a result, young performers perform mixing them, unaware of the differences between the two series. The harder the performance, the harder it is to get it to the audience, to make the audience understand and accept it. One of the urgent tasks in the society is to create a spiritual and cultural need to enjoy the songs of the song and dance series "Bukharcha" and "Mavrigi".

In addition, we think that considering the song and dance series "Bukharcha" and "Mavrigi" as belonging to only one folk would have reduced their humanity content. There is no denying that common cultural heritage of the Uzbek and Tajik peoples, to deny the invaluable contribution of the Iranian, Jewish, Azerbaijani and Turkmen peoples, who took Bukhara as their homeland, in their development and formation.

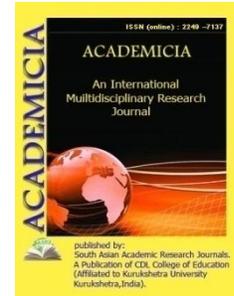
By solving the above-mentioned issues "Bukharcha and Mavrigi" songs and dances. We can turn them into an integral part of universal cultural heritage, include them in the UNESCO Representative List of the Intangible Cultural Heritage and thus the prestige of our people in the international arena and we can raise it further.

REFERENCES

1. Rasulov O. Traditional singing teaching methods. T.: 2007.
2. Begmatov S. The art of memorization. - T., 2009.
3. Isroilova H. The art of singing. - T.: 2008.
4. Shashkova V.V. The history of the development of singing breathing/ Collection of articles of the Republican College of Music. -T., 2005. 78–83-p.
5. Matyoqubov O. Authority. –T.: Music, 2004. 287–288-p.
6. Fitrat. Uzbek classical music and its history. –T.: Fan, 1993. 24-p.
7. To'raev F. Bukhara singers. - Bukhara, 2006. 47–48-p.
8. Madrahimov Z. MadrahimSherozi melodies. - Urgench. 2000. 4-b.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00062.8

MORAL EDUCATION IS AN INTEGRAL PART OF PERSONAL SPIRITUALITY

Adashova Mahsuma Mahmudbaevna*

*Teacher of General and Exact Sciences,
 Tashkent State University of Economics,
 UZBEKISTAN

Email id: mahsumaadashova@gmail.com

ABSTRACT

This article provides information on the spiritual upbringing of a person, the moral criterion that leads a person to spiritual maturity, as well as the recommendations of the great scholars on his perfection. In order to properly manage this situation, to master the positive aspects of the material and spiritual influences around, the role model for the child serves as a true role model for parents. That is why parents must be extremely vigilant in raising their children. It is obvious that parents can not hide anything from the child in the family, and on this basis the child is brought up.

KEYWORDS: *Upbringing, Morality, Emotional Impact, Social Environment, Personal Example.*

INTRODUCTION

Man is the beauty of the earth, the greatest of all the creatures created by Allah. Allah recognized the so-called human being as His caliph on earth and sent him to earth to fulfill great duties and responsibilities. Therefore, since man is the most precious and sacred of all creatures, he must serve the earth with all the possibilities and powers available to him for the beauty and prosperity of the earth. In order to perform this task properly, a person must, of course, be taught good manners and morals. The Avesta, the oldest source on the history of our country, also contains a lot of valuable information about the upbringing of children. For example: **“Education should be the most important pillar of life. It is necessary to bring up every young person in such a way that he first rises to the highest level by learning to read well and then to write.”**¹ Indeed, these words, spoken 30 centuries ago, are still relevant today. If a person does not read and study every page of the book called education on his way to life, the opening of each new

page will cause him many difficulties. The great Greek philosopher Aristotle said, "**Parents deserve praise not for giving birth to a child, but for bringing him up in a decent and moral manner.**"² Of course, upbringing is a very complex process, and the achievement of the desired result in this process is measured by the level of education of the educator. That is, education is a systematic management process. Abdullah Avloni, a great enlightener and one of the leaders of the Jadid movement, said: "**Education is pedagogy, that is, the science of child rearing. A good upbringing for the health and happiness of the child, keeping the body clean, correcting the profession at a young age, teaching good manners are like doctors, just as a doctor treats a disease in a patient's body, a caregiver is a "good man" who "cleanses" the child's anger center. He has to do it in a big way.**"³ It is known that the process of education takes two forms. The first is external education, that is, the process by which a person develops his or her ability to manage his or her own behavior in accordance with the existing rules of conduct, rules of conduct and moral norms in society.

Main body.The second is the inner training (Spirit training), which is a complex process aimed at shaping one's inner spiritual experiences, such as faith, conscience and belief. It takes a great deal of skill on the part of the educator to carry out this responsible process at an excellent level, to carry it out on the basis of its clear and effective results. It is well-known that in all countries, regardless of religion, nationality or social origin, there are people with different personalities, thoughts and worldviews. Their upbringing as a human being is constantly influenced by various factors (family environment, community, street life, hardships, religious traditions, unusual behavior ...). If the pupil does not develop the ability to absorb the positive aspects of these influences and to overcome the negative aspects, then these influencing factors completely take over the whole psyche of the child and cause him to remain in a certain mold. In order to properly manage this situation, to master the positive aspects of the material and spiritual influences around, the role model for the child serves as a true role model for parents. It should be noted that humanity is constantly confronted with the concept of creation, education. If we analyze the general sciences that have been studied from the distant past to the present day, in all of them the human factor, its destiny, its advantages and disadvantages, its attitude to existence have been widely covered. Especially the issue of upbringing too. Our great encyclopedic scholars have also expressed many thoughts and opinions about the upbringing of children. For example, Abu Nasr al-Farabi, on the basis of his knowledge, described the image of an enlightened mature man, saying: "Let him know all the laws and rules, be knowledgeable and eloquent, respect the learned and the wise, do not spare the world of science and the people of science, and have knowledge of all real material things."⁴ Ibn Sina also conducted a lot of research in the field of upbringing and expressed his valuable views on child rearing and methods of upbringing. For example: "All good and bad behavior is the result of conditions, upbringing and habits. Good behavior is also achieved through habit,"⁵ said the senior doctor. Ibn Sina, in his views on the moral upbringing of the child, also speaks about the issues of housekeeping. "Raising a child is the main goal and duty of a family parent. A parent who is able to correct his or her own shortcomings can be an educator. The most important means of moral education is to talk to the child one-on-one, without touching his personality or pride." Ibn Sina considers the formation of moral qualities in a child in harmony with work, physical and mental training, as a key factor in his development as a human being.

Yusuf Hos Hojib, in his famous work "Kutadgu Bilig", also expressed many views on the upbringing of the child, his spiritual maturity, morality and ethics. According to Alloma, everyone should be socially acceptable and mature. To do this, he must receive the necessary upbringing from the day of birth. He thinks about the upbringing of the girl Cain and emphasizes that they should pay attention to their own characteristics. "Children's upbringing must start very early," he said. Only then will they be prevented from giving in to their wrongdoing. If your son or daughter is born, raise him at home, do not raise him elsewhere. Get a coach from good people. The boy and the girl grow up clean, free from (undesirable things). Teach a boy and a girl to be polite, both worlds are theirs, it will be enough for their interests."⁶

As we follow Mirzo Ulugbek's views on the family environment of raising a healthy generation, Allama says that the environment in which a child is brought up plays an important role in the development of a child's interest in education. In the family, parents, especially educated parents, should pay special attention to the development of their children into real human beings. According to Ulugbek, in order for a person to be healthy and strong, he should be engaged in physical exercises from an early age, and teachers should be fair and honest so that there is no corruption and fraud in education. Mir Alisher Navoi, a great genius of poetry, also focuses on the factors that shape the upbringing of a mature person throughout his career, as well as the strength and power of upbringing in the development of the child. The great thinker quoted many instructive phrases about upbringing in his book "Mahbub ul-Qulub": Polite boy is proud of each other among his peers, he looks good in the middle, big and small. Polite makes young people worthy of the prayers of the elders, and they will enjoy the blessings of this prayer for a lifetime. Politeness inspires the love of the little ones in the hearts of the elders, and that love stays in the heart forever. From etiquette adorns and adorns love, from etiquette leaves the prosperity and value of friendship."⁷ It should be noted that the upbringing of children is a very complex process. That is why parents must be extremely vigilant in raising their children. It is obvious that parents can not hide anything from the child in the family, and on this basis the child is brought up. Alloma believes that as a result of upbringing, the child will grow up to be a useful and mature person. He emphasizes the need to educate a young child from an early age, that upbringing will help a person to develop good habits and qualities. He argues that one of the most important factors in the upbringing of a child is undoubtedly the formation of human relationships with people, especially as a result of the spiritual influence of people on each other.

According to the preacher Al-Kashifi, it is possible to increase a person's mental ability through re-education through education. In his pedagogical views, Kashifi pays special attention to the development of children's ability to think independently. Parents and teachers are required to pay special attention to this issue. The family and the external environment play an important role in this issue. The child must be brought up to be truthful, faithful to his promises, and well-mannered.

According to him, the equal participation of both father and mother in the upbringing of the family helps the child to acquire a certain profession of good manners - the rules of etiquette, food, clothing, meat and furniture, which are the material basis of science and profession. must be attractive to give.

The great philosopher Jean-Jacques Rousseau said: **“Early upbringing is more important than anything else, and it is undoubtedly on the shoulders of women. If you give in to your child, he will be your ruler, and you will have to accept what he says every minute to obey him.”**⁸

Anton Grigoryevich Rubinstein, a well-known Russian pianist, composer, and educator, said: **“Parents often confuse the word 'education' with the word 'information' and think that they have brought up a child by teaching him certain lessons. That is why, as the years go by, the frustrations of the parents grow old.”**⁹ The following hadith was narrated from the Prophet (peace and blessings of Allaah be upon him) about the importance of parenting: **“Every child is born in a Muslim nature, but it is his parents who convert him into a Jew or a Christian or a pagan” (Narrated by Imam Bukhari).**¹⁰ In fact, every movement of parents, culture of behavior, rules of conduct, behavior, hospitality, adherence to national customs and traditions, attitude to religion, passion for science, in short, with all the human qualities (sometimes the opposite) develops the upbringing of their children over the years. Abdullah Avloni, an enlightener who considered upbringing to be a matter of life and death, once asked, "Who does upbringing?" It is not in vain that he raises the question. Who is to blame if young people are greedy for wealth, disregard for spiritual values, everything in the world is "mine" and "not mine", and the child does not have a love for nature and people? Are they parents who do not have time to raise them? Aren't their hearts different and their words different? Isn't he a teacher who spends his life on other dimensions, talking about great scholars, Navoi-yu Babur, their invaluable wisdom? If the child's heart is strong, first of all, when meeting with them, do we need to think a little about whether the doors of our hearts are open, our tongues and hearts are one? **"A dead word does not evoke a living response,"**¹¹ said Chingiz Aitmatov. In words, deeds and deeds give life. "Parents who are raising their children need to be able to display good qualities in their actions, in their behavior, in their dealings with others, and in their dealings with others. Because a child is by nature an imitative and observant person. Therefore, those around him influence them with their habits, sometimes without realizing it. Misbehavior in the family, lying a lot, and unpleasant behavior lead to an unhealthy environment that negatively affects the child's upbringing. The role of parents is important in the upbringing of children. When a child hears rude and harsh words from his parents and is severely beaten, it has a negative effect on his nature. This, in turn, leads to the formation of "spiritually ill" people from a child brought up in an unhealthy family environment. They also have a negative impact on the spirituality of society. As a result of the influence of "popular culture" on parents in the family, it has a negative impact on the upbringing of children. Of course, raising a child is very difficult and responsible. This requires every parent to work on themselves regularly, to appreciate all the information about the upbringing of children. **"The most important thing is that the pupil should never waste time, his hands should not be idle, because when his hands and brain are not engaged, then his thoughts, feelings, emotions and morals are destroyed."**¹²

Parenting is not just a collection of experience, simple instructions and knowledge, but a complex process that includes knowledge in the areas of religious and moral knowledge, medicine, ethics, psychology, pedagogy. Today, the difficulty of family upbringing is that, first of all, as society develops, the requirements for the formation of a mature person on all sides increase. This requires an increase in the quality and scope of aesthetic, sexual, moral education in the family. It is good that education and morality are given from childhood. It is good that education and morals are given from childhood. **“Parents need to teach their children to**

think, not to think, in the process of raising their children.”¹³ The Prophet (peace and blessings of Allaah be upon him) said: “If you teach your children discipline, it is better than giving alms every day.” Discipline is the key to a strong family. In this sense, Islam encourages parents to bring up their children in a healthy way. The hadith states, **“Respect your children and treat them with good manners.”**¹⁴ In our sacred religion, the mutual responsibility of both parties in the formation of feelings such as mutual respect, compassion, kindness, compassion between parents and children is explained in detail. Honoring and honoring one's parents is one of the teachings of our holy religion, Islam. In the Qur'an, Allaah says (interpretation of the meaning): **“And your Lord has commanded that you worship none but Him, and that you be good to your parents.” (O man!) If one or both of them reach old age in your presence, and hate them! Say kind words to them. Kindly lower the wings of humiliation to them and say: O my Lord! Have mercy on them as they brought me up when I was a child. (Isra, 23-24).**¹⁵ Therefore, the child should appreciate his parents, and parents should bring up their children in the status of the above verse. The Prophet (peace and blessings of Allaah be upon him) said in this hadeeth. Socio-spiritual relations between parents and children are also legally strengthened in Chapter XIV of the third part of the Basic Law. In particular, Article 64: **“Parents shall be obliged to support and care for their children until the latter are of age.”**, and Article 66: **“Able-bodied children who are of age shall be obliged to care for their parents.”**¹⁶ It is obvious that the family is a place based on mutual understanding, mutual respect and high trust. The main condition for maintaining this fortress as a strong fortress is to maintain unity with love. At the heart of this is the issue of good upbringing. Because in each letter of the word upbringing, the strong bricks of the magnificent building, called the family, are intertwined. It is not for nothing that our people say, “He does what he sees in the bird's nest.” While playing the role of the main educator on the stage of life, parents should become regular consumers of secular and religious sciences in order to fulfill their role and capture the mind and heart of the pupil.

DISCUSSION AND CONCLUSION

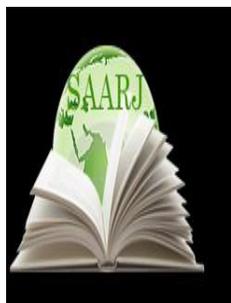
In conclusion, we want to bring up our children in such a way that they remain faithful to their ancestors, their history, their homeland, their mother tongue, the elders of the nation, the sacred traditions of Islam. Let us bring them up in such a way that the most important Uzbek is the most honorable Uzbek, who embraces the positive aspects of any innovation, denies its negative aspects, amazes the world with new inventions, illuminates the world with the light of science and enlightenment. These are not exaggerated, imaginary statements. We can do this easily. Because we are the descendants of great geniuses. In the words of the great Sahibkiran Amir Temur, **“Who are we, the Emir of Turan, Turkestan? Who are we, the oldest and greatest of all nations, the head of the Turks?”**¹⁷ In addition to the enlightenment science learned from books, the science of family life is as important to them as water and air. A knowledgeable, polite and intelligent person finds his place in life. As their children grow up, it is important for them to be more vigilant about their destiny, to enjoy the true and strong roots of our higher values, and to bring them up in line with today's way of life. When the time comes, the advice given to one of our children should now apply to his brothers and sisters, and we should work to ensure that it affects all members of the family equally, and that our children should be partners in education and vocational training. We also need to educate them in the spirit of belonging to the events and changes around us, to feed them with great confidence in the future.

In short, the role of community organizations, parents, community activists and scholars is invaluable in bringing up our young people in all aspects, perfect, well-mannered, independent thinking and worldview, free from various negative habits, vices and influences.

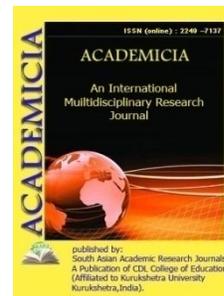
A child brought up in an unhealthy environment develops "spiritually ill" people. We need to be vigilant in today's dangerous times, when economic and spiritual crises are intensifying, young people's consciousness is being affected by lies and false information attacks, and their hearts are being affected by the harmful effects of religion under the guise of religion.

REFERENCES:

1. The Constitution of the Republic of Uzbekistan "Uzbekistan" T; 2020
2. E. Saitov, Father's word is the eye of the mind. "Teacher", T; 1992
3. J. Rakhimov Fundamentals of Spirituality, Tashkent State Pedagogical University; 2008
4. Sh. Shomuhamedov, Donolar bisotidan. G. Ghulam Literature and Art Publishing House T; 1976
5. Bukhari "Al-Jame 'as-Sahih" 1-4 books T; 1993-1998
6. U.Saidov East and West: houses where cultures meet "New Age Generation", T; 2008
7. K.D.Ushinsky Selected pedagogical works. "Teacher", T; 1959
- 8,100 classic philosophers "New Age Generation", T; 2018
9. Abdulaziz Mansur. Translation and interpretation of the meanings of the Holy Quran. –T .: Tashkent Islamic University 2007.
10. Anthology of Uzbek pedagogy, author's team "Teacher" 1995.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00063.X

INTERPRETATION OF HEROES IN SHUKUR KHOLMIRZAEV'S STORY "SMILE"

Hamidova Muhayoxon Obidovna*

*Docent,
 Candidate of Philological Sciences,
 Namangan State University,
 UZBEKISTAN

ABSTRACT

Shukur Kholmiraev, as owner of a unique avoids criticism, one-sidedness, narrative. Artist's 70-80 artistic style, is distinguished by new aspects of changes in the worldviews of the heroes of his stories. Most of these heroes are people who are able to re-analyze and evaluate life processes independently, take a fresh look at national, spiritual and cultural values, and express a bold critical attitude due to advanced thinking.

KEYWORDS: *Story Genre, Artistic Style, Artistic Intention, Creative Process, Art, Writing Skills, Role Of Word Art, Artistic Meaning Critical, Expressive, Heroic Worldview, Life Process, Analysis, National, Spiritual And Cultural Values, Deep Observation.*

INTRODUCTION

Shukur Kholmiraev is one of the writers who has a special place in Uzbek literature as a writer who created an artistic chronicle. The 50-year life of the Uzbek people is accurately reflected in this chronicle. Each of Adib's stories is an independent work, but it is like a brick in a glorious building: if a brick is removed, it looks flawless even if the building does not collapse. So, in order to see the building built by Shukur Kholmiraev intact, it is necessary to read all his works.

One of the works of the author that should be read is the story "Smile", which was written in 1984 and is one of the stories of great spiritual significance for its time. Russian writer Vasily Shukshin: "Stories should look something like this:" Story is destiny. 2. The story is destiny. 3. The story is tazarru. Literary scholar R.Kuchkarov says that the author's story "Smile" corresponds to the "story-destiny".¹ Of course, there is a soul in this opinion of the scientist. The reason is that the fate of one of our national heroes, Kuyun, is revealed through the fate of the protagonist of the work.

The author does not describe the fate of the Storm in this story, but aims to show its destruction, the factors that led to it, and achieves its goal. Of course, it does not solve this in the form of outreach or one-sided reporting, but it does show it exactly, that is, the last days of the Sun. In contrast to his contemporaries, the author portrays Kuyun not as an ignorant, evil man whose goal is only to kill and rob, but as a man who has a definite purpose, confidence, conviction, and, more importantly, a man who is not afraid of the bitter end of his life. does.

The struggle with the Kuyun Shura government, which had devoted its life only to the struggle for the independence of the country, felt that it could not achieve its goal with the support of its compatriots Jalil and Kuyun. He is very sensitive, and the Believer, who is sent to him, knows the purpose for which the Jalils came, but he takes himself into ignorance, into ignorance. He welcomes them well. In the end, he surrenders to them.

Shukur Kholmiraev touches on a more complex, more delicate subject, which was impossible for that period, by revealing the character of the image of the Sheep in the story. Through this courage and bravery, the study of the most delicate feelings, inclinations, experiences in the heart of the protagonist with great love and great attention also testifies to the expansion of the courage and culture of writing.

"Serious, passionate reflections on the conflicting period, on human personality and freedom, gave rise to a 'subjective' image in literature, which ushered in a new wave of prose, and thus the lyrical-publicist, poetic-romantic style of prose."² Literary critic U.Normatov wrote in his book "Horizons of our prose".

As the writer Nabijon Baqi said, "The writer first tries to understand man."³ Had it not been for this approach to Kuyun and the other heroes, the work would have lost its value today. The writer's unique style never takes into account the level of the reader. This can be seen in the following conversation between the author and the literary scholar U.Normatov: "Personally, I was able to attract the reader to his taste, not to please him in any way, but to raise that taste, at least in part. I love sweaty writers".⁴

It can be said without a doubt that in his time the writer also managed to change the attitude of the reader to the national hero, albeit a little. Through the image of the rabbit, he was able to reveal in a unique style the heroes who fought valiantly for the independence of the country.

The reader gets acquainted with the image of the rabbit through the memories of the protagonist of the story, Jalil's father. But even with this brief acquaintance, the attitude towards him will definitely change.

In the process of reading the work, some places seem strange to the reader. For example, Jalil sets off in search of the Kuyun frog. He really had to look for her for a long time. However, as the writer and literary scholar R. Kochkarov said, "he takes a bold step - he separates himself from the young men and puts them in an ambush. Again, not with another guy, but with Momin, whom Jalilbek has to meet! "The writer could have taken a different approach, but he gave the idea he wanted to convey, the idea he wanted to convey, rather than increasing the volume of the work by introducing redundant characters into the story. That is why, in the words of AP Chekhov, a Russian writer, "There is a gun hanging on the wall. It must be shot during or at the end of the play. " If this is not done, the work will have no artistic value.

The author also pays extensive attention to revealing his mental state in depicting the image of the Rabbit. As our literary scholar I.Rustamova said: "The author-narrator can give a psychological image anywhere in the prose work through his speech. Through the emotional features of the protagonist's spiritual world, the author influences the reader, bringing him into this state."⁵ During the reading of the work, the mood of the protagonists of the story is so skillfully conveyed that it attracts the reader's attention. When Jalil, the protagonist of the story, meets Kuyun for the first time, Jalil swears and tries to convince him when his frog looks at the young man in disbelief. The words of the rabbit to him at this point will certainly impress the reader:

"Don't swear. I'm afraid to swear in the world, brother ... I once swore .. I'm killing so many redheads. I killed so many innocents. I set fire to so many houses. I sold so many cattle to the Afghans ... If that doesn't work, brother ... I swear I'll go down if we lose. They say back to the world. A man must die bravely, brother ... If you have done something wrong, give me an answer".⁶

The rabbit's words, full of such mental anguish, burst from his heart, showing that he was a victim of a fruitless struggle, and that he had realized that the oath he had once sworn would ruin his life. He wants young Jalil not to make the same mistake again. He urges us to refrain from using the oath for lying, in accordance with the saying of our people, "Fear not to wear, for if you swear, you will swear if you do not fulfill it." This, of course, does not go unnoticed by our hero. The life of the young Jalil, who lived with Kuyun for only one day, underwent great changes in his outlook.

Recognizing the reality, re-cooking in the cauldron of literature, raising it to the status of a story is beyond the reach of any penman. Undoubtedly, Shukur Kholmiraev has gone through such stages and is seriously working on his stories. This can be seen by reading and analyzing the story "Smile". Through Jalil's father, we have seen that in the process of a person's self-realization, he faces so many complex, confusing and delicate problems that he cannot even see with his most beloved grandson. The reader's respect for Jalil's father increases when he sees that he has judged himself, his conscience, and his faith by examining his past. The writer was able to create a kind of conflict in the work, wanting the work to be effective for the reader.

We see a conflict between the characters through the conflict between Jalil ota and the old believer. It is true that the old believer and Jalil father face such a conflict in their youth that it causes them to be hostile to each other for a lifetime. Jalil's father is young, but he understands black and white. The believer, on the other hand, took advantage of the surrender of the well-received and well-received Kuyun to him in the hands of the Soviet government, and his conscience was not troubled. Jalil, on the other hand, could not bear to see Kuyun being pushed away by the believer on the way. From the conversation here, you can learn what kind of person Momin and Jalil are. If Jalil does not violate his human conscience, the believer will not have a hard time conscientiously tying the hand of a fellow countryman and taking him to the Council, saying, "I have caught him." Because of this conflict, the two do not want to see each other, even if they greet each other in public.

In this story, Shukur Kholmiraev skillfully demonstrates the psychology of the heroes through their actions, words and gestures. This is the style of the writer.

"The storyteller must perceive reality with great sensitivity, he must see the reality of life with his whole being, and even if this truth is obscured by the details of life, he must still be able to see it clearly",⁷ said Abdullah Qahhor. It is also clear from this story that the writer was able to achieve his goal by embodying the image of national independence-national heroes, who were condemned in his time, with a positive approach to reality.

The writer also pays great attention to bringing characters to achieve his goal. In the story, her child is a boy and her son's child is a girl. However, a child like Uzbeks cannot be a child of a nation. Let her have one child, but the fact that her son also has one child may be unnatural to the reader. However, the author ignores this "shortcoming" and describes it in the light of the course of events in the story. Or in the story, Jalil mentions the father's daughter-in-law several times, but her name is not mentioned in the play. In this case, too, the author was able to cite the attitude of Uzbeks to women. That is, the names of Eastern women are never mentioned. It can be mentioned in her virginity, but she is called a "bride" when she gets married, and when she has a child, she is called by her husband the name of her eldest child. Importantly, she is Jalil's father's daughter-in-law. That is why the reader recognizes her as a bride. As the literary scholar R.Kuchkarov said, "Any superfluous character follows the superfluous details and hinders the flow of the story."⁸ Therefore, the writer avoids superfluous details and does not use unnecessary characters in the play.

As we read the story, we see that one of the writer's skills is his extensive attention to the name of the protagonist. The name of one of the heroes we see in the play is Kuyun. The rabbit used the name Mu'min to refer to a man who is quick to believe in everything, who is able to believe in everything, who does not know where he is going, and who cannot feel it deeply.

Literary scholar N.Vladimirova agreed with the opinion that "a new era in literature will appear with a new hero"⁹, and with this story, the author proved that for the first time it is possible to approach the image of a national hero, a national character. For the first time, he was able to illuminate this character in the play. He could not make the Believer, who fought for Soviet power, a national hero, but convincingly portrayed the image of Kuyun, who fought against this Council and its ideas, as a national hero. Academician I.Sultanov, agreeing with N.Vladimirova, puts forward the idea that "it begins with the perception of novelty in literature".¹⁰

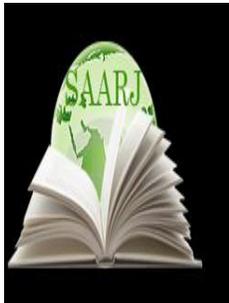
Literary scholar H.Boltaboev said, "The style of Shukur Kholmiraev's stories is unique in that he repeatedly appeals to certain characters and heroes, examines them in detail, and expresses his actions and feelings only through the words and actions of the hero." We also agree with this opinion of the scientist at this point and make some objections. Shukur Kholmiraev, not only in his stories, but also in his works of prose and drama, repeatedly refers to certain characters and heroes and examines them extensively. He will correct the mistakes he made earlier. We can see this in the story we saw above, and we can be sure of that.

In general, the writer notices events that no one notices or notices, even because of his delicate sensibility and sensitivity, and in his works he is able to convey them in a more interesting and impressive way to the reader.

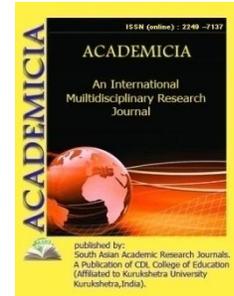
REFERENCES:

1. Boltaboev H. Prose and style.- Tashkent: Science, 1992.-P. 4.
2. Boqiy N. Find the base point! // Motherland 1994 year on September 13

3. Vladimirova N. Ideas and images in Uzbek stories. -Tashkent: Fan, 1969.-P. 30.
4. Normatov U. Horizons of our prose. -Tashkent: Literature and art, 1974.— B. 98.
5. Rustamova I. The problem of pride in Uzbek drama (70-80s). candidate of philological sciences.avtorefera.-Tashkent, 1999, -P. 13
6. Sultan I. Aziz on the threshold of speech II Uzbekistan literature and art, 1990.- December 21.
7. Kholmiraev Sh. Almonds bloom in winter. -Tashkent: Literature and art, 1986.-P.108
8. Kholmiraev Sh., Normatov U. Problems of style, artistic form // Eastern Star, 1977.-N 8.-P. 204.
9. Kuchkarov R. Interpretation of three stories./Kamalak: Literary-critical annual collection. - Tashkent: Young Guard, 1989.-P. 231.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00003.3

VOCABULARY PROBLEM IN NON-PHILOLOGICAL INSTITUTIONS

Adilova Dilorom Kadirovna*

*Teacher,
 Karshi Engineering Economic Institute,
 UZBEKISTAN
 Email id: d.adilova68@mail.ru

ABSTRACT

A strong vocabulary, both written and spoken, requires more than a dictionary. In fact, it requires an educational commitment to overcoming four obstacles: the size of the task (the number of words students need to learn is exceedingly large), the differences between spoken and written English, the limitations of information sources including dictionaries, and the complexity of word knowledge (simple memorization is not enough). Learn more about these challenges to acquiring the 2,500 words a student needs to add each year to their reading vocabulary.

KEYWORDS: *Vocabulary, Content, Oral Expression, Grammar*

INTRODUCTION

Vocabulary is an essential skill for learning to read and write, and vocabulary strategies are necessary when students are reading to learn across the core curriculum content standards (CCCS). Students use vocabulary to understand (receptive) and use (expressive) words to acquire and convey meaning. It is an important prerequisite for developing reading comprehension and oral and written expression. When a student does not have rich vocabulary he/she may struggle to gain meaning from text while reading and understand new concepts presented in oral discussions. Therefore, the following direct and indirect strategies, which have been effective in increasing students' vocabulary, should be considered when intervening with an individual student:

- ❖ Help student develop word-learning strategies that they can use with new words that have not been taught directly

- ❖ Utilize reference tools, such as dictionaries. First model its use. For example, with a dictionary, there is frequently more than one definition of a word. Therefore, an explanation of which definition applies and why, given the context of the text. Also, reviewing synonyms may assist in learning other words.
- ❖ Information about word parts to figure out the meanings of words in text.

Teach the student common prefixes and suffixes (affixes), base words, and root words, which can help the student learn the meanings of many new words. For example, if the student learns just the four most common prefixes in English (un-, re-, in-, dis-), he/she will have important clues about the meaning of about two thirds of all English words that have prefixes. Learning suffixes can be more challenging than learning prefixes. This is because some suffixes have more abstract meanings than do prefixes. For example, learning that the suffix -ness means "the state or quality of might not help students figure out the meaning of kindness. Other suffixes, however, are more helpful. For example, -less, which means "without" (hopeless, thoughtless); and -fid, which means "full of (hopeful, thoughtful).

- ❖ Use context clues to determine word meanings. Context clues are hints about the meaning of an unknown word that are provided in the words, phrases, and sentences that surround the word. Context clues include definitions, restatements, examples, or descriptions. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively.

The essential parts of most Russian nouns are the root, the suffix, and the ending. A suffix is usually a group of letters which goes at the end of a word and carries a new meaning or grammatical properties. For example, the suffix *-изм* (-ism) added to the word *капитал* (capital) turns it into an abstract noun *капитализм* (capitalism) in both Russian and English. You can get a better understanding of nouns in the Russian language by paying close attention to their suffixes.

Directly teach three types of words:

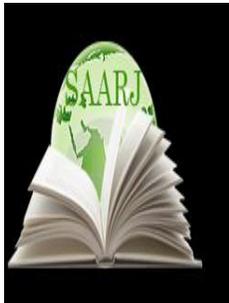
- a. Important words: words that are critical for understanding a concept or the text. Therefore, before the student reads a text, it is helpful to teach them specific words they will see in the text.
- b. Useful words: words that students are likely to see and use again and again
- c. difficult words: words with multiple meanings, idiomatic expressions

Provide multiple teaching and learning opportunities with targeted vocabulary words over an extended period of time. Words are typically learned from repeated encounters (often 8-10 exposures), rather than from a single context or encounter. Have the student listen for and find in print the words as they are used outside of the classroom-in newspapers, magazines, at museums, in television shows or movies, or the Internet.

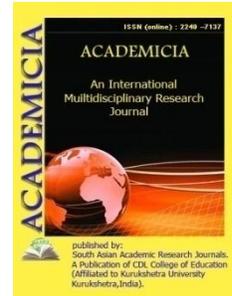
- d. Connect vocabulary instruction to reading. Discuss reading selection before, during and after reading, talking with student about new vocabulary and concepts and helping them to connect the words to their prior knowledge and background. When reading aloud, discuss the selection before, during, and after you read. Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.

REFERENCES

1. Abdurasulov Y. (2009) Turkiytillarningqiyosiy-tarixiygrammatikasi. – Tashkent: “Fan”. 260 p.
2. Adji M. (2004) Tyurkiimir: sokrovennayaistoriya. – Moscow: AST, 650 p.
3. Drevnetyurkskiyslovar. (1969) – Leningrad: Izd. “Nauka”. 800 p.
4. Dybo A.V. (2007) Lingvisticheskiyekontaktirannikhtyurkov. Leksicheskiy fond. Moskva, Izd. “Vostochnayaliteratura”, RAN. 224 p.
5. Gumilyev L.N. (2007) Etnogenez y biosphere zemli. – M.: AST, 556 p.
6. Kuldashv A.M. (2020) Tilshunoslikdatarixiyliktamoyili. Tashkent, Fan. 300 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00004.5

THE ROLE OF DEBATE IN SPEAKING SKILL

Shadmanova Nigora Ergashevna* ; Rakhimova Dilrabo Pulatovna**

*Russian Teacher,
 Karshi Engineering Economic Institute,
 UZBEKISTAN

**Russian Teacher,
 Karshi Engineering Economic Institute,
 UZBEKISTAN

Email id: d.rahimova 971@mail.ru

ABSTRACT

In this article I want to highlight that Russian teacher should take advantage of debate during Russian classes. It should be demonstrated by the certain rules and guidelines which can lead to a rational and well-structured debate. Typically, in debate there are two debates are presented the topic that they will discuss. According to the chosen topic each team should prepare an argument. After indicating guidelines of debate, it is reasonable to conclude that, debate helps students to achieve self-esteem to express their own opinion in the group. In addition, debate improves critical thinking of the students.

KEYWORDS: *Typically, well-structured, self-esteem*

INTRODUCTION

Speaking skill is an interactive process in oral mode. It is more complicated because it demands receiving and sending information simultaneously. While teaching speaking aspect teacher should take into account different types of techniques and methods to improve it. Conducting lessons with the help of debates is one of the fruitful way that can help students to develop oral speech. In this article I will focus on the importance of debate in speaking aspect.

Debate is a discussion or contest in which people state opposing opinions about a presented topic. Before coming to one concluding idea, rebuttals are often occurred between teams. But debating doesn't mean just standing up and saying the first thing what comes into your mind. It should be demonstrated by the certain rules and guidelines which can lead to a rational and well-

structured debate. Typically, in debate there are two debates are presented the topic that they will discuss. According to the chosen topic each team should prepare an argument. Here the topic should be controversial issue that make speakers think from different points of view. One team must debate the "affirmative" stance and the other must debate the "negative" stance. The team that agrees with the topic is called the affirmative, while the team that disagrees is called the negative. Speakers from two teams present their arguments one by one: affirmative, negative, affirmative, negative and so on.

The procedure of debating

1. Define the topic. Make sure that you understand what is mentioned in the topic. For example, "studying grammar is more important than practicing conversation skills"

2. Write your argument according to the designated time limit. After introducing the topic, speakers should present a main argument. If you say: "conversation skills can be achieved without grammar rules". In this case, be ready to support your argument with claim and evidence. When the speaker supports argument with the facts, she/he should use historical resources relevant to the topic to prove his/her argument. Avoid using evidences from your real life. It is not considered reliable fact.

ARGUMENT-CLAIM-FACT (EVIDENCE) "In order to speak correctly one should learn grammar", (argument) "Because grammar gives us set of rules to make up well organized sentences", (claim)

"In fact, Dr. Benson did research work and came to conclusion that learners who practiced oral speech without knowing grammar couldn't express their ideas accurately", (evidence)

3. Present your argument. While demonstrating argument speaker should speak clearly and loudly. During presenting, speaker should keep eye contact with opponents and judge. Speech should be explored in seven minutes. Otherwise, speaker loses points.

4. Refute or rebuttal. While debating it is always possible to rebut. Debate strategy First affirmative,

- Introduce the topic and present the team's main position
- Briefly, tell what each affirmative speaker will talk about
- Present argument

Second negative

- Accept or reject the definition
- Briefly, tell what each negative speaker will talk about
- Offer rebuttal to the points mentioned by first affirmative Second affirmative
- Confirm the affirmative's position
- Offer a rebuttal to the points presented by the first negative
- Demonstrate the second affirmative argument Second negative
- Reaffirm the negatives line

- Offer a refutation a few points presented by the second negatives argument Third affirmative
- Confirm the affirmative's main line
- Offer a rebuttal negative's arguments

Conclude debate for the affirmative team

Third negative

Confirm the negatives main attitude

- Offer a rebuttal any of remaining affirmatives arguments
- Offer a summary of the negatives case
- Conclude debate for the negative team

The last speaker from each team is expected to sum up his/her argument. So that they will not add additional information. Assessment:

- Matter. It means evidences and facts that the speaker used to support his/her claim.
- Manner: eye-contact, voice

Body language. How well could the speaker use his/her body to emphasize arguments.

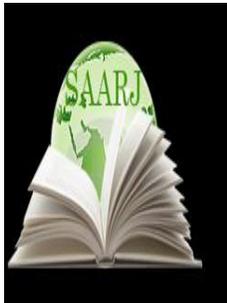
- Method: How well could the speaker work in groups?

Could every speaker demonstrate his/her argument appropriately?

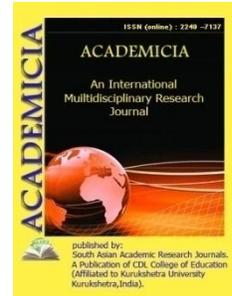
After indicating guidelines of debate, it is reasonable to conclude that, debate helps students to achieve self-esteem to express their own opinion in the group. In addition, debate improves critical thinking of the students. Debate skills help to develop learners' vocabulary and improve the fluency of the Russian language. In this article I want to highlight that Russian teacher should take advantage of debate during Russian classes.

REFERENCE

1. Knittlova D. (2005) Translation Theory and Practice. – Olomouc: Palacky University Press, p.153
2. Munday Jeremy (2001) Introducing Translation Studies—Theories and applications. London and New York: Routledge, p.47-48
3. Postnote (2006, Number 258) Parliamentary office of Science and Technology, The National DNA Database, p. 1-4
4. Pozzi Mariá.(2001) Terminology today. In Terminology, LSP and Translation. Studies in language engineering in honour of Juan C. Sager, ed. by Somers, Harold, 2001. – p.15-33



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00005.7

COOPERATIVE LEARNING STRATEGY

Usmanova Umidakhan Abdukarimovna*

*Russian Teacher,
 Karshi Engineering Economic Institute,
 UZBEKISTAN

Email id: u.usmonova74@mail.ru

ABSTRACT

One of the most tried and tested methods of language teaching is cooperative teaching. In doing so, students are able to see their participation in social life examples and thereby develop language skills. The following article discusses strategies for cooperative learning of the Russian language.

KEYWORDS: *Strategy, Activity, Research, Groups, Self-Confidence*

INTRODUCTION

Cooperative learning is something that gives students ownership over curriculum, and alleviates the workload on the teacher during the actual class period. However, it takes a lot of preparation before the students enter the room. In my classroom, I always make sure to give students a clear set of expectations regarding it. I let them know what they should be doing during their cooperative learning activity, and tell them what the intended outcome should be. I assign roles to each student, such as group leader, recorder, reporter, and time keeper, also post directions for the activity so that everyone can see them, go over the rules prior to letting the students get into groups, and keep the rules, expectations visible for the duration of the entire activity. This alleviates a lot of confusion and keeps downtime to a minimum.

One activity that has always been fun for students, and has kept them engaged, is cooperative research groups. Students are assigned a topic that they become experts on, and I do the background research to provide resources for students. The groups then have a specific amount of time, ranging anywhere from one to four class periods, to read the sources and gather information that can be used in a class presentation. Sometimes the presentations are made as posters. Students can then walk around and "visit" as if they were in a museum. There is also the

option of having groups make presentations as well. This allows students the opportunity to take on the role of the teacher.

The most important way to make cooperative learning work in any classroom is by establishing a sense of respect and safety early on in the school year. I would start the year off with the idea of community, and would sometimes purposely make mistakes that I would allow students to correct so that they understood that education can come from many sources. The opportunity to teach the teacher allows students to build self-confidence and to see themselves as valuable members of a learning community, and not just children in a classroom.

The technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not supposed to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and/ learning from each other. Cooperative groups work because there are many ways to break students into groups that allow them personally catered lessons on their level.

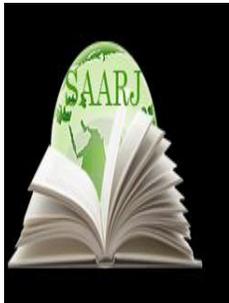
Placing students in cooperative groups or using peer coaching is especially helpful in Russian classroom where students are or can be at mixed levels of learning Russian. When this is the case it is best to place them in groups that are chosen by the teacher in a manner that places higher level students with lower level ones. In this way the higher-level student is learning, practicing, and perfecting techniques through teaching; and the lower level student is acquiring new knowledge and receiving help from a peer. This can also be used to place higher level; students together to work on an assignment while the lower level students stay with the teacher to learn new information. In this way the teacher is able is optimize learning by provide new information to both levels without actually having to make one or the other sit through information that is either below or above their learning level.

The learning outcome of this strategy is that students are able to take in more information at one time while developing relationships and community amongst themselves. Additionally, by using this technique students will learn from each other. Many times, youths are more prone to hear out their peers over adults. Naturally, this caters to those thoughts and allows students to take in the needed knowledge, but in a way that is more entertaining. Working in groups also provides the teacher with many new lesson options to keep the classroom engaging and motivating.

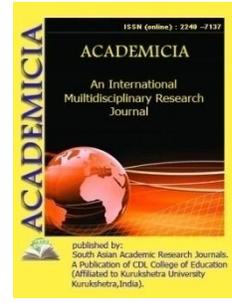
REFERENCE

1. Brown, H.D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall Regents. Beijing: Foreign Language Teaching and Research Press, 2001.
2. Crandall, J. (1999). Cooperative language learning and affective factors. In Arnold, J (Eds.) *Affect in Language Learning*. Cambridge University Press. Beijing: Foreign language Teaching and Research Press, 2000.
3. Ellis, R. (Eds.).(1999). *Learning a Second Language through Interaction*. Amsterdam /Philadelphia: John Benjamin publishing company
4. Hedge, T (2000) *Teaching and Learning in the Language Classroom*. Oxford: OUP. Shanghai: Shanghai Foreign Language Education Press.

5. Johnson, D.W., & Johnson, R.T. (1991). Learning Together and Alone: Cooperative, Competitive, and Individualistic (3rd Edition). Englewood Cliffs, NJ: Prentice Hall.
6. Johnson, D.W., & Johnson, R.T. Cooperative Learning Center. <http://www.co-operation.org/> (accessed 20/10/2009)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00006.9

IMPROVING SPEAKING SKILL IN A FOREIGN LANGUAGE

Yarmatova Mehriniso Azamatovna*; Turayeva Shohida Egamberdiyevna**

*Russian Teacher,
 Karshi Engineering Economic Institute,
 UZBEKISTAN

**Russian Teacher,
 Karshi Engineering Economic Institute,
 UZBEKISTAN

ABSTRACT

According to theory, language learners improve and progress along a natural order when they receive consistent second language input that is one step beyond their current stage of linguistic competence (Krashen, 1981). Thus, in order to advance second language competence in students, S/FL teachers should maximize teacher use of the target language in the classroom and provide ample opportunities for students to speak and listen to the others exclusively in the target language. However, affective barriers to oral language production such as public performance anxiety and authentic self-representation can cause impediments which complicate the language learning process.

KEYWORDS: *Language Competence, Native Speakers, Communication, Fluency*

INTRODUCTION

Research indicates performance anxiety is negatively related to language performance and MacIntyre (1999) claims that performance anxiety is one of the strongest predictors of S/FL learning success. Furthermore, Woodrow (2006) found that students experienced the most stress when having to give face-to-face oral presentations with the instructor. She found that the major stressors reported by the subjects were performing in front of class and talking to native speakers, noting that it was imperative for teachers to consider assessing oral language ability both in and outside the classroom.

If you want to learn something, then you have to do it. You cannot learn a car by reading a book, you have to drive it yourself. Similarly, you cannot become a master of great speaking ability in

English just by reading something, you have to practice it consistently. Speak in English whenever and wherever you get a chance. Try to indulge in conversation with parents and friends in English. Confidence is something that comes by practice. Many cases our weaknesses are hidden by our confidence. Try to speak with confidence in English. It conveys the idea that you are very much familiar with the topic and can converse easily on it. Small fumbling in words are usually ignored in this case by the listener. The driving factor is our confidence. It's equivalent to saying that *"Believe in yourself, if you want others to believe in you"*.

Fluency and accuracy are the reverse of each other. It is like driving a car, the faster you drive, the more is the chance of an accident. Similarly, if you think and then speak, then you would be more accurate and avoid accidents. On the other-hand speaking fluently demands a very high free flow of ideas in your mind, and chances are high that you can fumble in between. Good fluency comes by practice. Try to be fluent while maintaining accuracy. If you feel that accuracy is getting compromised, then start speaking a bit slowly.

Dictionary is your best companion, always keep one in your pocket. Whenever you encounter any new word, just make a note of it. Moreover, the dictionary contains the phonemes before the meaning of the word, these phonemes are the way to pronounce the word correctly. This will help in getting the right pronunciation as well as meaning of words. It is an immense boost to your vocabulary also. In communication, choice of correct words is essential. If you want to express some idea, then choosing limited right words can convey the meaning much more effectively. Many cases people use too many words and sentences to describe even a small topic. This is not a good practice. Try to speak correctly and to the point. This makes a great impression on the listener, and he can understand the information in much less words. Many sentences can often lead to confusion.

Can a child learn to walk without falling? And if the child is afraid of falling, then can he ever learn to walk? The point is clear that you cannot learn something without making mistakes. Learn from a child, he falls so many times, but every-time he gets up and starts again. This is called true dedication. We all have it, since we all had learned to walk the same way. So where is this dedication right now? Gather your courage, don't be afraid to make mistakes. Learn from your mistakes and improve yourself. Talking to yourself is one of the most effective way of improving spoken English. This is one exercise that I still do today. There are many advantages of this. First you do not need anyone to talk, so no issues of anyone laughing at your mistakes. Second you can practice at any time as per your comfort. I talk a lot at night, as I discuss my thoughts with myself in English. Third is that you start to think in English, this is the most important advantage of this activity. When we think in English, then we are able to communicate better since we need not translate it to our native languages every-time. Try to make a sentence from any word that you find as new or difficult. This helps in better remembering the word. When you make a sentence, then actually your brain works to think over the meaning of that word and how it fits into a sentence. You also get accustomed to using new words into sentences.

Now this one is an interesting tip to improve spoken English. It requires you to record your voice using any tape recorder or even a mobile, and then listen to it again. When first time I tried this activity, I was shocked, I never knew that I sound so unclear. This is like a feedback to you, so as to judge your voice yourself. It's like a closed loop system, where you give the output, take some

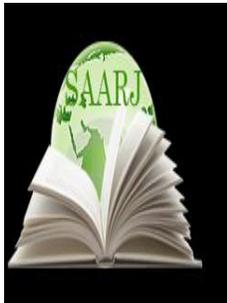
part of it back and use that feedback to correct yourself for further output. A very effective way to analyze yourself from time to time.

Using same words again and again makes the listener think that you don't have a good vocabulary and that you are not good in spoken skills. Try to vary words among sentences. This helps to keep the listener involved and interested. I hope you all must be having televisions in your home. Just have a look at the news channel when they show the flashy "Breaking News". There they repeat the same news for more than an hour showing the same video clipping, but always use different words to express the opinion. This variation of words is the key factor which involves the listener.

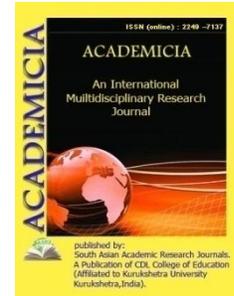
A communication is always two sided. If you are giving a seminar or presentation or even talking to someone, keep asking small questions to them. This ensures that they are paying attention to what you are saying, secondly this also insures that they are interested in your speech or not. The listeners are automatically involved in the communication process and the session becomes lively. If you want to be a good speaker then listening is very important. Have you ever thought that why is it that all people who are deaf by birth are also dumb, though the reverse is not true. It is simply because if a person is deaf by birth, then he has not listened to any voice since he was born. Ultimately his brain did not know what sound is, and is therefore unable to speak. For speaking we must be aware of the correct sounds, phonemes and pronunciation of words. Being a good listener helps us to attain this. It has many other advantages like, it encourages the other person to converse more. It is also a sign that you are interested in what the other person is saying.

REFERENCE

1. Lingvisticheskiyentsyklopedicheskiyslovar (LES). (1990) – Moskva, Izd. "SovetskayaEntsiklopediya". -650 p.
2. Müsse L. (2008) "VarvarskiyenashestviyanaYevropu: Germanskiynatisk." – Yevrazia, Sankt-Peterburg. - 400 p.
3. O'zbekcha-Ruscha lughat. (1959) Toshkent, Uzdavnashr. 590 p.
4. Smirnitskiy A.I. (1940) Khrestomatiya po istoriiangliyskogoyazyka. Moskva, Inostrannaya literature. 350 p.
5. Terentyev V.A. (1990) Drevneyschiyetyurkskiyezaimstvovaniya v yazikahYevropy. – V: SovetskayaTyurkologiya. - v. 4, pp 39-74.
6. Zhirmunsky V.M. (1960) Nemetskayadialektologia. Moscow, "Nauka". 680 p. (German Dialectology)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00064.1

BENEFITS OF THE ACTUAL PROCESS OF TEACHING ENGLISH

Aminova Zebo Pulatovna*

*Associate Professor
 English, Karshi Engineering Economic Institute,
 UZBEKISTAN

ABSTRACT

Language learning takes place through the steps of observing texts, formulating questions, collecting data, analyzing data (and drawing conclusions), communicating findings, and creating texts. It is believed that such steps effectively facilitate students to attain knowledge about language, communication skills, and attitudes. Currently teachers have different views regarding the typical language learning activities, learning objectives of each of the steps, the roles of the teachers, and the classroom step. This paper briefly proposes the benefits of the actual process of teaching English, learning activities and objectives, the teacher's roles.

KEYWORDS: *TEFL Teaching, Language Learning Activities, Effective Communication.*

INTRODUCTION

All TEFL teachers abroad are culture enthusiasts who want to get to know a new country in a way that you never will unless you work there. But what are the benefits of the actual process of teaching English? How can teaching help you become a better translator, indeed a better user of your own language? Seeing the language through the eyes of a foreigner is a fantastic learning experience. Suddenly you find that all those words that you take for granted need explaining. When should you say hi and when should it be hello? What is paradise? What's a shudder? The teacher has a number of resources available for explaining vocabulary- mime, drawings even translation and the dictionary in lower-level classes- but perhaps the most important skill is the constant ability to explain and paraphrase in English. Because for the translator, having good French, Russian, German etc, is one thing, but if it isn't coupled with very good English the translations will never be of the highest possible standard.

MAIN BODY

And of course, it isn't only the meaning that's important. The student needs to know when to use the word. Collocation is just as important, if not more so, than meaning. Dictionaries are often excellent at giving meaning, but many (not all) fall short when it comes to telling you when to use the word. This is then the teacher's job. Take the phrasal verb 'fall out'. The average TEFL teacher could give the definition 'to have an argument'. The good TEFL teacher could give a sentence to contextualize this, for example, 'He fell out with his sister because she wouldn't give him the ball'. The excellent TEFL teacher however, would give several sentences to explain the verb, as well as saying that it is normally used to talk about children or couples, not so much to talk about business, and that it normally implies a period in which the people will not be speaking to one another.

They may also give the colloquial noun phrase 'a falling-out' and explain that this phrasal verb is not used in American English. And still not have even touched on register. The ability to do this, not only when they have prepared the lesson at home for three hours and know the vocabulary inside-out, but also when a student asks them for a specific piece of random vocabulary, perhaps one that they have come across in their own work, is crucial to the TEFL teacher, and is an extremely useful skill for the translator also.

Grammar is probably the area that most new native TEFL teachers find difficult, simply because they have never learnt English grammar. Whilst they are able to explain the French conjugation system or the Spanish imperfect subjunctive, because they learnt to do this from scratch at school, they cannot do the same for their own language, and this is true for translators too.

Could you explain when the present perfect is used? What is the difference between "I am playing football on Saturday" and "I will play football on Saturday?" When do we use 'for' and when is it 'since'? And what does 'during' mean? Whilst as a native speaker you may use all of these forms correctly, as a TEFL teacher you learn exactly why you say what you say. And you iron out the mistakes, often due to dialect, in your own use of the language. Until I became a teacher, I had never questioned the phrase 'I was sat there' used by myself, my family, and indeed everybody I know. In fact, it is of course grammatically impossible, and should use the past continuous, 'I was sitting there'.

TEFL teachers, like translators and interpreters, often complain of a certain amount of contamination of the target language. Translators find that false collocations, even invented words, seem normal, a situation which is worsened when they spend a long period away from their native country. Teachers find also those mistakes that are commonly made by students start to sound normal, and that they start to question their own use of the words. Both must make sure that they continue to have contact with natural, correct English, in order to retain their own English skills.

CONCLUSION

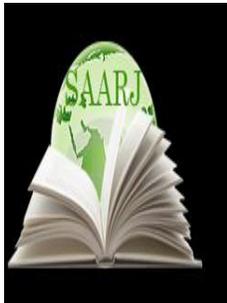
The knowledge of English gained by teaching English as a foreign language perfects the translator's work, allowing them more freedom, flexibility and confidence in the language. Seeing the language through a learner's eyes is a precious experience for the translator, and one that is already enjoyed by many. Vocabulary and grammar can be learned in books, alone at

home, but it is the student who really forces the teacher to constantly question their opinions, their use of language, and their choice of words.

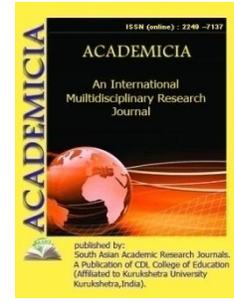
A period of TEFL teaching, whether at home or abroad is a fantastic opportunity for the translator to improve their use of English, which, although it is sometimes forgotten, is possibly the most important skill of the translator, and the one to which, sadly, we often pay far too little attention.

REFERENCES

1. Chiesa D.L.; Azizov U., *Reconceptualizing Language Teaching: An in Service Teacher Education Course in Uzbekistan*, Baktria press, Tashkent – 2019
2. Trosborg A., “Pragmatics Across Languages and Cultures” De Gruyter Mouton, 2010
3. Sysoev P.V. “The Concept of Socio-cultural Competence and Its Role in Education of Foreign Language” 2000.
4. Taguchi N. “Pragmatic Competence” Walter de Gruyter, 2009
5. Knittlova D. (2005) *Translation Theory and Practice*. – Olomouc: Palacky University Press, p.153
6. Munday Jeremy (2001) *Introducing Translation Studies–Theories and applications*. London and New York: Routledge



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00065.3

A STUDY OF IONESCO'S HUNGER AND THIRST

Dr. Anum Mirza*

*Women Welfare Officer,
 Under Ministry of Women & Child Development,
 Govt. of INDIA

Email id: mirza.anum123@gmail.com

ABSTRACT

*Life is a constant struggle between the self and its surroundings, between the material and spiritual planes. The plays of Ionesco are packed with the burlesque and grotesque; the empty chairs in the play *The Chairs*; the coffee cups in the *Victims of Duty*, the pieces of furniture in *The New Tenant* or the eggs in *The Future* are some of the examples of the comedy of proliferation of Ionesco. Ionesco evolved his own subtle dramatic language with a mission to deform it; the normal speech is replaced by incongruous banalities. His plays are performed as pure pantomime. For instance, his play *Exit the King* was written in the form of a ballet in the beginning. Ionesco's plays reveal a strong cinematic influence. Ionesco's anti plays are written to explore the identity of the individuals who are confronted with the baffling metaphysical problems of existence. This paper is going to be an intense study of Ionesco's *Victims of Duty* that gives an overall idea that the protagonist of the play is suffering not because of outer world but because he is in conflict within his own self.*

KEYWORDS: *Absurd, Fear, Confusion, Neurosis, Depression*

INTRODUCTION

The plot of the play *Hunger and Thirst* reveals that Ionesco wrote the comedies of anguish; "tragic farces" to dramatize his own fears of death and terror of the futility of life and the harsh universe. He has reached the total decomposition of the stage and created the irrational theatre of which he dreamt. It is anti-theatre where action becomes lost in words and the show vanishes into flights of carnival laughter. Ionesco commented thus about the redemptive power of humor: "Humor is the only opportunity we have of detaching ourselves from our tragi-comic human condition or the sickness of living; assuming of course it has been recognized, assimilated and

experienced” (*Notes and Counter Notes* 143). Ionesco’s world is no longer a mirror for the individual, but a hostile force perpetually threatening the individual of death, fears and terror of the future. The world in which Mr. Smith and Mrs. Smith Choubert and Amedee live is empty, evanescent, without reality, a void that menaces the individual with engulfment. The multiple layers of reality and falsehood that the theatre plays upon coincides with his belief that there is no clear distinction between reality and fantasy, between the marvelous and the ordinary place. In the plot of *Victims of Duty*, Choubert leaves his place and goes to the bottom in search of an unknown stranger Mallot and experiences the nature of heaven and hell. But in *Hunger and Thirst* Jean explores his inner world because he is a psychic case. Choubert comes back from the journey and gives an account what he has seen and experienced to his wife Madeleine. The plot of this drama examines the psychological mechanisms which lie behind Jean’s hunger and thirst. The play also examines the game of hide and seek between Mari-Madeleine, Jean and Martha. On the surface level it is a family drama but Ionesco has used all the tools of Freudian and Jungian psychoanalytical theories to depict the sick and nihilistic character of Jean. His hunger and thirst is limitless and he is never happy and satisfied. Madeleine rightly judges his cynical character and remarks in the beginning of the drama: “You used to complain there too! You said there was too much space. If it is no agoraphobia, it’s claustrophobia!” (Ionesco, *Hunger and Thirst* 9). The plot of the drama is cyclical; enclosure, space, enclosure and all the sections reveal the moral disorder of the world and chaos in the life of Jean. In each section the moods change and Jean is presented trapped in different kinds of confinement. In the first Act Jean is tied with the family and interesting thing about him is his contempt for everything. He is typical anti-hero of Ionesco struggling in vain leading a futile and meaningless existence. In the Second Act Jean is dependent on other persons and in the symbol of the wall is presented to highlight the emptiness of his life. Jean talks of his nightmare as he is always fear-ridden. Ionesco gives the imagery of “mud” to depict his nostalgia; fears and psychological traumas. “I often woke up in the morning choking up with fear. Because I’ve been dreaming of some ghastly house half sunk in the ground, half under water, oozing with mud” (10). The symbols of “mud and water and half sinking” are heavy symbolizing confinement of Jean. Marie-Madeleine and their daughter Martha return their old damp and dingy apartment. For Jean home is a heel; a place where he has nightmares. Jean is fear-ridden and depressed.

Jean struggles to get away from the oppressive and claustrophobic state of mind as he longs for “space and light”. Jean is weary of life and feels hellish experience; he struggles to know the mystery of the metaphysical world but he is destined to live with unanswered questions: “The moment I let my mind wander, you take advantage. Sometimes it happens that I forget and think of other things. You can't hold everything in your mind all at the same time. The brain has its limits” (10). Ionesco has portrayed the character of a distracted individual lost in the world. All the games and tricks of life end in despair and anguish. His quest for identity leads him nowhere as he is destined to suffer alienation. He fails to resolve the riddle of life as he says: “JEAN: It's when I've got it, I want to get rid of it. When I haven't got it, I've got to have it. You've got to have it before you can get rid of it” (13). Lamont observes that the characters of Ionesco represents a shadow of his plight: “In Romania I remember how everyone around me converted to fascism, till it seemed to me that I was the only one left in the world” (Lamont, *The Hero In spite of Himself* 73).

Jean has a pessimistic and nihilistic view of life like the protagonists of Beckett. He is spiritually bankrupt and is sick of life and its existence. He lives with void and curses his fate: "Darkness and gloom for us! And all I long for is the dawn!" (12). The dream sequence is very powerful in *Victims of Duty*, in *Hunger and Thirst* also Ionesco introduces the dream elements because he believes that in the world of dream all pains and anguish can be forgotten. Jean wishes for a lovely house situated at the top of a hill where he can enjoy cool air and soothing rest far away from the madding crowd. A house perched high up on a mountain above a river is not just a symbol of freedom. Given that the sunken room is tomb-like, a house in the sky signifies freedom from the fear of death. Jean knows that dreams are false and deceptive but he is bound to dream and suffer as he confesses: "There always is. I only live in the hope something fantastic will turn up" (13).

In the first episode of the drama, Ionesco highlights the futility of the quest for identity of Jean. He is restless and the futile struggle is depicted through walls and the fun and games of Jean and Aunt Adelaide and Marie-Madeleine. Jean looks at the walls and broods over the patches of the walls and takes a nihilistic view quite antithetical to Madeleine's romantic view: "To me they look like bleeding carcasses, heads bowed in sorrow, frightened people dying, mutilated bodies, with no head, no arms, fabulous monsters, prostrate, in pain, gasping for breath ..." (15).

The Second section of the drama excites great interest with the entry of Jean's aunt Adelaide. "She is dressed in long veils, which give her the look of a great lady in decline" (16). Jean doesn't like her visit. He is jealous of her name and fame as she says: "You hate me because I'm famous" (16). She opens the bag full of medals and decorations and the real games of fun begin to play. She tells Jean that she has been a good writer and is always in contact with the Heads of the States:

I write the true biographies of famous men. Heads of state. I know them personally. They've explained everything to me and I'm the *only* one who knows their secrets. I make out reports on scientific subjects. (20)

Jean has no confusion about the game of his aunt as he says: "Sometimes she knows she is playing part. And times she tells the truth" (21). Jean grills her on so many issues and interrogates her about fire of her flat and about her hospitalization. "You set our house on fire. Set light to the drawing rooms curtains" (21). Adelaide replies that her neighbor is jealous of her and she "did to spite her". She goes on telling lies and uses all strategies to outwit Jean. She confidently remarks that she never visited in any hospital: "I was not in the hospital" (22). Adelaide is taken as a ghost by Jean but Adelaide uses games of drama to prove that she is not a ghost:

You're both making a mistake. I'm not a ghost. Look! I move, I speak, I can talk, I have arms, I have legs, I can walk. Anywhere I choose. I have a beautiful bosom, in spite of my years. (23)

Marie immediately tries to control the situation and changes the subject to placate Adelaide who has grown aggressive and even violent. Ionesco presents a play-within a play crystallizing Jean's dilemmas. Adelaide performs another act of the game show as she cuts her head and forces Jean to check the blood. The miracle happens as the blood of Adelaide appears artificial. Jean is bewildered to experience this as she cries out in amazement: "It's not real blood. It's not liquid. And then it's too dark to be blood. It's like jelly. Gelatine l Sticky l And it doesn't stain! [*He*

looks at his hand" (23). Jean is sure that Aunt Adelaide is a supernatural apparition playing the tricks on him with an intention to terrorize him.

As the play progresses there is an awareness in Jean. He expresses his desire to launch his quest to explore the mysteries of the universe. He broods over the idea of Marie that the joy of the integrated self is possible only with the change of attitude towards himself. He has to re-work again and he must not be deceived by the appearances. He has to be strong to overpower the melancholy and depression that is stifling his mind. He must learn the tricks of the game to come out of the abyss of darkness. Jean expresses his inner feelings thus:

Jean: I won't be frightened! No, I'll never be scared again! I don't care who comes to haunt me in this subterranean slum. I'm not afraid of these eccentricities any more! I know who send sends them, Marie-Madeleine, I know! They won't catch me, never again, they've lost their power over me. They'd like me to be bitten by remorse, crippled by repentance; they want pity to draw blood from my heart. I know their game and I'm not playing any more. (27)

In the second section of the play Jean decides to explore the universe and begins his quest with the support of his wife who expresses her deep love for him: "Even if you go to the end of the world, even if you think you are alone, I am and shall be with you" (29). Jean is terrified of growing old and fears his own death. The knowledge that he is going to die paralyzes him and fatigues him. He mentions being "stuck in the mud" (129), connecting to the idea that mud is representation of anxiety and fear. He is firm in this part of the drama and insists that he is "meant for something better" (29). Jean expresses a desire for a place where death is forbidden, and decides that the fresh air will make him young again. His denial of his own death and attempt to convince himself he can decide not to die reminds the reader of Berenger's similar delusion in *Exit the King*.

Jean: I must have mountain air, somewhere like Switzerland, a hygienic country where nobody dies. A land where the law forbids you to die. When you enter that land, you must make a declaration. A promise not to die. You have to sign it. Death is not allowed. (29)

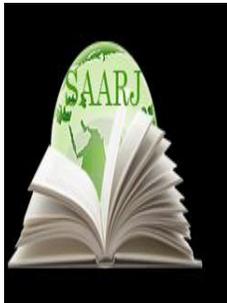
To conclude, the play *Hunger and Thirst* is a new experiment in the absurd theatre. Ionesco introduces new anti-theatrical devices to depict the anguish of the modern man afflicted with the psychological ailments such as neurosis; nostalgia; depression and alienation. The quest of Jean ends in despair because the protagonist is the victim of his inner weakness of mind; he fails to understand that the time has changed and the real happiness lies in understanding the inner soul. His false illusions; fears and fantasies are the source of his anguish.

WORKS CITED

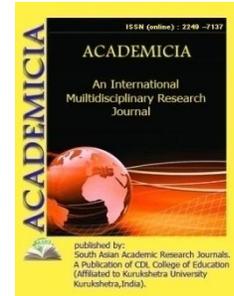
Ionesco, Eugène. *Notes & Counter Notes*. Grove Press, Inc., 1964.

---. "Hunger and Thirst." *Hunger and Thirst, and Other Plays*. Grove, 1969.

Lamont, R. C. "The Hero in Spite of Himself." *Yale French Studies* 29: 27 Jan 2006. JSTOR <www.jstor.org>.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00066.5

WAYS TO INCREASE THE OPENNESS OF THE BUDGET OF THE REPUBLIC OF UZBEKISTAN

Adashov Gayrat Rustamovich*

*Independent Researcher,
 Tashkent Financial Institute,
 UZBEKISTAN
 Email id: g.adashov@ofb.uz

ABSTRACT

This article discusses the concepts of the budget and the budget cycle, reveals the essence of budget openness, mechanisms and principles for studying budget openness used by various international organizations, and offers suggestions for increasing budget transparency in the Republic of Uzbekistan.

KEYWORDS: *Budget, Plan, Budgeting, Planning, Budget Execution, Budget Legislation, Participatory Budget, Budget For Citizens, Open Budget, Budget Cycle.*

INTRODUCTION

In the conditions of limited resources of the state, transparency of public finances, in particular the budget, both at the republican and local levels, is becoming important. Local budgets, like the republican budget, are instruments with the help of which the functions of the state are implemented, the entire economy is regulated.

The advancement of Uzbekistan along the path of market reforms confirms the growing role of the budget as a necessary instrument of state influence on the socio-economic process.

LITERATURE REVIEW

There are various definitions of the concept of “budget” in the literature. If earlier this concept meant any plan of income and expenses of an enterprise, institution, organization or individual (in monetary terms) for a certain period¹, now the concepts of “plan” and “budget” have become different. So, in the modern economic dictionary the concept of “budget” is given the following interpretation: “officially valid, recognized and accepted list, table, statement of income and expenses of an economic entity for a certain period, usually a year”².

Each author defines this concept in his own way, Professor Sheremet A.D. believes that "a budget is a financial document created before the proposed actions are carried out." Scientists R. Gleich and P. Horvat define a budget as "a plan formulated in monetary terms, which, with a certain degree of commitment, is assigned to a structural unit with the authority to make decisions for a certain time period".³

A similar situation occurs with the concept of "budgeting", which is interpreted differently by each of the authors. Budgeting is understood as "a kind of short-term financial planning involving the construction of a hierarchical system of budgets of a business entity" (E.N. Vyborova)⁴, "a system of coordinated management of business units in a dynamically changing, diversified business" (V.N.Samochkin, E.N. Logacheva, Y.B. Pronin⁵) and others.

If earlier the budget was not a separate discipline and belonged to the public finance management system, then in the 70s-80s of the XX century this concept moved into the framework of the science of "financial management", where the principles of financial planning were also applied and only later were own methods developed. determining budget planning, its further execution and control⁶.

Based on all the definitions, the following budget features are identified⁷:

1. Developed in specific cost and quantity indicators.
2. All budget indicators are interconnected.
3. Fully consistent with the strategic plan.
4. Each indicator is tied to a specific task.
5. Metrics are based on tactical goals.
6. A responsible person is attached to each indicator.
7. Possible identification of indicators by means of accounting.

To determine the degree of budget openness in a global aspect, principles that are universal for all countries, developed by various organizations, are applied. These publications include:

- Lima Declaration of Guiding Principles on Auditing by the International Organization of Supreme Audit Institutions;
- International Monetary Fund's Code of Good Practice on Fiscal Transparency;
- The Public Spending and Financial Accountability Initiative (World Bank);
- The Global Fiscal Transparency Initiative.
- There are also seven participatory mechanisms under the Open Budget Survey (OBS) being explored:
- *Mechanisms on the part of the executive body*, implemented by the Ministry of Finance or central coordinating institutions of the central government, during the development of the budget and oversight of budget execution, as well as presentations by line ministries to the public at both stages;
- *Legislative mechanisms* during the period of budget approval and review of the audit report;

- *Mechanisms of supervisory bodies* defining the audit program and the course of audits.

Analysis and results. Thus, the modern world requires openness of public administration processes. The key point is determined by the principle of openness of the budget for citizens. It is this principle of budget management that is the determining link in the system of openness of government bodies.

In order to create the most "open" budget legislation, it is necessary, first of all, to increase its accessibility not only for the world community, but also for various segments of the population living in the country. This is achieved through a variety of publications that comprehensively reflect the planning, execution, analysis and audit of budget execution.

In Uzbekistan, to ensure transparency of the state budget, a legislative framework is being created, in which, in addition to the Budget Code adopted by the Law of the Republic of Uzbekistan No. 360 dated December 26, 2013, the main acts regulating legislation in this area include the Law on the State Budget (published on an annual basis), The Strategy for improving the public finance management system for 2020-2024, approved by the Resolution of the Cabinet of Ministers No. 506 of 24.08 2020.

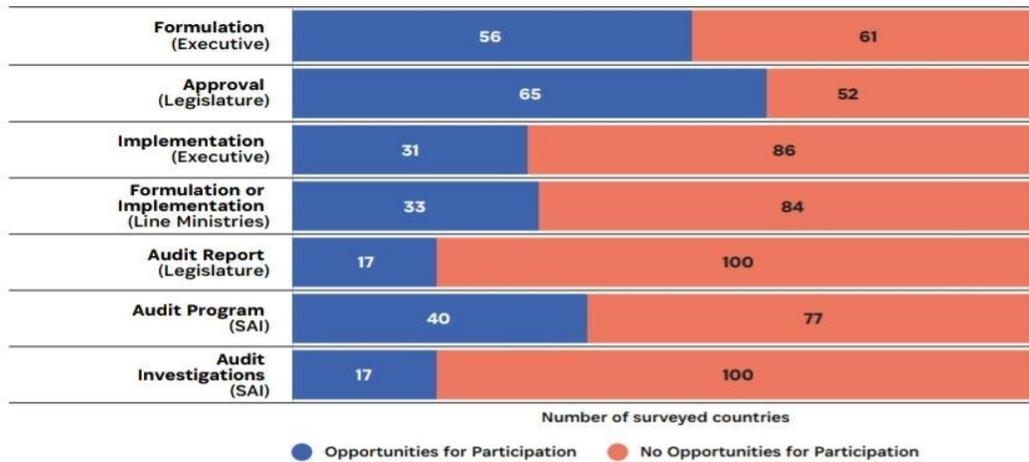
In addition, there are other publications and acts in the country, thanks to which you can get acquainted with the stages of budget development, these include:

- reports on budget execution;
- conclusion of an external audit;
- budget message;
- results of the participatory budget;
- publication of an information publication "budget for citizens";

It is also important that there is a website dedicated to the disclosure of various kinds of information about the budget of the republic and its implementation - www.openbudget.uz.

To study the degree of openness of the budgets of 117 countries, including the CIS countries - Kyrgyzstan, the Russian Federation, Kazakhstan, Tajikistan, as well as such non-CIS countries as the United Kingdom, Canada and the United States, studies of mechanisms for the participation of executive, legislative, audit activities, as well as opportunities for citizens' participation were considered.⁸ (Figure 1.2).

Figure 1. Countries are more likely to have mechanisms for participation in the budget formulation and approval process.



Studies have shown that only 9 percent of countries have 5-7 participation mechanisms, 70 percent of countries have 1-4 mechanisms, and the remaining 21 percent do not have a single participation mechanism.

Not only is the publication of the correct documents involved in the stages of the budget cycle (Figure 3) important, but also the completeness of the data they contain and the timeliness of publication.

In the course of studying the world practice of budget openness, it is proposed to increase the role and participation of civil society in the budget process. This is possible by publishing more execution information budget of both republican and local, in order to apply it to monitor the work of executive authorities and the government as a whole. It is also proposed to provide information on the progress of budget execution on the Internet, in open access and online.

Figure 2. Several countries have multiple participation mechanisms.

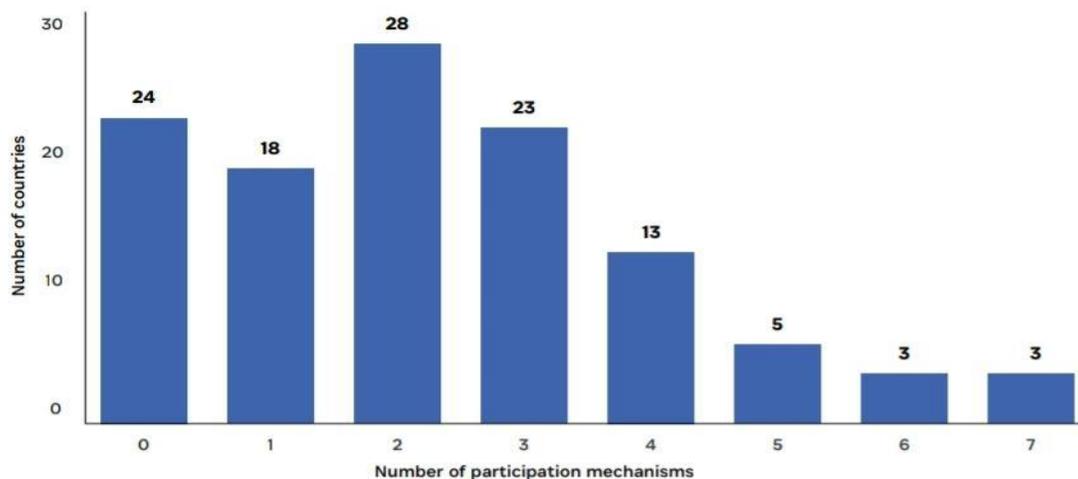
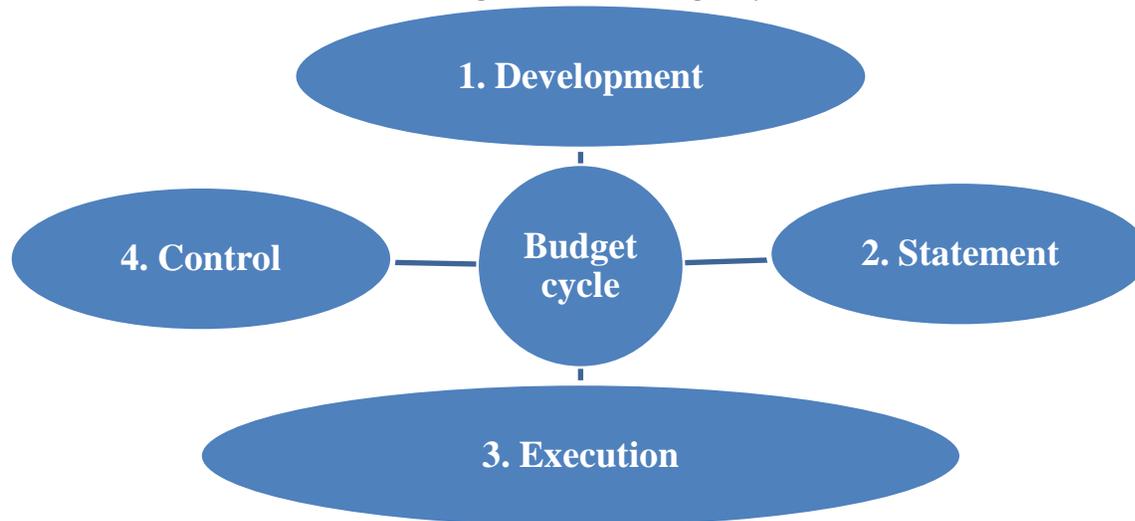


Figure 3. The budget cycle

Development of methods and ways of public participation in the formation of local budgets, providing the opportunity to make adjustments to budget expenditures will also increase the level of citizens' confidence in the government.

It is also proposed to adapt international methodologies used to assess budget transparency based on a questionnaire to Uzbekistan, taking into account local legislation. This will provide more accurate and detailed data that can be used by economists in the future.

CONCLUSION

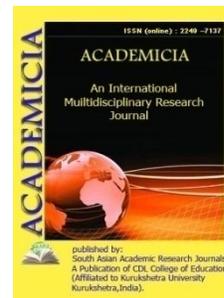
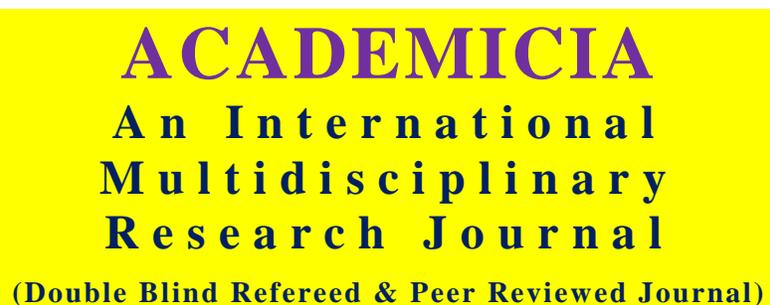
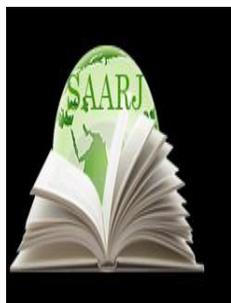
Increasing the transparency of the budget of the Republic will lead to a greater understanding of the needs of the public by the government of the country and will increase the degree of trust of citizens, the private sector in the state, since it will allow the former to participate in the formation of local budgets, learn about spending on social spheres, for example, health and education, and the latter - to receive up-to-date information on tax preferences, benefits.

Thus, in order to create, maintain and maintain a constructive dialogue between the public and the state, it is necessary for the latter to clearly explain the budgetary policy, decisions taken in this area and the results achieved. Timely and detailed publications at the stages of development, approval and execution of budgets will also contribute to the growth of civic confidence.

REFERENCES:

1. Great Soviet Encyclopedia (electronic resource)
2. Raizberg B.A. Modern Economic Dictionary - M.: Infra-M, 2011.
3. Controlling concept: Management accounting. Reporting system. Budgeting. - M.: Alpina Business Books, 2006.
4. Vyborova E.N. Budgeting in the system of financial diagnostics of a business entity. // Economic analysis: theory and practice - 2004., №10.
5. Samochkin V. N. Flexible development of the enterprise. Efficiency and budgeting. / V.N.Samochkin, Yu.B. Pronin, E.N. Logacheva - M.: Delo, 2002.

6. Khasanova V.F., KorzovatykhZh.M. The concept and essence of budgeting in modern conditions. // Bulletin of the University, Moscow, 2016. No. 2
7. International Budget Partnership, 2019, p49-50.



DOI: **10.5958/2249-7137.2021.00027.6**

USING OUR NATIONAL HERITAGE IN THE MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS

Akhmedova Mashkhura Mirzabekkizi*; **Botirova Guzalxon Zafarovna****

*2nd Year Students,
 **Primary Education,
 Technical Institute, Tashkent,
 UZBEKISTAN

ABSTRACT

Ensuring the unity of content, form and methods of leadership in the education of moral qualities in students, the method of taking into account its results, integrates the unity of education. Spiritual education helps small school-age children to become well-rounded. In this article we would like to show the ways of using our national heritage in the moral education of primary school students.

KEYWORDS: *Primary School, Moral Education, National Heritage.*

INTRODUCTION

A rich factor in the organization of educational work in primary school students is national pride, oriental communication skills, the right attitude to cultural and religious ideas, understanding and respect for Uzbek art, folk monuments. forms human qualities such as. With the teacher's level of knowledge and the ability to think in an oriental way, the unity of action allows the class to learn and improve their positive qualities, eliminating their negative qualities.

In addition to educating young school-age children, they also increase the effectiveness of cultural and educational work in educating a well-rounded person by organizing their extracurricular and extracurricular activities. Man's humanity is measured by the clarity and height of his spiritual world. Extracurricular activities should be organized in order to raise the spiritual level of primary school students. The school is a place where the basics of our national culture, national language, national traditions, customs and values are taught.

Everyone is nurtured by the means that surround them: family, parents, art, literature, and so on. It is necessary to guide the development of students. It is necessary to protect the individual from

the environment that negatively affects his formation as a person, ensuring the unity of self-education and upbringing, which is the basis of a biological nation. As a form of education, the idea of the full development of the individual has been the basis for centuries. An all-round development of a person includes a set of individual aspects or qualities, communication, physical, moral and aesthetic views. The formation of humane ethical norms (such as kindness, mutual understanding, compassion, prevention of racial and national discrimination, and unfair educational measures) should be established.

The main goal of the idea of national independence is to unite the people for the great future and glorious goals, to encourage every citizen of the country to always be responsible for the happiness of the single Motherland, to act in accordance with our national values and ancestral traditions. to achieve is to nurture perfect people. National values are a complex socio-spiritual concept that encompasses all aspects of economic, social and political life, including the language, culture, history, customs, traditions, and all the material and spiritual wealth of a nation.

The formation of students' spirituality, in turn, requires teachers to deepen their spiritual maturity, the theory of spiritual and moral education, as well as the methodology of spiritual and moral education in the school education process demands from them to master.

Along with the nationalization of the content of education in accordance with the "National Program of Personnel Training", the text of textbooks and manuals should be enriched with laws, rules, teachings, hadiths that reflect the centuries-old traditions and moral views of our people. It should not be forgotten that there is a wide range of opportunities for the formation of the individual spirituality of the person.

Spirituality has a national character and is a complex of national customs, upbringing, traditions, moral beliefs, values, religion, beliefs, cultural and enlightenment views, spiritual and psychological processes. In educating students spiritually through narrations, it is important to emphasize that they not only describe the positive relationships between people, but also the negative ones. Because the narrations described above should be a kind of school for primary school students.

CONCLUSION

Therefore, an educational hour, meeting dedicated to the relationship between parent and child, the reader is unique and correct - no matter how much you respect or neglect your parents, in the future your it is necessary to conclude from your children that such respect will be given to you or that negligence will return. We emphasize the need to develop opportunities to use this effective method of spiritual and moral education of primary school students in the process of studying all the subjects included in the curriculum of the primary school.

It is well-known that such qualities as openness, kindness, kindness, and loving a child as he or she is are human qualities. Therefore, in the formation of the spirituality of the student, to show love to children, to be able to share his love with children, to feel that each student is not a learner, but a human being, and to him it is important to take into account the demands of collaborative pedagogy on the teacher's personality as an equal human approach.

The opportunities for primary school students in the formation of spiritual qualities such as kindness, kindness, sweetness, reading, native language, music lessons are enormous. Because

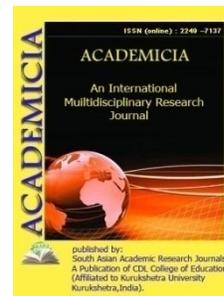
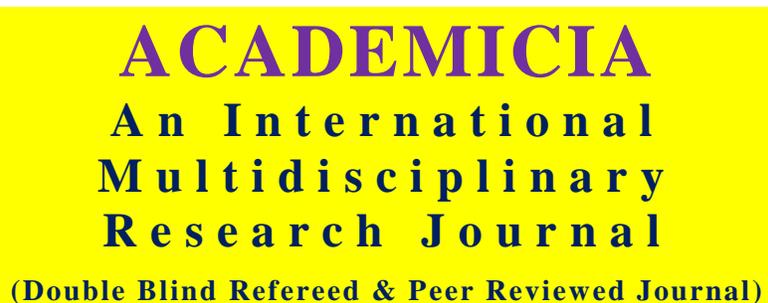
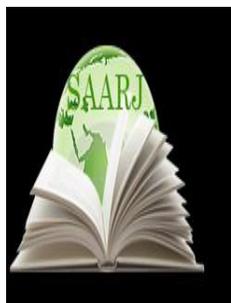
the lessons in these subjects are based on emotions and feelings. That is why in the lessons the teacher should focus on understanding the children, feeling them, appreciating their feelings.

Every nation, including the Uzbek people, has created a code of ethics, which is the basis of humanity. Take, for example, the saying, "It's easy to be a scientist, it's hard to be a man." It clearly shows the attitude towards people. In the minds of the people, it is more important to be a real person than to be a scientist. For this reason, from ancient times, humanity has been the main criterion in educating the younger generation in a beautiful moral way, and it continues to be the basis of education.

In the works of folklore, he cultivates the best human qualities such as diligence, friendship, love for a friend, loyalty, patriotism, courage, purity, honesty, beautifies a person spiritually, enables him to do good only in good deeds. - urges to serve the interests of the country. For centuries, our people have formed their views on spiritual qualities in scientific and artistic works. They have thoroughly substantiated each of these norms. The school is a place where we learn the basics of our national culture, national traditions and values.

REFERENCES

1. Sayidahmedov N. New pedagogical technologies. - Tashkent: Finance, 2003.
2. Tolipov O and others. Introduction of pedagogical technologies in the educational process reach - Tashkent, 2004.
3. Tulinova Sh. "Educational significance of national values". - T.: «Teacher», 2003
4. www.ziyonet.uz



DOI: **10.5958/2249-7137.2021.00028.8**

GEOGRAPHICAL ASPECTS OF THE DEMOGRAPHIC SITUATION IN KASHKADARYA REGION

Berdikulova Mukhayyo Toshtemirovna*

*Lecturer,

Department of Geography,
Karshi State University,
UZBEKISTAN

Email id: muxayyo-bmt@umail.uz

ABSTRACT

This article describes the demographic situation in Kashkadarya region, which has a unique natural increase in the geographical location of the population of Uzbekistan. The geodemographic aspects of the region are analyzed at the district level, the location of the population and the factors influencing it are described.

KEYWORDS: *Population, Population Density, Demographic Situation, Demographic Capacity, Migration, Labor Resources, Promise, Natural Reproduction.*

INTRODUCTION

Kashkadarya region is located in the south of Uzbekistan, in the basin of the river of the same name. It was first created in the Republic of Uzbekistan on January 20, 1943, in 1960-1964 it was merged with the Surkhandarya region, and the current Kashkadarya region was transformed on February 7, 1964 into a separate region. The area of the region is 28.6 thousand square meters. km and occupies 6.4% of the country's territory. According to this indicator, Kashkadarya occupies the 4th place after the Republic of Karakalpakstan, Navoi and Bukhara regions.

The Republic of Uzbekistan is the most densely populated country in the world with an average demographic potential. In recent years, the population of Uzbekistan and its regions, as well as the rest of the world, continues to grow, but the growth rate is declining. According to the State Statistics Committee of the Republic of Uzbekistan, the permanent population of the country as of January 1, 2020 was 33,905.8 thousand people, which is 650.3 thousand people or 2.0% more than at the beginning of 2019. By region, the largest population is in Samarkand region (11.4%

of the country's population), followed by Fergana (11.1%), Kashkadarya (9.7%) and Andijan (9.2%). In terms of its demographic potential, the region ranks third among the regions of Uzbekistan after Samarkand and Fergana.

The permanent population of the region as of October 1, 2020 is 3318.0 thousand people, having increased from the beginning of 2020 (3280.4 thousand) to 37.6 thousand people or 1.1%. The urban population is 1410.4 thousand people (43%), rural - 1870 thousand people (57%). The population is mainly Uzbeks (91.2%), but also Tajiks, Turkmens, Russians, Kazakhs, Ukrainians, Azerbaijanis, Koreans, Kyrgyz, Turks, Ukrainians, Belarusians and others.

The region has a relatively high demographic potential and is growing due to natural reproduction. In this regard, the Kashkadarya region belongs to the group of regions with high natural population growth (Surkhandarya, Samarkand, Jizzakh, Khorezm), where the natural population growth is more than 20 %.

By region, the analysis shows that as of January 1, 2020, the largest population was 410.2 thousand people in the Chirakchi region (12.5% of the region's population) and 284.4 thousand people (8.7%) in the Kasan region. district, in Karshi. 275.0 thousand people (8.4%), on the contrary, the minimum population was 86.5 thousand people (2.6%) in the Mubarek region and 119.1 thousand people (3.6%) in the Mirishkor region ... In geodemographic studies, fertility is studied as a separate demographic basis for population reproduction. In the demographic situation of the Kashkadarya region, natural reproduction has been growing in recent years. In particular, in 2019, 86.7 thousand births were registered, respectively, the birth rate per 1000 population was 26.7 per thousand. By districts, the highest birth rates are in the Chirakchi, Kamashinsky and Dehkanabad districts:

**TABLE 1. GEODEMOGRAPHIC SITUATION IN KASHKADARYA REGION
(01.01.2020)**

No :	Administrative units	Population (thousand people)	Area (thousand sq. Km)	Density 1 sq. Km.	Birth	Death	Natural reproduction
					In numeric units / ppm		
<i>including countryside::</i>							
1	G'uzor	203.4	2.65	77	5357 / 26.3	883 / 4.3	4474 / 22
2	Dehkonabad	146.9	4.00	37	4252 / 28.9	525 / 3.6	3727 / 25.3
3	Kamashi	264.8	2.66	100	7888 / 29.7	992 / 3.7	6896 / 26
4	Karshi	247.3	0.91	272	5922 / 23.9	1020 / 4.1	4902 / 19.8
5	Koson	284.4	1.88	151	7694 / 27	1053 / 3.7	1053 / 23.3
6	Kitob	263.8	1.75	151	6579 / 24.9	969 / 3.7	5610 / 21.2
7	Mirishkor	119.1	3.21	37	2923 / 24.5	424 / 3.5	2499 / 21
8	Muborak	86.5	3.07	28	2203 / 25.5	340 / 4	1863 / 21.5
9	Kitob	152.3	2.11	72	4183 / 27.4	555 / 3.6	3628 / 23.8
10	Kasbi	195.9	0.65	301	5049 / 25.8	761 / 3.8	4288 / 22
11	Chiroqchi	410.2	2.84	144	12812 / 31.2	1352 / 3.3	11460 / 27.9
12	Shakrisabz	221.9	1.66	217	5357 / 24	888 / 4	4469 / 20
13	Yakkabog	263.3	1.10	239	7356 / 28	1080 / 4	6276 / 24

<i>cities:</i>							
14	Karshi c	275	0.1	2750	5809 / 21	1311 / 4.7	4498 / 16.3
15	Shakhsrisabz c	139.3	0.053	2628	3215 / 23	578 / 4	2637 / 19

The table is compiled on the basis of data from the Kashkadarya regional statistics department.

As the population grows, so does its geographic distribution and density. The problem of territorial distribution of the population is even more important than the problem of natural population growth and fertility. In 2020, the population density in the region will increase by one square meter. km up to 116 people. In accordance with the natural and geographical environment of the region, the population is unevenly distributed over its territory. Karshi, Kasbinsky, Shakhrisabz, Yakkabag and Kitab districts, which were traditionally irrigated, are relatively densely populated and sparsely populated in mountainous and desert regions (Figure 1). Since the 1970s, due to the development of new lands in the Nishan, Mirishkor, Kasan, Kasbinsky districts of the region, the population density has increased significantly due to migrants.

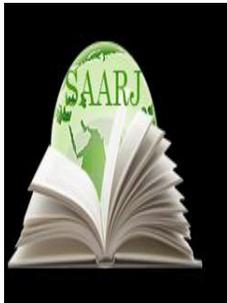
Figure 1. Map of rural districts of Kashkadarya region

Currently, a small population lives in the Mubarek, Mirishkor, Nishan, Dehkanabad districts of the region, as well as in the pastures of the Kamashinsky, Chirakchinsky, Guzarsky districts. The low population density in areas with a large area is due to the presence of the Karshi Desert in the region. If most of the demographic “load” in Karshi region is associated with the fact that it is located directly around the regional center, then in Shakhrisabz region this situation is associated with the city of Shakhrisabz, which is home to almost 139 thousand people.

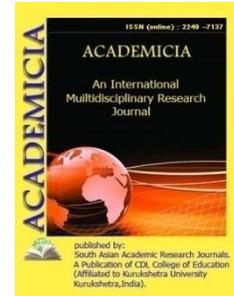
The demographic situation in the Kashkadarya region is characterized by a high birth rate and natural increase, negative migration balance, a large share of young people in the population, and insufficient labor resources (59% of the total population, 9.6% of the total labor force). uneven distribution of territorial location, etc.

RECOMMENDATIONS

1. Borieva M. Fundamentals of demography. - Tashkent, 2001.
2. Soliev A.S. Geography of Uzbekistan. Textbook. –Tashkent, 2014.
3. Geography of the Kashkadarya region. Karshi, 1994.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00029.X

NATIONAL METHODOLOGY OF SPORTS AND PUBLIC EVENTS MANAGEMENT

Mamirova Dilaram Tavakulovna*

*Associate Professor,

"Stage Movement and Physical Culture" of the Uzbek State Institute of Arts and Culture,
 UZBEKISTAN

ABSTRACT

This article is devoted to the peculiarities of the development of the Uzbek national system, aimed at engaging the population in physical activity, i.e. mass movement, the 21st century, the era of global development of information and communication technologies. The aim of the research is to create a national system, stimulate and manage the growth of skills, quality of work. According to the author, this movement is the basis of physical culture, health of the nation, increasing labor productivity, the defense power of the state.

KEYWORDS: *Mass, Self-Improvement, Engagement, Training, Methodology, Youth, Specialist.*

INTRODUCTION

Since 2000, the country has hosted three annual "Umid Nihollari" (for secondary school students), "Barkamol Avlod" (for students of academic lyceums and vocational colleges) and the Universiade (for students of higher educational institutions). We can talk a lot about the fact that sports competitions are held. The three-tier system is an integral and important part of the national program of mass involvement of young people in sports - "Umid Nihollari", "Barkamol Avlod" and the Universiade, which allows to educate dedicated athletes participating in international competitions. But! This is only 10% of the population. engaged in physical education and sports. For example, according to the Scientific and Statistical Center for Physical Culture and Sports, 15-20% more enterprising employees are actively involved in physical education, enjoying the success of their work and enjoying the prestige of their colleagues. [7 P.462].

It is no coincidence that over the past three years, the President of our country has paid great attention to the development of physical culture and sports, in particular, mass sports, as well as

infrastructure with sports grounds, stadiums, construction and reconstruction of existing sports facilities.

The development trends of modern Uzbek society are characterized by qualitatively new events and processes. Changes in the scientific, technical, economic, social and cultural spheres have realized the need for radical professionals who are ready for innovative creative activity, self-education and self-development. [1 C. 69-76] The solution of this important task is determined by the subjectivity of all social groups, the degree of their inclusion in conversion activities. Realization of social role young people are directly dependent on the interested and targeted policy of the state to ensure the effective functioning of all socialization institutions. [4 C. 180-181] The young generation, which represents the natural social resource of society's development, plays a major role in this process. There is a need to create conditions that encourage them to actively engage in physical culture and sports.

Relevance. The need to create an exclusive approach to the involvement of the younger generation in sports and public events, thereby understanding the positive qualities of physical education and sports in the recovery of their body, to involve your children in future health work.

Objective: To create a national system that stimulates and manages the growth of skills, the quality of labor activity.

Research and discussion. The world has not created a system that involves all segments of the population. Each country has a model for the development of physical culture and sports. For example, in the Republic of **Korea**, the main strategy of the country's physical culture is to increase the country's prestige abroad, to intensify international sports exchanges, to promote physical culture among the population and to train elite athletes. [6 P.36].

The strategy for the development of physical culture in **Japan** involves the creation of conditions that meet the needs of any person for a healthy lifestyle (sports facilities, places for exercise, qualified personnel, the importance of sports). [2 P. 39].

So in **Russia**. The main focus was on the quantitative side of sports development - the opening of a network of children's sports schools and the creation of their working conditions, their involvement regular training of many children, formation of a comprehensive competition system, training of specialists. [3. P. 208]

Following the example of the **German** Democratic Republic, **China** has created a large-scale system of competitions for athletes of all ages, the main element of which is the All-China Games, which involves regional teams in all Olympic sports grown in our country and some national tours. . [5. C. 58-60].

From all of the above, it is possible to emphasize the fact of the existence and rapid development of a model of physical culture and sports management based on the optimal combination of experience and achievements of Western countries.

A distinctive feature of the system of development of sports and mass events in Uzbekistan, the involvement of the population, especially the younger generation, in physical culture and sports is a continuous, periodic system that motivates them to enter any higher education institution. which then leads to the acquisition of the desired profession, i.e., spiritual and material enrichment.

We managed to create a periodic system in our country from 5 to 70, but it did not work in full, its original plan, because the incoming staff were the founders of the Triad ("Umid Nihollari", "Barkamol Avlod", "Universiada").) instead did not fully understand all the methodological foundations of this system and focused on the fourth republican stage, and the main basis of this system was the organization of the media in educational institutions. The methodology is broken.

Those who engage in mass sports from the school bench have a motivational foundation, creating a foundation for a healthy lifestyle. It is difficult for a non-sports contingent to engage in mass sports because they do not have the skills and the skills come directly from the school bench. [8 C. 114] A person can then engage in compulsory exercise, during illness or post-rehabilitation. Here, the problem is that we cannot engage in physical education and sports from school from an early age. In addition, as a system of continuing education, students should engage in mass sports. This serves as a national motivational basis for the immediate future of the organization.

CONCLUSION

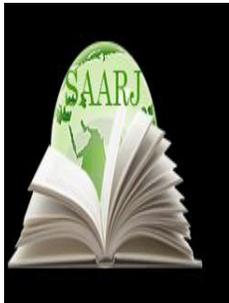
Declaring that the national system of Uzbekistan is, first of all, a form of physical activity for self-development, self-enrichment of the internal and material world, self-realization of human capital can do.

As noted above, at all stages of development, physical culture and sports are seen as international achievements in sports as a way to improve the nation's health, increase labor productivity, increase the state's defense capabilities and implement foreign policy dialogue.

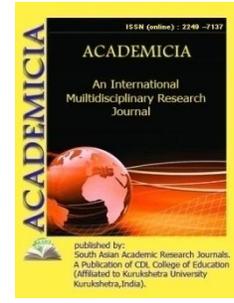
LITERATURE

1. Boltabayev MR, Akhmatov M., Akhmatova HM "Formation and development of human capital on the basis of an integrated national system of health management, mass sports and health activities." / Jump: navigate the site, search
2. 4. Malkova ZA Strategy for the development of education in Japan for the XXI century // Forecast models of education systems in foreign countries. Jump: navigate the site, search Jump: navigate the site, search
3. Pasyukov PN Physical culture and sports as a factor for the preservation of the national culture of the Sakhalin Koreans // Historical-cultural and sports-practical development of national sports in Russia: the experience of the regions: world materials. scientific and practical. conf. - Yakutsk, 2009. - P. 208.
4. Riziyev T. Akhmatov M. "The system of organization and effective management of continuous sports competitions among students on the basis of the national model of education." State Patent Organization of the Republic of Uzbekistan 2002 5 (43), pp. 180-181.
5. Hua Iang. Theory and practice of Olympic movement and mass sports // physical education in China. - 2004. - №11. Jump: navigate the site, search
6. Do Keon Vu. Upravleniye fizicheskoy kul'turoy v stranah Dal'nevostochnoy Azii [Management of Physical Culture in the Countries of far East Asia. Abstract of thesis]. St. Petersburg, 2000. 36 p.

7. Mamirova DT Social factors and methods of involving students in regular physical culture and mass sports. NamSU Scientific Bulletin No. 6 of 2019 S. 462.
8. Mamirova DT Basics of organization and management of mass sports in the system of continuing education. Scientific-theoretical journal. Scientific notes of PF Lesgaft University. St. Petersburg-2019. - № 7 (173). With 114.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00010.0

**FEATURES OF THE APPLICATION OF FAT TISSUE AUTO
 TRANSPLANTATION (LIPOFILING) IN PATIENTS WITH
 DEFORMITIES OF THE MAXILLOFACIAL REGION**

Iftikhor Obidjonovich Nigmatov*; **Shukhrat Abduljalilovich Boymuradov****;
Jamolbek Abdukakhkhorovich Djuraev***; **Yusupov Shokhrukh Shukhratovich******

*Assistant,
 Department of Otolaryngology and Dentistry,
 Tashkent Medical Academy,
 Tashkent, UZBEKISTAN

**Professor,
 Doctor of Medical Sciences,
 Department of Otolaryngology and Dentistry,
 Tashkent Medical Academy, Tashkent, UZBEKISTAN

***PhD, Senior Lecturer,
 Department of Otolaryngology and Dentistry,
 Tashkent Medical Academy, Tashkent, UZBEKISTAN

**** PhD, Senior lecturer,
 Department of Otolaryngology and Dentistry,
 Tashkent Medical Academy, Tashkent, UZBEKISTAN

ABSTRACT

The development of new technologies in surgery and the improvement of known methods in recent decades have opened up wide opportunities for bringing the result of plastic and reconstructive surgeries to aesthetic perfection, when their main advantage is the use of autologous grafts, the absence of visible scars, quick rehabilitation and a "natural" appearance of the patient. One of these methods is lipofilling, it is simple to perform and allows you to solve many complex problems, for example, associated with impaired tissue regeneration in trophic ulcers, correction of contour deformities of the face and body of various etiology or minor aesthetic defects. This method is experiencing a real peak of development, moreover, an intensive study of the properties of adipose tissue and its components made it possible to

significantly expand the areas of potential use of lipofilling for the restoration of vocal cords, the treatment of alopecia, pigmentation, etc.

KEYWORDS: *Graft, Lipofilling, Facial Deformities, Adipose Tissue.*

INTRODUCTION

The properties of adipose tissue favorably distinguish it among the many materials that surgeons use to correct contour deformities of the face. The positive characteristics of autologous tissues include: biocompatibility, versatility, a short rehabilitation period, a stable result and the absence of migration tendencies [1]. According to V.V. Terskikh (2010), the use of one's own adipose tissue as a graft reduces the risk of rejection, infection and the development of allergic reactions to it in comparison with the use of fillers of biological origin and various synthetic materials. This advantage is determined by the composition of the adipose tissue. The latter is 90% mature adipocytes, the rest are cells of the stromal-vascular fraction (SVKF): preadipocytes (stem / progenitor cells), fibroblasts, macrophages, monocytes, endothelial and smooth muscle cells of blood vessels, pericytes and supporting fibrous collagenous stroma [2]. It is known that adipose tissue is the "richest" source of mesenchymal stem cells in the body.

Thus, 1 year of adipose tissue contains approximately 5000 stem cells, which is five times more than in the bone marrow and about 350,000 preadipocytes [3]. As a result of asymmetric division of stem cells, 2 types of daughter cells are formed: undifferentiated stem cells responsible for self-renewal processes, and cells prone to differentiation [4]. Depending on the characteristics of the recipient region, they can differentiate into adipocytes, chondrocytes, myoblasts, and osteoblasts [5].

F.X. Hansberger (1995) described the characteristic integration of an autologous fat graft into the recipient zone, according to which adipose tissue implanted directly to the bone is modified into bone tissue, injected subcutaneously - thickens the skin, placed in a muscle - does not differ from muscle tissue. Unfortunately, it was not possible to find confirmation of these data by morphological studies in the specialized literature. However, an important and histologically proven fact is the ability of preadipocytes to differentiate in the adipo- and angiogenic direction. It is also known that engraftment of autotransplanted adipocytes depends on adequate angiogenesis in the recipient area [6]. In this regard, autologous adipose tissue is a "self-sufficient" substance and contains adipocytes that must take root and substances that promote this engraftment. In addition, important properties of stem cells are their low immunogenicity and pronounced immunosuppressive properties [7]. Based on the above, it can be assumed that autotransplantation of adipose tissue (or lipofilling) is a good method for replenishing the volume of tissues in the PMO and needs further research in terms of planning and predicting the outcome. Currently, there are several lipofilling techniques, differing mainly in the method of collection and processing (preparation for transplantation) of adipose tissue.

To collect material from the donor area, atraumatic cannulas with a diameter of 1.5 to 4 mm are used. There is no such consensus regarding the permissible level of negative pressure during lipoaspiration. Many surgeons use the hardware method for these purposes as it is less laborious in comparison with manual tissue harvesting [8].

But the “gold standard” of lipofilling technique is S.R. Coleman (1997), according to which lipoaspiration should be carried out with a 10 ml syringe with a vacuum created by pulling the syringe plunger by 2-3 divisions. This provides a higher concentration of viable cells in the lipoaspirate compared to vacuum-assisted aspiration. It is believed that high negative pressure contributes to mechanical damage to adipocytes, and at negative pressure more than 500 mm. rt. Art. only two thirds of adipose tissue retain their viability [9].

The Main Findings and Results

P. Smith, W.P. Adams 17 (2006) suggest that there is no significant difference in the viability of adipocytes obtained from conventional liposuction and manual syringe collection. They made their conclusions based on the colorimetric analysis of cell proliferation. When studying the histological picture of lipoaspirate taken with different negative pressures, 10-15% of damaged lipocytes were noted at a vacuum of -700 mm. rt. Art. (about 1 atm.), in comparison with a portion obtained at a lower pressure, where no more than 2% of damaged cells were detected.

At a pressure of -650 mm. rt. Art. blood inclusions appear in the aspirate, and at a maximum vacuum of -750 mm. rt. Art. the aspirate contains a significant amount of dark venous blood. The ideal pressure for hardware aspiration of adipose tissue is -500 mm. rt. Art., in which there is minimal bleeding and the level of negative pressure is sufficient for rapid lipoaspiration [10]. Interesting results were obtained in a comparative study of adipose tissue, resected with one block and collected during liposuction. Viable adipocyte counting, glycerol-3 phosphate dehydrogenase assay and histological examination showed that, despite the normal histological structure and approximately the same content of viable adipocytes in both adipose tissue samples, the level of adipocyte cell functions after liposuction was below optimal [11].

M.T. Boschert et al. (2002) similarly compared the standard technique of adipose tissue collection according to S.R. Soleman with standard liposuction and obtained the same results for adipose tissue aspirated using a vacuum compared to tissue aspirated by the standard syringe method. It is known that the cellular composition of lipoaspirate is somewhat different from intact adipose tissue, for example, in the former, there are significantly fewer blood vessels and stem cells. This is due to the characteristic perivascular arrangement of stem cells in adipose tissue and largely depends on the method of obtaining the adipose graft [12]. The composition of untreated lipoaspirate 18 contains blood cells (erythrocytes and leukocytes) and fat emulsion released from damaged adipocytes (unable to take root) and lytic enzymes. These components can have a negative effect on the engraftment of lipoaspirate, causing a local inflammatory reaction; therefore, many authors recommend washing the adipose tissue with settling to "clean waters" in saline. As a rule, when the obtained lipoaspirate is settled in syringes, several fractions are formed that have a clear visual distinction. The upper fraction is free fat, the middle fraction is adipose tissue, the lower fraction is a liquid containing the remnants of the tumescent and washing solution, blood cells and destroyed tissues. Accordingly, the top and bottom fractions are to be removed during lipoaspirate purification. As a result of laboratory studies, it was found that washing the fat with saline and settling it in syringes removes approximately 50% of blood cells and 91% of free fat [13].

According to domestic and foreign literature, there is no consensus on the method of preparing a fat graft, and the information encountered is rather contradictory. Treatment is carried out in different ways: by centrifugation, filtration through a sieve or gauze, washing with saline with

settling, adding glucose, insulin, vitamin E, hormones, enrichment with mesenchymal stem cells or platelet mass, etc. [13]. It is believed that short-term exposure of the fat aspirate to air causes the lysis of 50% of adipocytes [14].

However, Y. Ramon (2007), using morphological studies, proved that adipose tissue after short-term contact with air did not differ in the percentage of viable adipocytes in comparison with the material that did not have such contact. It is generally accepted that for a better survival of adipocytes, it is necessary to minimize mechanical trauma to tissues during the collection and processing of the graft.

Thus, Y. Ramon (2007) in an experiment on mice histologically proved the negative effect of centrifugation on 19 adipocyte viability, which was manifested by active fibrosis in the transplanted adipose tissue. But at the same time, one cannot ignore the opinion of other experienced surgeons who actively use centrifugation in their practical work [15].

Z.Yu. Visaitova (2008) compared different methods of cleaning a fat graft: washing with saline or 5% glucose solution in a syringe, washing through a sieve with saline, freezing (-20 C) or in a container with liquid nitrogen at (-197 C) after washing through a sieve, centrifugation for 2 minutes at 1500, 2000, 2500, 3000, 3500 rpm. According to the data obtained, with all the treatment methods used, the adipose tissue in general retained its structure and viable adipocytes well. But the author noted that destructive changes in adipocytes were more often observed in samples obtained after centrifugation, and minimal morphological changes were found in samples treated with saline in syringes without contact with air. A. Chajchir (1991) found no difference in the viability of adipocytes treated with saline with and without insulin added.

B. Sommer (2000) et al described the successful use of endothelial growth factors with the introduction of autologous adipose tissue on the example of 140 patients. Recently, there have been active publications on the important role of stem cells capable of providing angio- and adipogenesis. According to a number of authors, the enrichment of the fat graft with stem cells or platelet-rich plasma (PRP), cytokines - growth factors, promotes its better engraftment [16]. An interesting study on laboratory animals was carried out by E.V. Sukhoparova (2012), who found that administration of a receptor antagonist interleukin-1 to the recipient area during lipofilling reduces the severity of lipid peroxidation processes and helps to restore the antioxidant potential of autologous graft cells [17].

The optimal technique for the introduction of a fat aspirate is considered to be diffuse tissue infiltration through multiple passages, with extremely small volumes of fat introduced into each passage by cannulas, the greatest dissociation of the introduced portions of fat from each other for greater contact of the transplanted tissue with the recipient area [18].

The introduction of adipose tissue is usually carried out with blunt cannulas; some authors recommend using sharp cannulas for the introduction of adipose tissue under the scars, into the fibrotic tissue and the subdermal layer [19]. It has been noted that when using small diameter cannulas, there is a risk of mechanical damage to adipocytes [20]. Typically, a fat aspirate is injected into the subdermal, intramuscular, suprapariosteal layers. For each layer, a certain volume for the introduction of the graft is permissible, which depends on the thickness of the layer, the extensibility of the tissues, the anatomical zone of introduction and the individual characteristics of each patient [21]. In connection with the inevitable resorption of the

transplanted fat, most authors recommend injecting lipoaspirate with overcorrection of about 30% [22].

In the literature, there is no data on the detailing of the volume of hypercorrection depending on the thickness and condition of the tissues of the recipient area. At present, there is also no scientific confirmation of the benefits or evidence of the damaging effect of any of the anesthetic solutions during the collection and administration of autologous adipose tissue. The choice of local anesthetic components is based on the personal experience and preference of the surgeon. Surgeons, based on their experience, adhere to the principles of sparing collection, processing and administration of lipoaspirate to preserve as many viable cells as possible. All the data on failures in autologous transplantation of adipose tissue, some authors associate with a violation of the lipofilling technique [23]. It should be noted that in the available literature there are sporadic data on the use of objective methods for assessing the effectiveness of lipofilling, especially since today there are more than one of its 21 techniques. In the specialized literature, there are individual publications with a wide range of figures for the percentage of surviving adipose tissue - from 25% to 80%. Back in the 60s of the last century L. A. Peer noted 50% adipocyte survival by the year of observation.

In the 80s, Y.G. Illouz spoke about rather poor tissue survival in free autologous transplantation. Moreover, there are no objective data on the differences in adipose tissue engraftment depending on the anatomical region, as well as the morphological determination of the structures of the transplanted autograft, due to which the volume increases in the correction zone. Despite all the advantages of lipofilling, unpredictable resorption of the fat graft, which according to the specialized literature is from 25% to 80%, remains the main negative factor limiting the use of this method at present [24].

In addition, different stages of lipofilling - material sampling, processing, introduction, have many modifications, which indicates the ongoing search for an optimal technique in terms of efficiency with a long-term and predictable result [25]. It is known that after transplantation of adipose tissue, it can change its volume depending on the characteristics of the diet, and therefore, after lipofilling, problems may arise in the transplantation zone in the form of irregularities associated with changes in the contours, which should be taken into account when choosing a donor area, since the element of "cellular memory". This is due to the fact that in the so-called "fat traps" the volume of fat cells is genetically fixed, which means that it is very difficult to influence it with the help of diets and exercise. Unlike subfascial, subcutaneous adipose tissue is present in all parts of the body, the thickness of its layer determines the roundness of the body outline and depends on the calorie content of consumed foods and the adequacy of physical activity [26].

According to some scientists, in order to achieve a good result, it is necessary to use adipose tissue, which has a good potential for cell differentiation of preadipocytes. The most optimal donor zones in terms of cell concentration in lipoaspirate are considered to be the lower abdomen and the inner surface of the knee, the lowest concentration of pre-adipocytes was noted in the flank area [27].

According to the results of A. Hudson (1990), in terms of the activity of lipogenesis enzymes, as well as the diameter of adipocytes, lipoaspirate from the thighs takes the first place, and then in descending order: from the abdomen, chest, and face. But, despite the research data, in practical

work, each surgeon is guided by his own preferences. The main criterion for choosing a donor area is a sufficient amount of "material". Most often, surgeons use the lower anterior abdominal wall, the outer thighs, or the inner knee as the donor area.

In most publications, it is noted that in the correction of contour deformities of the soft tissues of the face, restoration of the skeleton function of the facial skeleton, which is necessary for support for the soft tissues, remains paramount. But, at the same time, it was noted that the use of cartilage and / or bone autologous grafts for these purposes is inevitably accompanied by their resorption with a decrease in volume of varying severity. Implants made of metal alloys (for example, cobalt - chromium, titanium), plastics, organosilicon polymers, silicone, retaining a stable shape and volume, can only be used with a sufficient amount of soft tissues covering them. Otherwise, there are negative consequences such as contouring and cutting of implants. In these cases, the search for new methods for replenishing the volume and sufficient thickness of integumentary tissues continues.

Separately, it should be noted that autotransplantation of adipose tissue, despite the demand, remains an insufficiently studied method in terms of planning the number of stages, the volume of autologous graft injected and its resorption, as well as objective research methods at the stages of rehabilitation.

In attempts to predict the final result and optimal conditions for engraftment of the transplanted adipose tissue, many scientists assign a fundamental role to the state of microcirculation in the recipient zone and note the great role of an adequate microvascular network for further engraftment of the injected adipose tissue.

It is also known that the formation of its own vasculature in the graft after transplantation makes it impossible for its migration, and the biocompatibility of the material leads to a decrease in the severity of the local inflammatory reaction and the formation of a capsule around the injected tissue.

Whereas when using silicone implants on histological preparations, signs of a chronic inflammatory reaction to the implant with the formation of an organized fibrous capsule were noted, since there is no connection between it and the implant, the latter is more prone to displacement. A similar "picture" is typical for biodegradable injectable fillers [15,21]. Undoubtedly, the main advantages of using one's own adipose tissue are its availability, availability in sufficient volume compared to synthetic fillers and the absence of the risk of allergic reactions and various complications if lipofilling techniques are followed [8].

Also known is the positive effect of autotransplanted adipose tissue on the restructuring of scars after irradiation and on reparative processes when the skin condition worsens due to age-related changes (photodamage, hormonal imbalance, violation of the lipid barrier of the skin, latent chronic inflammation, nutritional characteristics, stress) [6,18]. Cases of successful treatment of alopecia in men in the cheek-chin areas with regeneration of hair follicles, the positive effect of autolipograft in cicatricial contractures of the chest and damage to the vocal cords have also been described [11].

These effects are due to the presence of stem cells in the transplant, which have antiapoptotic activity and, due to their differentiation ability, are involved in the repair of damaged tissues or

in angiogenesis due to the expression of the mitogen mRNA or 24 of the antiapoptotic factor ICF [12,25].

In vitro studies have shown that a differentiated epidermis, as well as the entire skin, can be formed at the expense of adipose tissue stem cells [4]. There is also an opinion that the repair and remodeling of the skin are secondary (or side) components of the accumulation of pre-adipocytes and macrophages in the lipoaspirate injection zone, which provide an immune response and the removal of defective cells [15]. It is known that after the introduction of the autograft into the recipient area, the adipose tissue is in a state of hypoxia. The cells are nourished for the first 4 days mainly due to their plasma impregnation on average up to the fourth day, when the graft's own vasculature begins to form. This period is critical, since adipocytes are extremely vulnerable in conditions of ischemia. Hypoxia can be aggravated by excessive trauma to cells during material collection. In this case, the processes of lipid peroxidation are triggered and the antioxidant system of cells is disrupted, which leads to an even greater decrease in the viability of the autologous graft and can lead to cell death within 24 hours [19,23]. Early cell death can lead to their destruction and release of fats into the extracellular space with the formation of oil cysts. There are two points of view regarding the preservation of viable adipocytes in the graft under operating hypoxia.

According to F. Hansberger (1955), after transplantation under conditions of ischemia, mature fat cells die off or are modified into immature cells. However, under favorable conditions with adequate blood supply, they again differentiate into mature adipocytes.

Another point of view is also known, according to which mainly stem cells and pre-adipocytes survive in the process of lipofilling, which, after the development of the vascular bed, differentiate into mature cells. This is explained by the fact that stem cells are more resistant to trauma and ischemia than mature adipocytes and significant differences in these types of cells 25 in size, metabolic rate, and intracellular lipid content [14].

According to L. Peer (1955), only about 50% of the transplanted adipose cells survive due to neovascularization. In any case, the formation of its own vasculature, which ensures the vital activity of adipocytes, determines the final stable result of lipofilling. Before this period, resorption of the transplanted material occurs, which, as a rule, lasts for 1 year after lipofilling [6]. H. Neuhof and S. Hirshfeld (1923) carried out microscopic studies and described the processes of degenerative changes in the transplanted autologous adipose tissue of a person in the first 2-3 months after transplantation [5].

The authors found that, starting from 2 months, the process of tissue regeneration starts, with the acquisition by "wandering cells" of the properties of embryonic fat cells, and then - the properties of adult adipocytes. By the 5th month, the regeneration process is completed, and by this time 50% of the transplanted viable adipose tissue acquires the properties of normal with inclusions of the connecting component to one degree or another [11,24]. However, it was not possible to find accurate data on the objective quantitative and qualitative characteristics of the cellular structures of the transplanted autograft in the available literature.

CONCLUSION

In the 21st century of new technologies, on the one hand, an excellent and effective method of lipofilling and a large number of sufficiently informative diagnostic methods for studying

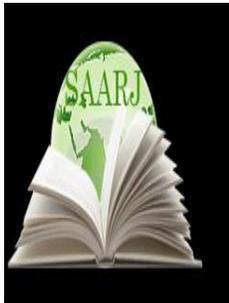
biological tissues turned out to be in our hands, on the other hand, the lack of the ability to reliably predict the postoperative result and objective criteria for assessing the effectiveness of lipofilling. Therefore, it remains an urgent task to develop an algorithm for the examination and treatment of patients with contour deformities of the face by lipofilling, as well as the selection of available, objective and patient-safe instrumental methods for diagnosing the state of autotransplanted adipose tissue at the stages of rehabilitation.

REFERENCES

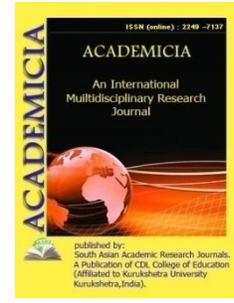
1. Belopolskaya, N. L., Shafirova, E. M. Psychological structure of the idea of one's own age in adults // *Modern experimental psychology: in 2 volumes - Moscow: Publishing house of the Institute of Psychology of the Russian Academy of Sciences, 2011.- T. 2.- pp. 349-360.*
2. Borsukov A.V. *Elastography in Clinical Hepatology, Smolensk: Publishing House: Smolensk City Printing House, 2011, -p. 215.*
3. Bessonov S.N. *Surgical treatment of congenital and secondary deformities of the face with a cleft of the upper lip and palate: Author's abstract. dis. Dr. med. sciences; 14.00.21.- Smolensk, 2007. -p. 32.*
4. Nadtochy A.G. *Change in the thickness of the soft tissues of the zygomatic-buccal region after lipofilling / A.G. Nadtochy, S.V. Grishchenko, O. A. Malitskaya // Dentistry. 2016. No. 1. - pp. 49-54.*
5. Malitskaya O.A. *Condition of soft tissues of the maxillofacial area after lipofilling according to ultrasound data / O.A. Malitskaya // Dentistry. - 2015. - No. 6. - pp. 87-88.*
6. Malakhovskaya VI *Autotransplantation of adipose tissue - lipofilling. Medical technology / V. I. Malakhovskaya, Z. Yu. Visaitova // Experimental and clinical dermatocosmetology. 2011. No. 6. - pp. 19-31*
7. Malakhovskaya V.I. *Eight years of experience in the use of lipofilling in clinical practice: evaluation of the results / VI Malakhovskaya, Z. Yu. Visaitova // Bulletin of aesthetic medicine. 2010. - 9 (3). - pp. 64-73*
8. Senchikhina O.A. *Clinical and morphological rationale for the use of lipofilling in the ChLO / O.A. Senchikhina, S.V. Grishchenko, A.G. Nadtochiy // Aesthetic medicine. - 2017. - No. 3. - pp. 311-319.*
9. Sukhoparova EP *Experimental substantiation of drug optimization of lipofilling technology / EP Sukhoparova, IE Khrustaleva // Vestn. Ivanovsk. honey. acad. 2011. - No. 1 (16). - pp. 76-77.*
10. Asken S. *Autologous fat transplantation: micro and macro techniques / S. Asken // Am J Cosmet surg.- 1987.- Vol. 4.- P. 111-121*
11. Condé-Green A. *Comparison of 3 techniques of fat grafting and cellsupplemented lipotransfer in athymic rats: a pilot study / A. Condé-Green , I. Wu, I. Graham , J.J. Chae , C.B. Drachenberg, D.P. Singh , L. Holton 3rd, S. Slezak , J. Elisseeff // Aesthet Surg J.- 2013.- Vol. 33(5).-P.713-721.*

12. Crawford J.L. Fine tuning lipoaspirate viability for fat grafting / J.L. Crawford, B.A. Hubbard, S.H. Colbert // *Plastic and Reconstructive Surgery*.-2010.-Vol.126, № 4.- P. 1342-1348
13. Lei X. et al. Effects of platelet-rich plasma on fat and nanofat survival: an experimental study on mice // *Aesthetic plastic surgery*. – 2019. – T. 43. – №. 4. – C. 1085-1094.
14. Wu V. et al. Bone tissue regeneration in the oral and maxillofacial region: A review on the application of stem cells and new strategies to improve vascularization // *Stem Cells International*. – 2019. – T. 2019.
15. Clauser L. et al. Autologous Fat Transfer for Facial Augmentation: Surgery and Regeneration // *Journal of Craniofacial Surgery*. – 2019. – T. 30. – №. 3. – C. 682-685.
16. Clauser L. Autologous Facial Fat Transfer: Soft Tissue Augmentation and Regenerative Therapy // *Journal of Craniofacial Surgery*. – 2020. – T. 31. – №. 7. – C. 1879-1882.
17. Mahmood V. H., Shihab S. M. Assessment of therapeutic effect of intra-articular nanofat injection for temporomandibular disorders // *Journal of Craniofacial Surgery*. – 2019. – T. 30. – №. 3. – C. 659-662.
18. Krastev T. K. et al. Efficacy and safety of autologous fat transfer in facial reconstructive surgery: a systematic review and meta-analysis // *JAMA facial plastic surgery*. – 2018. – T. 20. – №. 5. – C. 351-360.
19. Martin A. et al. Fat grafting of hairy areas of head and neck-comparison between lipofilling and nanofat grafting procedures in a cadaveric study // *Journal of stomatology, oral and maxillofacial surgery*. – 2018. – T. 119. – №. 4. – C. 274-278.
20. Fiedler L. S., Saleh D. B., Mukrowsky A. Autologous fat grafting in the face and neck-A mini review and a multinational survey on the safety, applications and indications considering oncologic risk potential // *Authorea Preprints*. – 2020.
21. Kunrath M. F. et al. Nanointeraction: The profound influence of nanostructured and nano-drug delivery biomedical implant surfaces on cell behavior // *Advances in Colloid and Interface Science*. – 2020. – C. 102265.
22. Spagnuolo G. et al. Commitment of oral-derived stem cells in dental and maxillofacial applications // *Dentistry journal*. – 2018. – T. 6. – №. 4. – C. 72.
23. Trzebiatowski M. A. Z. et al. Nonlinear dynamic analysis of the pure “buckling” mechanism during blow-out trauma of the human orbit // *Scientific Reports*. – 2020. – T. 10. – №. 1. – C. 1-13.
24. Sybil D., Guttal S., Midha S. Nanomaterials in Prosthetic Rehabilitation of Maxillofacial Defects // *Advances in Dental Implantology using Nanomaterials and Allied Technology Applications*. – Springer, Cham, 2020. – C. 53-76.
25. Fakh-Gomez N., Steward E., Orte Aldea M. C. Nanofat in Facial Rejuvenation: Step-by-Step Procedure, Patient Evaluation and Recovery Process // *The American Journal of Cosmetic Surgery*. – 2020. – C. 0748806820919935.

-
- 26.** Doornaert M. et al. Autologous fat grafting: Latest insights //Annals of Medicine and Surgery. – 2019. – T. 37. – C. 47-53.
- 27.** Fikai D. et al. Nanotechnology: a challenge in hard tissue engineering with emphasis on bone cancer therapy //Nanostructures for Cancer Therapy. – Elsevier, 2017. – C. 513-539.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00011.2

THE IMPORTANCE OF READING COMPETENCIES IN THE CONTEXT OF THE “INDUSTRY 4.0” INDUSTRIAL REVOLUTION

Laura Yulbarsova Abdukadirova*^{*}; Eleonora Topvoldieva Mirzajonova^{**}**

*Lecturer

Department of Psychology,
 Ferghana State University, Ferghana, UZBEKISTAN

**Lecturer

Department of Psychology
 Ferghana State University, Ferghana, UZBEKISTAN

ABSTRACT

This article reveals the notion of “Industry 4.0”, which reflects the concept of the fourth industrial revolution, what relevant professions will appear in the future in connection with this, what skills are needed to acquire these professions, the importance of developing reader competence, and also the issue of the phenomenon of “clip thinking”. It is concluded that it is advisable to formulate ideas about the professions of the future starting from preschool age and emphasize the need to improve the system of training future personnel and improve their skills.

KEYWORDS: *Global Information Society, “Industry 4.0”, Professions Of The Future, Business Skills, Special Field Skills, “Hard Skills”, “Soft Skills”, Reading Culture, Reading Competence, “Clip Thinking”, Preschool Education.*

INTRODUCTION

It is an indisputable fact that the volume and variety of information in the world in the 21st century accelerates the dissemination of information, which affects the reading culture.

Reading is an integral part of the culture of the population, determines the country’s economy, national security, political position in the international arena, competitiveness, influences the integration of the individual into a multi-ethnic, multi-layered, socio-economically diverse society. Failure to read a book can lead to big social problems. This situation leads to a rapid decline in the general cultural and professional competence of society, cultural degradation of the population, loss of the ability to understand and accept not only other cultures, but also

unfamiliar aspects of their own culture, that is, xenophobia. This can increase the number of problems in society that are difficult to solve, and, as a result, lead to social unrest and explosions, conflicts. It is difficult for uneducated people to identify socially significant problems, to find the most optimal, effective way to solve them. As a result, societies with fewer people are forced to become dependent on societies with a high reading culture because of their predominance in science, literature, politics, economics, and other fields. Because it's exactly book products, whether they're in traditional or electronic form; information of social significance due to written documents (manuscripts, diaries, correspondence - organizational, personal); social experience of the past, present and future will be accumulated and passed on to future generations as an invaluable resource.

The Main Findings and Results

According to G. Westhoff, reading competence is the ability to understand texts of different forms and content, with different formal structures, to connect them with texts in a broader context and use them to achieve their goals, increase knowledge and expand opportunities for active participation in society [8]. J. Grzesik recognized reading competence as a willingness to use reading as a means of acquiring new knowledge for later education [3]. According to the definition of E.A. Orlova, reading competence is one of the general cultural competencies, ie the ability to work freely in a modern socio-cultural environment [13].

Thus, reading is an activity aimed at the formation and development of a personality, a means of education and culture, proof of the integrity of a specialist's communicative and professional competencies, a factor of a person's success in life. Reading is a national language, a powerful mechanism for preserving and reproducing culture.

Nevertheless, it is hard to deny that the attitude towards reading among the population has recently taken a negative turn. According to researchers, the negative situation with reading is observed not only in Uzbekistan, but also in the United States, Russia, Germany, France and other developed countries. In these countries, there is also resistance to the negative conditions associated with reading. This is due to the following: the predominance of fragmentary audiovisual data sources and their transmission systems in the information space in the context of unmet needs of the population for systematized and accurate information; in the absence of available information to find solutions to important problems in life, the necessary information is not delivered to the public consumer in a timely and appropriate manner; insufficient exchange of information between the state and society on important issues, which has a negative impact on ensuring the active participation of citizens in finding solutions to important social problems; socially important knowledge is slowly renewed in society and its members do not deserve effective socio-cultural adaptation; television, radio, Internet broadcasts provide superficial, temporary information, which only serves as a helper and guide to serious, reliable information; the pleasurable aspect of reading and the growing desire of people (especially young people) to minimize intellectual activity in the reading process; the tendency of publishers to publish literature that contains information of low value (in terms of form and content); inconsistency of current success criteria and learning, resulting in a decrease in learning motivation in students; that modern man is forced to do many things at once, as a result of which he does not have time to think deeply about information, that he is accustomed to the hasty use of a variety of fast information, and so on.

The above situation leads to the phenomenon of “clip thinking”. The word “clip” is derived from the English word “clip” and means “sheet”, “piece” (e.g. video, movie, text, piece of article). “Clip thinking” refers to short, vivid images and letters that describe the world, such as a news feed on television, short video clips, short articles in newspapers and magazines, and so on. we mean the property of perception through. The concept of “clip thinking” was introduced by E. Toffler in the early twentieth century. At that time, the amount of information was much less than it is today. According to the Russian philosopher Fyodor Girenok, clip thinking is “thinking only in the face of a severe blow,” “the clip is a clump, a part that does not move,” “the clip did not allow the mind to think, to combine ideas.” In the 1970s, the French social psychologist Abraham Mol wrote in his book *The Sociodynamics of Culture* about the abundance of information in society: “The human mind with limited perception is entering a dead end in the face of a large amount of published material, and as a result, modern man is forced to give up most of the information that comes to him” [12, 5]. It is no secret that the media has developed rapidly since then, especially the advent of the Internet, which has radically changed the industry and increased the amount of information. The information coming through these means is a big blow to the modern man suffering from stress and, as V.P. Shalaev puts it, becomes the owner of a “mixed consciousness” [18, 101].

However, the phenomenon of globalization, economic internationalization, the development of ICT requires reading competence. In this regard, in order to ensure the implementation of the State Program on the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the “Year of Science, Enlightenment and Digital Economy” approved by the Decree of the President of the Republic of Uzbekistan No. PD-5953 dated March 2, 2020 On December 14, 2013, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 781 “On approval of the National Program for the development and support of reading culture in 2020-2025” was adopted. According to him, the “National Program for the Development and Support of Reading Culture in 2020-2025” was approved. The purpose of the program is to develop a culture of reading, expand the ranks of active readers through a consistent and effective organization of support systems for creators, publishers and distributors, increase the intellectual potential of the population, especially the younger generation. One of the main tasks in the implementation of the program is to further strengthen the interest of the younger generation in reading, spiritual and material encouragement of readers, expanding the ranks of active readers.

We believe decisions and rulings are especially important for young people in their future careers. For example, scientists at Oxford University K. B. Frey and M. Osborne estimates that 47% of occupations in the U.S. will be automated over the next 20 years [1]. According to scientists, the activities of salespeople, insurance appraisers, officials in the sports industry, waiters, administrators, couriers will be automated. This means that such professionals are more likely to be unemployed.

It is significant to mention the concept of “Industry 4.0” when discussing future professions. This concept was first introduced by the German federal government and represents a strategic plan for the development of German industry [16, 57]. This plan is based on a combination of industrial equipment and information systems in a single information space that allows them to interact with each other and with the external environment without human intervention. The

numbers “4.0” indicate that the development in this direction has great potential and will lead to the undisputed 4th industrial revolution [16, 57].

“**Industry 4.0**” is a radical, revolutionary change in human development related to the introduction of cyberphysical systems, digital technologies, artificial intelligence, minimization of human labor, and the satisfaction of human needs (including life, work, leisure). is a reflective phenomenon, as many scientists point out [2,6,7], it transforms the human way of life in every way unimaginable and leads to the abandonment of mechanical labor. The loss of some professions leads to unemployment, which in turn leads to socio-economic and political problems. But there is also a positive side to the issue, which is that the fourth industrial revolution will create new jobs related to future professions. According to the World Economic Forum in 2018, 133 million jobs are projected to be created in 2018–2022, of which 6.1 million will be related to future occupations. Future occupations are mainly Care Economy; in sales, marketing and content creation - 17%; work with data and artificial intelligence - 16%; 12% - in the field of engineering and cloud computing; 8% - in the field of “People and Culture” [5].

Thinking about the professions of the future, including scientists D. Varlamova, D. Sudakova [9] city farmer (specialist in the improvement of megacities, equipment and maintenance of agricultural farms inside and on the roofs of skyscrapers) [9, 39], molecular nutritionist [9, 58], online doctor [9, 62], space tourism manager [9, 356], digital linguist (adaptation of a technical language to humans) [9, 34], designer of 3D editions [9, 108], home robot creator [9, 39], trainer for intellectual development (intelligence development) [9, 39], etc. *Specialist business skills* (skills related to starting a business, setting up a business, doing business), *special field skills* (e.g., cloud technology, video editing, or radiation oncology skills) are required to complete these professions. These do not include the design of digital technologies, their operation), “*Hard skills*” (fundamental, ie “hard” skills - these are skills that can be learned and improved through practice, repetition and training, specific work, such as programming, installation of equipment, sewing, welding, etc.) and “*Soft skills*” (“soft”, “flexible” skills - worldview, behavioral skills: communication, group exposure, negotiation), includes basic technical skills and breakthrough technical skills [5].

It is important to have such skills, and it is advisable to develop them from an early age. Because it is during this period that human capital begins to form, and, according to Nobel laureate J.J. Heckman, investment in pre-school education is more effective than investment in general secondary and higher education[4].

The analysis of economists shows that highly effective programs for educating a child at an early age ensure economic development, because children who go to kindergarten study well in school, find a good job and succeed in life. In addition, the increase in spending in this area will lead to an increase in labor productivity, a decrease in crime, an increase in educational success, and a decrease in spending in these areas.

Therefore, it is necessary to radically reform the pre-school education system in accordance with “Industry 4.0” and based on the long-term development plans of the state. At the same time, it is important to improve the system of training and retraining of specialists in this field, including not only updating the software, relying on best practices, but also directly training educators, PEO managers, specialists in accordance with Industry 4.0, ie *business skills*. , *special field skills*, “*Hard skills*”, “*Soft skills*”. Because this is how the specialists of the PEO can develop the skills

mentioned in their pupils. In our opinion, special attention should be paid to the development of *business skills* and, in particular, “*Soft skills*” of specialists. For example, business skills can expand the scope of PE services, ie increase the number and quality of various services (not only in education, but also in the production and sale of stationery, toys, machinery, household goods, etc.) Creates conditions for PE to cover more children. The large number of services leads to the creation of a competitive environment, which in turn increases their efficiency, creates new jobs, new professions, employment.

Under “*soft skills*”, these types of skills include personality traits, emotional and social intelligence, understanding the child, self-control, teamwork, creating a positive psychological environment in a team, leadership, working with parents and other psychological qualities. is a key tool in the development of a child’s personality, intelligence, creativity and other characteristics and determines the effectiveness of decisions.

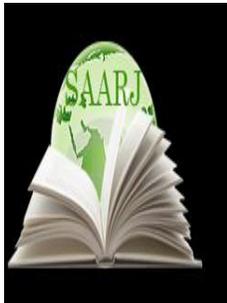
CONCLUSION

In short, it can be concluded that preschool education needs to be adapted to a rapidly changing world. Given that pedagogical knowledge is updated in a short time, it is advisable to improve the qualifications of teachers annually, for this it is important to create online courses, electronic textbooks, a platform for professional psychological and methodological assistance. In the system of training and retraining of teachers it is important to develop children’s reading, the development of competencies for future professions and their acquisition, the organization of a separate educational process on “Industry 4.0”. Based on the latest knowledge about brain activity in the construction of the educational process, we consider it expedient to conduct trainings on the formation and development of special competencies among teachers to prevent the development of clip thinking in children. Only then, we believe, will the state and society be able to achieve the ultimate goals of the preschool education system.

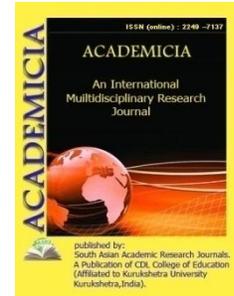
REFERENCES

1. Carl Benedikt Freya, Michael A. Osborne. The future of employment: How susceptible are jobs to computerisation? *Technological Forecasting and Social Change*. Volume 114, January 2017, -pp. 254-280
2. Graham Brown-Martin, Education and the Fourth Industrial Revolution. Prepared for Groupe Média TFO. August 2017.
3. Grzesik J. *Textverstehen lernen und lehren*. Stuttgart Klett, Verlag fur wissen und Bildung, 1990. –p. 405.
4. Heckman J. J. Sample Selection Bias as a Specification Error. *Econometrica*, 1979, 47 (1), 153–161. © Econometric Society. <https://doi.org/10.1016/j.techfore.2016.08.019>Get rights and content
5. Jobs of Tomorrow Mapping Opportunity in the New Economy. The report published by the World Economic Forum – 2020. <https://www.weforum.org/reports/jobs-of-tomorrow-mapping-opportunity-in-the-new-economy>
6. Kateryna Bondar. What is in reality Industry 4.0? <http://innovacima.com/en/2017/11/09/what-is-industry-4-0/>

7. The Future of Jobs Report 2018. World Economic Forum. ISBN 978-1-944835-18-7. <http://reports.weforum.org/future-of-jobs-2018>.
8. Westhoff G. Fertigkeit Lesen. Goethe-Institut, Muenchen, 1997. – p. 176.
9. Atlas of new professions 3.0. / ed. Varlamova D., Sudakova D. Moscow: Intellectual Literature, 2020. –p. 456.
10. Girenok F.I., Clip consciousness. Moscow: Prospect, 2016. –p. 256.
11. Katunina E.V. “Clip culture”: social and psychological risks. Tauride studios. Series: Culturology. 2015. No. 7. –pp. 49-56.
12. Mol A. Sociodynamics of culture. Moscow: DirectMedia, 2007. –p. 787.
13. Orlova E. A. Recommendations for increasing the level of reading competence in the framework of the National Program for the Support and Development of Reading [Text] / Orlova E. A.. Moscow: MCBS, 2008. –p. 72.
14. Saveliev S.V. Poverty of the brain. Moscow: VEDI, 2014.192.
15. Staritsyna O.A. Clip thinking as a condition for the success of information wars. Research Azimuth: Economics and Management. 2018.Vol. 7.No. 1 (22). -pp. 335-339.
16. Tarasov I. V. Industry 4.0: concept, concepts, development trends. Business strategies: analysis, forecast, management. Electronic scientific and economic journal, No. 6 (50) 2018, -p. 57.
17. Toffler E. The third wave. Moscow: AST, 2009, -p. 800.
18. Shalaev V.P. Man and Society in a Globalized World: Metamorphoses, Challenges, Prospects: Monograph. PSTU, 2015. –p. 288.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00056.2

VIEWS OF EASTERN THINKERS ON THE DEVELOPMENT OF INTELLECTUAL ABILITIES IN THE SCIENTIFIC HERITAGE

Mokhichekhra Jamshid qizi Boltaeva*; Olim Khamidovich Ortikov**

*Assistant of the Department of Psychology and Humanities,
 Jizzakh branch of the National University of UZBEKISTAN

**Assistant of the Department of Psychology and Humanities,
 Jizzakh branch of the National University of UZBEKISTAN

ABSTRACT

The article reveals some aspects of the development of intellectual abilities on the example of the spiritual heritage of the great thinkers of the East. The great thinker considers the role of the school and the teacher in the development of the child's worldview. In his opinion, a teacher should combine all the high virtues in a fair and just sermon. Each of the stages of a person's mental maturity has its place in the development of a person's spiritual worldview and in the perfection of his intellectual potential. This means that a person "reaches the sky" to perfection through upbringing, and the best "companion" in him is to become knowledgeable, enlightened and, most importantly, intellectually capable by reading the example and book of life.

KEYWORDS: *Personality, Ability, Intellectual Ability, Education, Upbringing, Knowledge, Intelligence.*

INTRODUCTION

Generations will never forget the question of making a nation a nation, its strong place in the world, seeing its people free and prosperous, a person of great intellectual ability who has done great work and devotees doing sacred work.

As far as we know, in the scientific heritage of the scholars of the East, the question of the formation of the individual in mental and physical development has been thoroughly analyzed. In particular, our great scholars Abū Naṣr al Fārābī, Abu Rayhan Beruni, Abu Ali Ibn Sino, Abdurahman Jami, Davani and others have identified the importance of people in society and ways of educating them, the development of intellectual potential through education.

Beruni's teaching on knowledge attracts the attention of researchers of his masterpieces. It is one of the characteristics of human beings to acquire true knowledge.

Beruni thought on the basis of the evidence that those who sought to acquire knowledge also sought knowledge because they needed to know what they did not know. The constant inculcation of the culture of speech in the student in education creates the art of being scientific, to motivate him to grow happily, to be interested in learning, to be knowledgeable, to interest him in learning to grow happily.

From the moment a child is born, he begins to know everything in the outside world. In his mind, the initial concepts appear. This does not mean that the laws of things can be learned, but that the child acquires simple knowledge, the ideas he receives from the family and the environment develop the child's knowledge, the child's development. According to Beruni, a child goes from simple to complex, starting with color (10-12 years).

The Main Findings and Results

When Beruni was born in time, he was referring to the innate talent of human beings. He also paid special attention to the heredity of education, that is, the biological "heritage" passed down from mother to son.

At the beginning of the year, it is determined by the characteristics of the structure of the brain. But such signs do not mean that people will become famous. Everybody will be educated later. As a result of good education, children are sometimes able to develop their talents in this or that field.

Beruni, who has recognized education, says nothing about the possibility of extinction as a child. According to the theory of innate ability, not only Beruni, but also the above conclusions. But the gifted, the talented, have the necessary conditions to realize these qualities, and then they have to work hard, and only then will they develop. Otherwise, it is possible to lose the ability, but now it is all the same. Because a child who is superior to his peers in terms of ability can sometimes lag behind or outperform his peers. When it comes to fertility, it is necessary to create conditions conducive to the development of hard work, science, knowledge and creativity.

The great thinker considers the role of the school and the teacher in the development of the child's worldview. In his opinion, a teacher should combine all the high virtues in a fair and just sermon. At the same time, the school sought to present itself as knowledgeable, while talking about the benefits of real science for the benefit of society. The scholar harshly criticizes the preachers, ascetics, the poor, the dervishes and the sheikhs who have sunk into the mire of ignorance. He accuses them of hypocrisy, hypocrisy, hypocrisy, arrogance, selfishness, ignorance and illiteracy.

Davoni emphasizes that the child's general understanding of the essence is possible only through the appearance of the mind, and that the perception of the external world through the senses and intellect is possible. He says that it is important to be very careful about the upbringing of a child, not to make mistakes, because the child is very impressionable and quick-witted at a young age. But he accepts the virtues without regard for all the blessings. Children's drawings are easily accepted, as are the pictures on the board.

The next period of child rearing begins at school. It is necessary to have a high level of knowledge of the upbringing of a child with a teacher. The relationship between the student and the student is discussed separately. Agarotaining is the cause of physical training of the body. He is considered a “spiritual teacher” and a “spiritual father”. The closer I am to the spirit of enlightenment, the closer the teacher will be to the parents in their upbringing. Davoni, in particular, analyzes the wisdom of wisdom. According to him, in order to cultivate human intelligence and intellectual talent, it is necessary to practice the following;

The first is the sharpness of intelligence. Ingenuity is the ability of a person to become popular in a certain way, to achieve the desired results. This requires experience and mobility.

The second is the ability to be quick-witted and to focus quickly on important and important issues so that they do not become overwhelmed by unnecessary and, secondly, complex, and complex issues.

The third is intoxication. This is the ability to do things easily and without difficulty.

The fourth is the ability to acquire knowledge quickly. The person should be able to focus on the unknown and master it without any contradictions.

The fifth is the deepening of the problem. The second step is the ability to take a specific position in the decision-making process so that the issues are resolved and the important ones are not left behind.

Sixth, memorization is the process of remembering what people have imagined and desired.

Seventh, memory is the ability to remember what has been learned before. Thus, Davoni should strive to grow and develop his abilities from an early age. He believes that if he says that he will attain true happiness, he will have to accept the above.

Fārābī in his book “Achieving Happiness” describes the process of learning. He asserted that his confession had been obtained through torture and that his confession had been obtained through torture. After studying it, we need to study the natural sciences, the structure of natural objects, their shape, the knowledge of the heavens. Then there is the study of nature, plants, and animals in general.

“Intelligence and lust are the beginnings of man ... but these beginnings are not enough for human beings to develop and become human under the influence of these natural beginnings, because man needs to speak, work, (profession) in order to reach human perfection. ”

Pharoah, human perfection alone cannot change. He believes that being in touch with others requires their help and relationships.

Man knows the material world, but in order to be perfect, he must be perfect. “But this reconciliation,” writes Fārābī “is achieved not only by dry aspiration, but also by the use of many objects in a natural being, or by the performance of many works of the same nature. It is impossible for a person to reach perfection alone, without the help of one or many, - the scientist continues, - in the nature of each person, in the process of any action that he needs, he has the ability to interact with one person or many. , the condition of any human being is that he needs or is compelled to help and unite with others in the attainment of any perfection. ’

Each of the stages of a person's mental maturity has its place in the development of a person's spiritual worldview and in the perfection of his intellectual potential. The levels of wisdom and perfection in the continuous sequence of a person's intellectual potential have their own peculiarities.

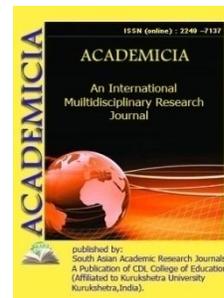
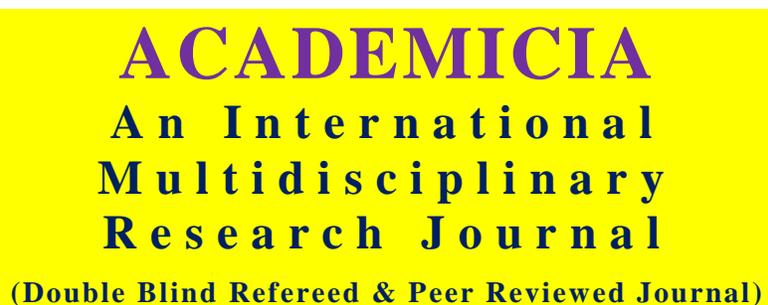
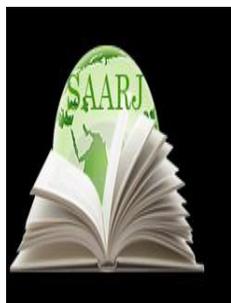
CONCLUSION

This means that a person "reaches the sky" to perfection through upbringing, and the best "companion" in him is to become knowledgeable, enlightened and, most importantly, intellectually capable by reading the example and book of life. In doing so, it will be necessary to take a bold step towards goodness by following the exemplary aspects of great people and, of course, by using the abilities, talents and talents given by Allah.

From the above, it is natural that our national and traditional values will be more valuable if we learn based on our invaluable spiritual heritage in raising the level of development of our country and determining that the individual's desire for knowledge depends on his mental individual characteristics.

REFERENCES

1. Abū Naṣr al Fārābī. The city of noble people. Tashkent 1993. –pp. 186 -187.
2. Turakulov X.A., Munarova R.O. Peculiarities in the stages of mental development in the upbringing of a harmoniously developed generation.// The role of a healthy lifestyle in the formation of acmeological views of young people. Proceedings of the International scientific-practical conference Tashkent - 2010 –p. 222
3. Hayrullaev M. M. . Tashkent, Uz SSR FA Publishing House, 1963, -p. 187



DOI: **10.5958/2249-7137.2021.00026.4**

JUSTIFICATION OF THE TECHNOLOGICAL SCHEME OF A POTATO DIGGER-SEPARATOR AND A POTATO DIGGER-LOADER

Rustamov Rakhmatali Muradovich*; **Salokhiddinov Nurmukhammad Satimbaevich****

*Professor,

Doctor of Technical Sciences,

Namangan city, Republic of Uzbekistan,

UZBEKISTAN

Email id: raxmatali19620101@gmail.com

**Senior Teacher,

Namangan Engineering Construction Institute,

Islam Karimovstreet, Namangan city,

Republic of UZBEKISTAN

ABSTRACT

The article provides a methodology for determining the theoretical study of the movement of potato tubers and impurities in a lifting centrifugal-separating bar elevator in potato harvesters. Most of the separating working bodies, which separate the components according to other characteristics, cannot work satisfactorily if there is a large amount of fine soil in the separated mass. Based on the results of the research carried out by us on the experimental installation, the layout of the pressure-pressure cylinder in the potato harvester was determined. This device separates the soil by centrifugal forces, and the lifting of the tubers produces a difference from known machines, without buckets or blades. A drum with a belt conveyor is located concentrically to the belt of the centrifugal elevator.

KEYWORDS: *Potatoes, Machine, Loader, Harvester, Conveyor, Elevator, Beater, Drum, Tops, Separation, Soil, Centrifugal Separator, Topper, Flange.*

I. INTRODUCTION

Separation of tubers from the soil and lifting them after digging is carried out in potato harvesters with a bar elevator, which is the main working body of these machines. It is made in the form of a bar conveyor, but is called an elevator, as it lifts tubers. The two main tasks of the bar elevator are soil separation and lifting and transporting tubers without damaging them. In the well-known works of scientists and designers: N.V. Firsova, Petrova G. D. Sorokina A.A. Kolchina N.N., Vereshchagina N.I., and others, both of these problems were solved. It should be noted that more work is devoted to soil separation than to improving tuber rise. Obviously this is true, since soil separation is more complicated than lifting the tubers. The main parameters of the bar elevator: speed of the elevator bed $-V$, length $-L$, width $-B$, pitch between bars $-t$, diameter of bars $-d$, lifting coal of the working branch $-\alpha$, amplitude in the CIS countries potatoes are grown in various soil and climatic zones, moreover, the weather during the period of its cleaning is unstable. The volume of potato production, as indicated earlier, is very significant. The area allotted for this crop in most farms exceeds several hundred hectares. In this regard, the agriculture of the European part of the CIS needs high-performance harvesting equipment, mainly combines, which would combine high productivity, adaptability to a variety of harvesting conditions, minimum manual labor costs with a limited range of equipment production. The existing two and three row potato harvesters with an improved working body have the following parameters: shaking amplitude $-r$, shaking frequency $-\omega$, $[1/s]$ or w $[\text{rad}/s]$. The lift angle of the elevator located behind the plowshares, usually called the main elevator, is taken on the order of 20° . An increase in the angle causes tubers to roll down along the bars of the elevator and damage them, especially in connection with the shaking of the working branch of the elevator bed.

II. LITERATURE SURVEY

To eliminate rolling of tubers with an increase in the angle, the rods are bent through one, i.e. the bar web is made stepwise. The following basic requirements are imposed on working bodies of this type: high productivity for separating working bodies (up to 150 kg/cm^2), high completeness of soil separation (70-80%), minimal losses and damage to tubers (2-3%), no sticking and clogging when working on wet and weedy vegetation soils. In addition, the screening working bodies must have a sufficiently high operational reliability and be simple in design. To reduce the size of the machine, it is also desirable that they simultaneously transport the mass with an upward movement of the separation.

Most of the separating working bodies, which separate the components according to other characteristics, cannot work satisfactorily if there is a large amount of fine soil in the separated mass. Thus, the performance of the subsequent more complex separating devices designed to separate solid impurities or moist soil depends on the quality of their work. When working in optimal soil conditions, for the separation of tubers from the soil, no other working tools are required except for sifting ones.

Although more than a century has passed since the invention of the bar elevator, on most domestic and foreign potato harvesters for separating (separating) soil from tubers, it remains the main working body. The bar elevator has become widespread due to its simplicity of design and the ability, simultaneously with separation, to transport the seam upward at an angle of inclination of $20-25^\circ$. The harvester, in contrast to stationary ones, moving across the field with

a change in the relief changes its position relative to the horizontal: tilting the machine to the side forward or backward inevitably causes changes in the movement of the mass if it is processed by shaking surfaces (rocking screens, etc.).

The mass is dumped to one side if the machine is tilted to one side, it is delayed, accumulating on the screen if the machine tilts forward: finally, it moves faster than necessary to the exit if the machine tilts back. The elevator type of the separating working body is less sensitive to such changes in position by machines.

The following basic requirements are imposed on working bodies of this type: high performance for separating working bodies (up to 150 kg / cm²), high completeness of soil separation (70-80%), minimal losses and damage to tubers (2-3%), no sticking and clogging when working on wet and weedy vegetation soils. In addition, the screening working bodies must have a sufficiently high operational reliability and be simple in design.

Work to increase the durability of elevators is carried out in several directions by using more wear-resistant materials, increasing the sliding friction area by elastic deformations of rubberized belts. For example, welding on double hooks increases the service life of the hook elevator by about 1.5 times.

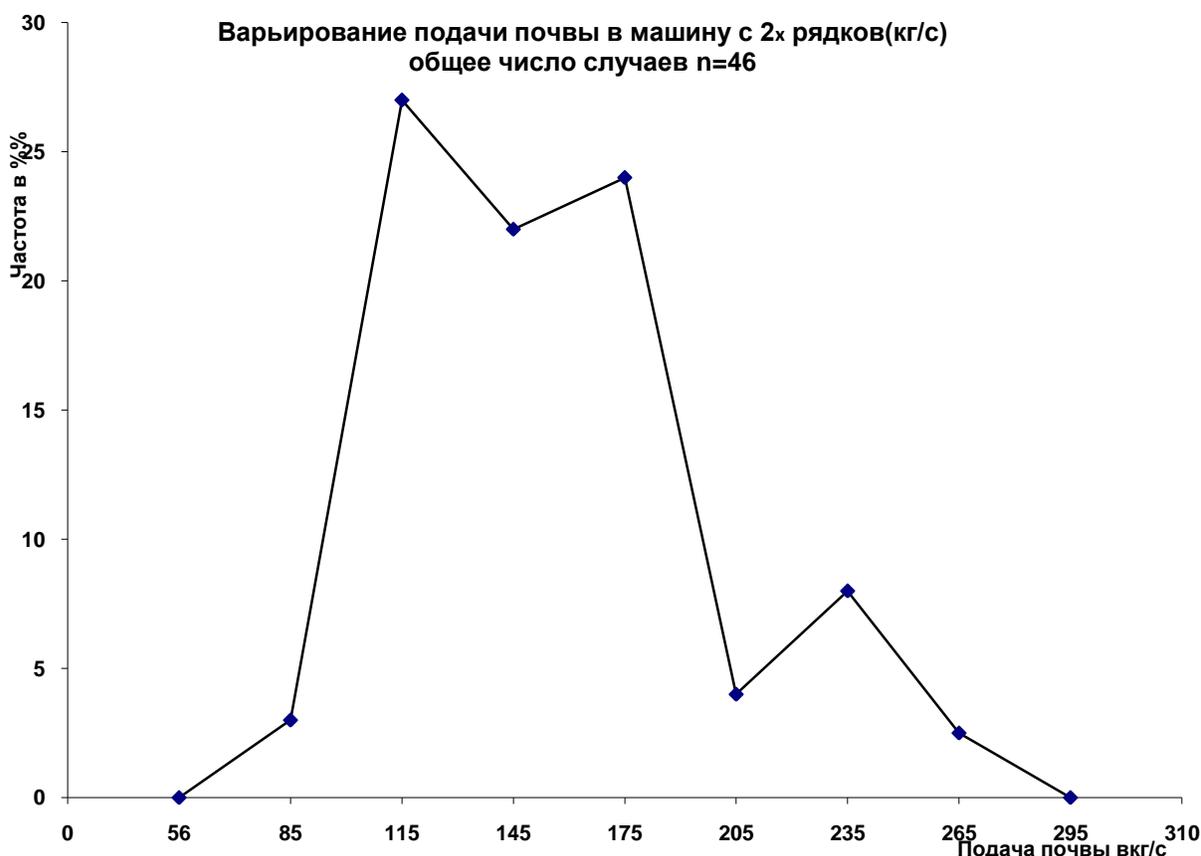


Figure 1.3

The wear resistance of the elevator, the web of which is assembled from cast bushing links, increased due to an increase in the contact area. The elevator can handle 50-60 hectares until it is completely worn out. Diggers KST-1,4, KTN-2V have a bar web of this type. The digger's elevator consists of two blades separated by a middle wall to which the middle share is attached. The disadvantage of this design is the high labor intensity of manufacture as well as a relatively large mass.

In the CIS countries, potatoes are cultivated in a variety of soil and climatic zones, and the weather during the harvesting period is unstable. The volume of potato production, as indicated earlier, is very significant. The area allotted for this crop in most farms exceeds several hundred hectares. In this regard, agriculture in the CIS countries needs high-performance harvesting equipment, mainly combines, which would combine high productivity, adaptability to a variety of harvesting conditions, a minimum of manual labor costs with a limited range of equipment production.

We, NPO VISKHOM, together with the Ryazan Agricultural Institute, carried out a number of studies, the purpose of which was to identify possible ways of creating on the basis of the KST-1.4 potato digger, the KKS-1.4 potato digger-separator for operation in difficult soil and climatic conditions.

Justification and study of one of the ways in solving this problem is the content of this work.

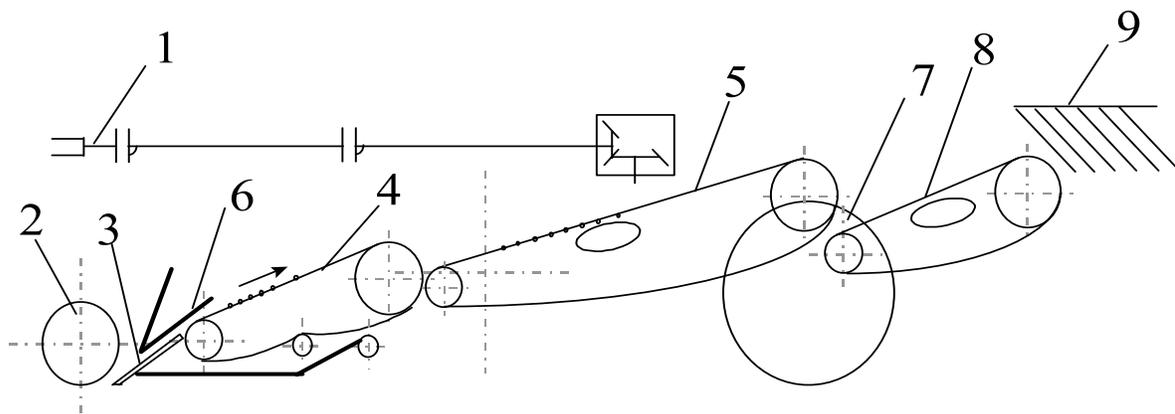


Figure 1.12. Technological scheme of the potato digger KST-1.4.

The potato digger KST-1.4 (Figure 1.12) is a semi-mounted elevator, the main components of the potato digger are gear 1, copying wheel 2, plowshares 3 high-speed elevator 4, main elevator 5, frame 6, running wheel 7, cascade elevator 8, reflector 9, transverse hinges 10.

The cut and partially destroyed layer is fed to a high-speed elevator with a speed of 2.02 and 2.25 m / s. From the high-speed elevator, the mass enters the main elevator, where due to the significant separation surface of the web and shaking it with special shakers, the main separation of tubers from the soil occurs. From the main elevator, the tubers and the remaining impurities are fed to the cascade elevator, where there is a further separation of the soil and the placement of tubers and remaining impurities on the surface of the field.

Using the results of research / 8 / it is not difficult to consider that during normal operation of a high-speed elevator, the descent of soil from it does not exceed 20-25 kg / sec. This means that the cascade elevator works with an under load, which will lead to increased damage to potato tubers.

This is especially noticeable when working in light conditions, is it necessary in this regard to develop an undercutting tool capable of providing a higher cutting of the formation? No. Apparently, the most rational for these conditions is to change the design and technological schemes of the potato digger KST-1.4, by introducing an additional working body, which was implemented in the potato digger-separator, by interchangeability of the loosening drum with the pressure cylinder.

As a result of searches and analyzes and in joint work of NPO VISKHOM with the Namangan production base for the production of potato seeds and vegetables and melons in NITI, a potato digger-separator KKS-1.4 - "Uzbekistan" / rice. 1.13 /

An attempt to modernize a serial harvester in the direction of increasing its productivity by increasing the separation surface and some changes in speed conditions and designs of working bodies without fundamentally changing the technological scheme of the harvester did not give positive results. Therefore, taking into account the shortcomings of the existing combines, solving the issue of creating a machine for harvesting potatoes in the conditions of Uzbekistan, we tried to create machines on the basis of existing machines, introducing appropriate new working bodies into it, made it workable in the conditions of Uzbekistan. When creating the harvester, it was found that the pressure cylinder can, by centrifugal separation, ensure the rise of tubers upward.

Based on the results of the research carried out by us on the experimental installation, the layout of the pressure-pressure cylinder in the potato harvester was determined.

Since 1982, together with NPO VISKHOM and GSKB Ryazan and the Ryazan Agricultural Academy of Agricultural Institute, work has been carried out at NITI to create a loader digger KP-2.

III. THE PROPOSED SCHEME OF THE COMBINE

This potato digger-loader is based on the KST-1.4 potato digger. In this machine, the separation of tubers from the soil and their lifting for loading into the body of the vehicle is carried out by a new device, a lifting centrifugal separating bar elevator / LCSBE /.

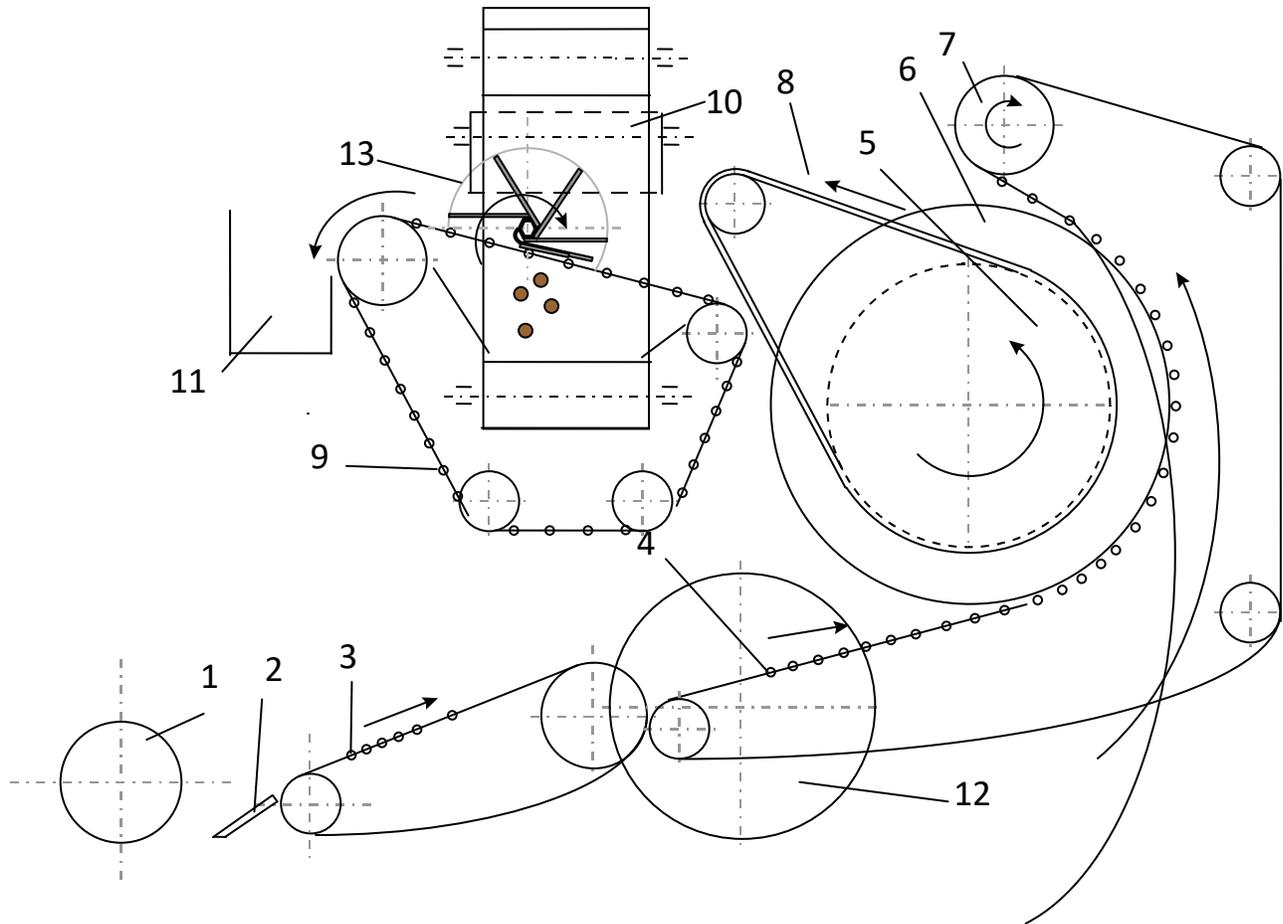


Figure 1.14. Schema of the KP-2 potato harvester.

1-support roller; 2-undercut plowshares; 3-bar elevator; 4-lift separating elevator; 5-guide drum with 6 flanges; 7-drive shaft of the second elevator; 8-feeding belt conveyor; 9-haulm rare-bar elevator; 10-cross-loading conveyor; 11-defoliating grid; 12-way wheels; 13-bitter.

IV. RESULTS

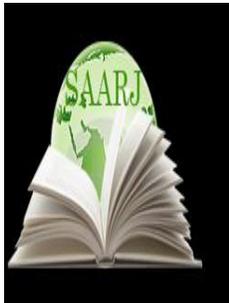
Figure 1.14 shows a diagram of a potato loader-machine, which, after digging out potatoes and separating tubers from soil and other impurities, loads them in a row of transport. This device separates the soil by centrifugal forces, and the lifting of the tubers produces a difference from known machines, without buckets or blades. A drum with a belt conveyor is located concentrically to the belt of the centrifugal elevator. Tubers, rising up on a centrifugal elevator, fall further on to a belt conveyor, which immerses them in the body of a vehicle. There is a gap between the belt conveyor on the drum and the centrifugal elevator, which is set within 30 ... 120 mm depending on the soil and climatic conditions and the size of the tubers. For work, it is necessary that the tubers are lifted by a lifting and separating device. The potato digger-loader is protected by RF patent No. 2048726.

V. CONCLUSION

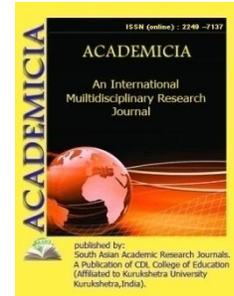
1. The main separating working body of potato harvesters is a bar elevator, which, simultaneously with separating tubers from the soil, ensures reliable transportation of the tuberous mass.
2. The efficiency of the separation process on potato harvesters largely depends on the condition of the soil.
3. The analysis of the existing separating working bodies showed that they do not sufficiently ensure soil separation in different soil and climatic conditions.
4. The use of centrifugal forces can significantly increase the intensity of soil separation.
5. A promising lifting centrifugal-separating working body (PCSPE) is proposed, which provides improved soil separation and lifting tubers for loading them into the body of a vehicle.
6. The most adapted machine for work in difficult soil and climatic conditions is a potato digger-loader KP-2, which includes a lifting centrifugal-separating bar elevator.

REFERENCES

1. Maksimov B.I. Search and study of a new separating working body of potato harvesters for work on heavy soils with high humidity: Author's abstract. diss. Cand. tech. Science - Moscow 1985.-20s.
2. Maslenkov. I.N. Research and comparative evaluation of rotary separators of potato harvesters - Diss. Cand.tech. sciences. M, -1974.-126 p.
3. Maximov L.M. Structural research and investigation of the operation of a drum separator of agricultural materials with a self-cleaning surface. Abstract of a thesis. Cand.tech. nauk.-24s
4. Maksimov B.I. "Research of the centrifugal separating body of potato harvesters", "Agricultural machines" No. 6, 1957
5. Petrov G.D. Halabuzar V.I. Investigation of a centrifugal drum-auger separator for a potato harvester, Proceedings of VISKHOM, N 40, M. 1963



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00070.7

A STUDY OF VALUE RELEVANCE OF ACCOUNTING AND NON-ACCOUNTING INFORMATION

W. Percy Wijewardana*

*Department of Accountancy and Finance,
 Faculty of Management Studies, Rajarata University of Sri Lanka, Mihintale ,
 SRI LANKA

ABSTRACT

This study investigates the value relevance of accounting and non-accounting information in the Colombo Stock Exchange, with a view to determining whether accounting information and non-accounting information has the ability to capture data that affect share prices of companies listed on the Colombo Stock Exchange. The required accounting information and non-accounting information are obtained through banks annual reports and data library published by Colombo Stock Exchange. Value Relevance is examined by partially replicating and modifying Ohlson's Value Relevance Model. The Regression analysis is used for evaluating information content of various accounting numbers and non-accounting information. The results revealed that accounting information of BVPS and OCFPS has strong positive correlation with Share Price. And also, it revealed that the non-accounting information of Local number of shareholders, Market Capitalization and Age of the Company has strong positive correlation with Share Price.

KEYWORDS: *Value Relevance, Accounting Information, Non- Accounting Information, Market Capitalization*

INTRODUCTION

In the volatile and dynamic environment to make investor's decisions information are important. Moreover according to the Scott and William (2009) state information will be efficient, if it leads to change investors' beliefs and actions. Moreover, efficient information is able to measure the amount of information efficiency based on changes happening prices. As well as, value relevance of accounting information and non-accounting information are helped to various kind of interested parties to make their investment decisions in different times, on different countries,

on differently industry types and different parts. Further, business organization's behavior is changed in time to time. Without knowing the behavior of the organization investor cannot make their corrective economic decisions. Because of this reason they require financial information more and more as well as non-financial information. Therefore value relevant accounting information and non-accounting information are played in critical role in the investor's decision making in the capital market. Most of the previous studies have excluded Banking, Finance and Insurance sector from their sample even it is a large sector in terms of market capitalization. According to the previous literature, it implies most of researcher's have given their higher consideration for accounting information rather than non-accounting information. But, both accounting and non-accounting information are valued for the investor's decisions. Furthermore, it reveals most of previous studies have excluded banking, finance and insurance sector from their research sample. Therefore this study is to examine whether there is exists value relevance of accounting information and non-accounting information to investor's decision making in banks listed at Colombo Stock Exchange (CSE). Further, study examine the value relevance of earnings per share, book value per share, operating cash flow per share, Local number of shareholders, Foreign number of shareholders, Market Capitalization and Age of the Firm on the share price of listed banks CSE. Study aim to study the following specific study objective: to examine the whether accounting information is value relevance to investor's decision making, to examine the whether non-accounting information is value relevance to investor's decision making, and to examine the whether other information is value relevance to investor's decision making.

LITERATURE REVIEW

In according to the prior empirical findings, value relevance of accounting information implies the value relevance of accounting information to investor's decision making. Shamki (2012) measures the impact of non-accounting information on value relevance of accounting information. However, there is a significant impact of non-accounting information to making decisions. Tharmila and Nimalathasan (2010) examine the value relevance of accounting information on market vulnerability of the listed manufacturing companies in CSE. The results revealed that Earning Per Share (EPS) and Net Assets Value Per share (NAVPS) significantly impact on market vulnerability. Further, EPS and NAVPS significantly correlated with market vulnerability. Muthafa and Jahfer (2013) examined the value relevance of accounting information in Sri Lankan context. This study used Ohlson's (1995) price model and alternative model with OCFPS. Hence, finally they conclude that BVPS, EPS and OCFPS have a positive and statistically significant relationship with market value per share. Robu (2014) investigates the Value Relevance of the Financial and Nonfinancial Factors in the Case of Romanian Listed Companies. Study concluded that the influence of the shareholders structure as non-accounting information on the Share Price (SP) and analysis of the influence of the earnings and book value of equity as accounting information on the SP. Finally, the results indicate that there is an influence of book value and earnings on SP as financial factors. As well as, there is an influence of the shareholders structure on SP as non-financial factor for companies listed on the CSE.

Hypotheses Development

Basically following primary and secondary hypotheses was formulated based on the past literature and empirical findings:

To test the combine effect of variable following hypothesis were formulated

$H_{(a)}$: Non- Accounting information is more than impact the accounting information on Share price

To test the individual impact of accounting and non- accounting information on share price, study was formulated the following secondary hypotheses however second hypothesis is an extension of the first the results of the prior studies are not conclusive.

H_1 : EPS has negative impact on Share price.

H_2 : BVPS has positive on Share price.

H_3 : OCFPS has negative impact on Share price.

H_4 : Number of Shareholders has negative impact on Share price.

H_5 : Market Capitalization has positive impact on Share price.

H_6 : Age of the Company has negative impact on Share price.

METHODOLOGY

The analysis of descriptive statistics, correlation analysis and regression analysis statistical techniques selected to analyze the study. The study dependent variable was SP and independent variable was Financial Variables and non-financial variables. According to that study was analyzed. The sample consists of 11 banks listed in CSE, during the period 2012 to 2016. In order to meet the objectives of the study, data were collected from secondary sources mainly from financial statements of the banks and CSE data library, which were published by CSE. Research Model of this analysis is based on the Ohlson's (1995) valuation model which mentions that the firm value is a linear function of book values of owner's equity and earnings. The Ohlson's value relevance model (1995) can be seen as follows.

$$P_t = a_t + b_1 \text{EPS} + b_2 \text{BVPS} + E \dots \dots \dots \text{Eq 1}$$

Where; SP: stock price, EPS: earning per share, and BVPS: book value of earning per share.

In order to examine the study questions of how accounting and non-accounting information related to stock price, this paper basically use a modified version of the Ohlson (1995) model. This study include the non-accounting information to the Ohlson (1995) model hence, the study predicts the non-accounting information provide the additional information about the firm's stock price. The test model is presented bellow;

$$SP_t = \alpha_t + b_1 \text{Accounting Information} + b_2 \text{Non Accounting Information} + \varepsilon_t \dots \text{Eq 2}$$

$$SP_t = \alpha_t + b_1 \text{EPS}_t + b_2 \text{BVPS}_t + \text{OCFPS}_t + \text{NLS}_t + \text{MC}_t + \text{AGE}_t + \varepsilon_t \dots \dots \dots \text{Eq 3}$$

Where; SP: stock price, EPS: earning per share, BVPS: book value equity per share, OCFPS: operating cash flow per share, NLS: number of local shareholders, MC: market capitalization, and AGE: age of the firm.

RESULTS AND DISCUSSION

The average SP of the full sample is Rs.148.82 with standard deviation of approximately 109.31. The average and denoted within bracket standard deviation EPS, BVPS, OCFPS, LNS, MC and

AGE are 12.91(10.89), 85.91(65.69), 8.86(56.55), 9.2(0.74),23.63(1.08),and 30 (13.5) respectively. The maximum value of independent variable is taken by OCFPS and minimum value of independent variable also taken by OCFPS as 338.05 and -56.67 respectively. The highest standard deviation of independent variable is BVPS. It is 85.91. The lowest standard deviation of independent variable is NLS. It is 0.74. The skewness of EPS, BVPS, OCFPS, NLS, and AGE are become more than zero. It implies tail of the distribution extends to the right. NLS and MC is become less than zero. It indicates tail of the distribution extends to the left. The kurtosis of OCFPS, BVPS is more than 3.It implies leptokurtic distribution, sharper than a normal distribution with values concentrated around the mean and thicker tails. This means high probability for extreme values. The probability of extreme values is less than for a normal distribution and the values are wider spread around the mean. Co variation between each variable is as follows.

TABLE 02-CORRELATION ANALYSIS BETWEEN SP AND INDEPENDENT VARIABLES

EPS	BVPS	OCFPS	NLS	MC	AGE
0.469**	0.621**	0.054	0.142	0.421	0.046
0.000	0.000	0.357	0.165	0.001	0.377

**Correlation is significant at the 0.01 level (2-tailed)* Correlation is significant at the 0.05 level (2-tailed)

Source: Data Analysis (2017)

From the results presented table 2 of the correlation between EPS, BVPS and MC with SP ,founds to be 0.469,0.621 and 0.421 respectively at 1% level of significance .It implies that there is a strong positive significant correlation between EPS, BVPS and MC with SP respectively.On the other hand the insignificant positive weak correlation betweenOCFPS, NLS and AGE with SPfound to be 0.054, 0.142 and 0.046. However, correlation coefficient between all the variables is positive.

Table 03 shows the model summary and R Square of the study the results revealed that the model fitness is good.

TABLE 03-THE MODEL SUMMARY

R	R Square	Adjusted Square	R	Std. Error	Durbin-Watson
0.820 ^a	0.672	0.625		98.798	2.038

a. Predictors: (Constant), AGE, NLS, EPS, OCFPS, BVPS, and MC

Source: Data Analysis (2017)

The adjusted R square is taken 0.672.It means that there is a 67.2% impact of the both independent variable (accounting variables and non-accounting variables) on dependent variable (share price). Remaining 32.8% are determined by other factors. It reveals that accounting information and non-accounting information has an ability to explain 98.79% variation in market price per share. Durbin-Watson value 2.038 is indicated that the there is no multicollinearity exists.

The ordinary least squares (OLS) results are very similar other analytical tool and past researches findings. Similarly amended Tobit analyses were performed at various degrees of left and/or right censoring, as well as OLS estimation. The results were also found to be extremely robust to the estimation technique adopted. The estimated regression model is represented as Eq 3. The interpretation of the coefficients associated with each independent variable is now considered in turn. In the below table 4 presented the comprehensive results of the multiple regression and it shows to further investigating of value relevance with accounting and non- accounting information.

TABLE 04-COEFFICIENTS MATRIX OF THE MULTIPLE REGRESSIONS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-482.592	281.648		-1.713	0.094
EPS	-2.629	1.629	-0.262	-1.614	0.114
BVPS	1.903	0.283	1.144	6.730	0.000
OCFPS	-1.198	0.276	-0.620	-4.344	0.000
NLS	-44.836	18.534	-0.305	-2.419	0.020
MC	43.430	14.450	0.430	3.006	0.004
AGE	-3.369	0.892	-0.416	-3.777	0.000

a. Dependent Variable: SP

Source: Data Analysis (2017)

The B value of the regression model is -482.592. It is the intercept of the model. It presents the results of regression analysis between the EPS and SP. As per the results, it can be identified that the negative relationship of -2.623 is not significant. This correlation is suggested that EPS will not be provided value relevant. When increase one unit of BVPS, SP will increase 1.903. It is clearly shows that P value of beta coefficient of BVPS is 0.000 which is significant at 5% level. So, SP and BVPS model is positively correlated at the 5% significant level. When decrease one unit of OCFPS, SP will decrease 1.193. The correlation coefficient between these two variables is significant. It presents the results of regression analysis between NLS and SP. As per the results, it can be identified that the relationship is significant and negative coefficient value is reported -44.836 . The P value of beta coefficient of local number of shareholders is 0.000 which is significant at 5% level. When increase one unit MC, SP will increase 43.43. However, the relationship between SP and MC is significant. When decrease one unit of AGE, SP will decrease -3.369 and the SP and AGE model is negatively correlated at the 5% significant level. Therefore, finally can be concludes all the non-accounting information of NLS, MC and AGE are significant and mixed effect with the SP. Among the accounting information BVPS and OCFPS

are significant and mixed effect. Finally results revealed that the value relevant accounting information both accounting and non-accounting except EPS are deciding information in the banking sector for investor's decision making.

CONCLUSION

Through the survey involved 11 banks listed in CSE. The majority of investors are very interested in accounting information as well as non-accounting information for their decision making. Having applied the same value relevance definition as Ohlson, based on the large sample, the findings were very similar to theirs. Value relevance was found to be significantly positively correlated with BVPS and MC and significantly negatively correlated with OCFPS, NLS and AGE. However, further analysis revealed that the results are highly model specific. In particular, when the EPS was adjusted for SP, a insignificant negative correlation between SP and EPS was observed. With the empirical insight gained from the study, several recommendations can be found in the banking sector treaded in CSE. Future research should have sub sample which would categorized based on the level of SP give a more comprehensive result. The second suggestion refers to the investigation of other forms of accounting information and non-accounting information. This study only covers a period of five years from 2012 to 2016 because of non-availability of data. The results of the future studies can increase covering large sample period may provide fruitful insight in the value relevance and information. Further, without confidence in accounting numbers as a whole, investors will not take their investment decisions. So, Not only accounting information and non-accounting information but also other factors that affect changes in share prices, future study can include impact of other information sources like rum our, insider trading and noise among others on share prices.

REFERENCES

- Abayadeera, N. (2010). Value Relevance of Information in Hi-tech Industries in Australia: Accounting Information and Intangible Asset Disclosures. *Global Review of Accounting and Finance*, Vol. 1, 77-99.
- Abiodun, B. Y. (2012). Significance of Accounting Information on Corporate Values of Firms in Nigeria. *Research Journal in Organizational Psychology & Educational Studies* 1(2) 105-113, 105-113.
- Ali Faal Ghayoumi, Mahmoud Dehghan Nayeri, Manouchehre Ansari, Taha Raeesi. (2011). Value-Relevance of Accounting Information: *World Academy of Science, Engineering and Technology*, Vol:5.
- Alina, R. M. (2014, November). The Value Relevance of the Financial and Nonfinancial Factors in the Case of Romanian Listed Companies. *Global Journal on Humanites & Social Sciences*(2), 153-162.
- Barth Mary, E; Beaver; William , H; Wayne , R; Landsman;. (2000, November). The relevance of value relevance research. *Journal of Accounting & Economics conference*.
- Beisland, L. (2009). A Review of the Value Relevance Literature. *The Open Business Journal*(2), 7-27.
- Francis, J; Schipper, K;. (1999). Have financial statements lost their relevance? *Journal of Accounting Research*(37), 319-352.

Glezakos, M., Mylonakis, J., & Kafouros, C. (2012). The impact of Accounting Information on Stock Prices: Evidence from the Athen Stock Exchange. *International Journal of Economics and Finance*, 4(2), 56-58.

Hellstrom, K. (2005). The Value Relevance of Financial Accounting Information in a Transitional Economy: The Case of the Czech Republic. *Working Paper Series in Business Administration*, No.10.

Karunaratne, W.V.A.D.; Rajapakse, R.M.D.A.P.; (2010). The value relevance of financial Statement's Information: With Special reference to the Listed Companies in CSE. 1-20.

Khanagaha, J.B; Mohamad, S; Hasssan, T; Sori, Z.M;. (2011). The Impact of reforms on the value relevance of Accounting: Evidence from *Iran African Journal of Business Management*.5(1), 96-107.

Khanna, M. (2014, October). Value Relevance of Accounting Information: An Empirical Study of Selected Indian Firms. *International Journal of Scientific and Research*, Volume 4(10), 01-06.

Khurram, S., & Ismail, A. (2014). Value relevance of Accounting Information and its Impact on Stock Prices: Case Study of Listed Banks at Karachi Stock Exchange. *Journal of Economic Info*,3(1), 40-48, 2014, 40-48.

The Conceptual Framework for Financial Reporting, Council of the Institute of Chartered Accountants of Sri Lanka.

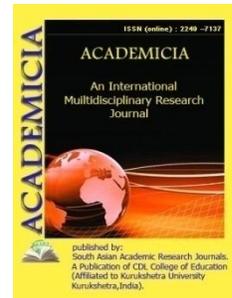
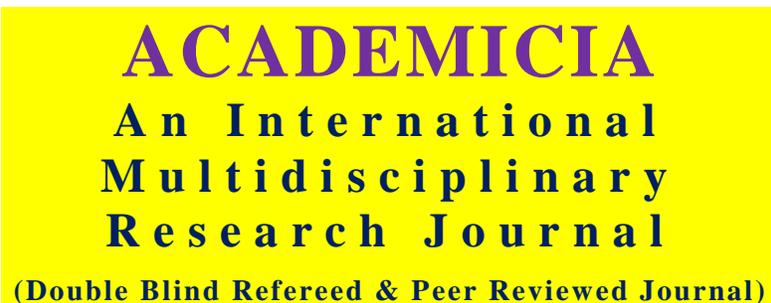
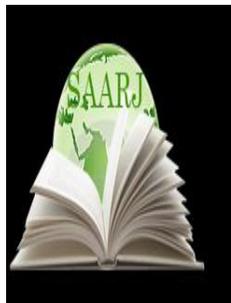
Mahdi Bazrafshan, Batool Zarei, Shadi Shahverdiani. (2013). Study of the Role of Accounting Information on Investor's Decision Making in. *Journal of Basic and Applied Scientific Research*,www.textroad.com, 494-502.

Mohammadi, A. (2012). The Investigation of Relationship between Accounting Information and the Value of Companies (Case Study). <http://www.icndbm.com/pdf/129.pdf>.

Mulenga, M. J. (2015). Value Relevance of Accounting Information of Listed Public. *Research Journal of Finance and Accounting*, Vol.6,No.8, 222-231.

Musthafa, Sulaima Lebbe; Jahfer, Athambawa;. (2013, July). Value Relevance of Accounting Information: Evidence from Sri Lanka. 21-30.

Mylonakis, J., Kafouros, & Glezakos, M. (2012). The Impact of Accounting Information on Stock Prices: Evidence from the Athens Stock Exchange. *International journal of Economics and Finance*, 4(2), 56-58.



DOI: **10.5958/2249-7137.2021.00016.1**

IMPROVING PSYCHOLOGICAL TECHNOLOGIES FOR THE DEVELOPMENT OF PROFESSIONAL REFLECTION IN FUTURE TEACHERS

Juraev Nurbek Sadullayevich*

*Associate Professor
Candidate of Psychological Sciences,
Vice-rector for Academic Affairs of Kokand State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

This article provides information on how to prepare future educators for the profession, how to develop their professional reflection, and how to improve the psychological technology of reflection. The formation of professional training in a person is first determined by the composition of the professional imagination, concepts, and then to the specialty. acquisition of relevant knowledge, skills and abilities, decision of professional qualities and the degree of professional adaptation. Vocational adaptation - the mastery of the requirements of the future professional activity of the future specialist in the conditions of objective and subjective education, adaptation to the process of activity is the level of professional competence.

KEYWORDS: *Vocational, vocational training, professional reflection, vocational adaptation, psychological, objective and subjective education, pedagogical skills, experience, prognosis, autogenic, etc.*

INTRODUCTION

The formation of socio-economic policy in the country is the training of highly qualified junior specialists who meet the requirements of the times requires improving the content of vocational education to ensure the effectiveness of the process. This task is clearly defined in a number of laws and regulations, in particular in the National Training Program, in the example of restructuring the system and content of training based on the prospects of social and economic development of the country, the needs of society, modern achievements in science, culture, engineering and technology. This is reflected in the form of guidelines and principles.

Therefore, from the first years of independence of our country, the educational process of continuing education institutions, in particular, higher education institutions, which provide in-depth development of professionalism, skills and abilities of young people, gaining several specialties in their chosen profession. or, the provision in practice of a new and modern methodology based on science and theory has been identified as one of the urgent problems awaiting solution in this area. Indeed, the main focus of the strategic tasks in the field of education in our country is focused on the training of specialists who can think independently and clearly define the development prospects necessary for the interests of society and the individual. This creates the need to modernize the training of teachers and develop its innovative pedagogical framework. One of the most important tasks of higher education institutions is the future is to form the professional training of specialists. Vocational training is the development of a person's social competence, which is based on the acquisition of the necessary professional knowledge, skills and abilities. interpreted as a peculiar appearance. Vocational training does not happen by itself, but involves specific stages that are planned based on specific goals.

The formation of professional training in a person is first determined by the composition of the professional imagination, concepts, and then to the specialty. acquisition of relevant knowledge, skills and abilities, decision of professional qualities and the degree of professional adaptation. Vocational adaptation - the mastery of the requirements of the future professional activity of the future specialist in the conditions of objective and subjective education, adaptation to the process of activity is the level of professional competence. Career guidance, career choice, and professional training have been extensively studied by educators and psychologists, who have developed their own approaches. Including V.A. Slastenin, N.N. Azizxodjaeva, J.G '. Yuldashev training through innovative technologies; SH.E. Qurbanov, E.A. Seytkhalilov, F.Yuzlikaev, N.Muslimov, SH.Sharipov, N.Egamberdieva studied the problems of vocational education on the basis of integration between the individual, society and industry. R. Ishmuhamedov, A. Abdukodirov and A. Paradaev state that on the basis of professional training "psychological, psychophysiological, physical, scientific-theoretical and practical training of the future specialist" should be reflected [1. B 41]

Based on the views of the authors, the concept of "professional training" can be defined as follows:

Vocational adaptation is the professional requirements of a future specialist assimilation, individualization. It is known that one of the important tasks of any higher education institution is to ensure that first-year students successfully adapt to the new system of education, new social relations, successfully master the status of a student. Although career motivation is more pronounced in career guidance, it should be noted that they alone cannot play a leading role in the formation of vocational training. Because the physical, mental and spiritual potential of the individual is selected Proportionality of professional activity to the level of requirements for the individual helps students to adapt to the environment of professional activity and the formation of reflection. [2.b 57]

They are usually involved in the professional development of future teachers approach based on objective capabilities, chosen profession and activity It is advisable to identify the capabilities of the individual to the requirements is considered. For example, when choosing a teaching profession, not only love the profession, the desire to communicate with children, but also the

fact that the physical, psychological and social requirements of the profession to the individual are within its capabilities to acquire professional knowledge, skills and abilities. helps. Therefore, in the professional reflection of future teachers, special attention should be paid to the theoretical substantiation of these aspects of the issue and the development of professional opportunities of future professionals. It should be noted that it is a product of educational activities in higher education institutions it is a process of acquiring professional knowledge. But sometimes that's the case there are also situations where a well-trained professional may not be ready for the required activity at the right time. In this case, pedagogical activity cannot be successful or ineffective. It is obvious that the professional training of a specialist includes not only the required level of professional knowledge, but also psychological training, self-management and orientation to the desired activity, management of the educational process, professional, spiritual and physical capabilities. with the ability to direct the solution of the problem in the right conditions formation of relevant professional skills and competencies, adaptation to the process. Because these skills and competencies are considered to be necessary phenomena in the process of professional adaptation of future teachers. Scholars consider various ways to solve the problem of improving pedagogical skills and emphasize the importance of developing analytical features of teacher pedagogical thinking that develop professional reflection. The concept of reflection originated in ancient Greece and meant that thinking about what was going on in one's mind focused on the content of one's thoughts (Descartes); reflection as the ability to know oneself (Socrates, Plato, Plotinus, Locke, etc.); as the basis for the development of cognitive abilities (Kant, Hegel, Fixte, Shelling). Today, philosophy distinguishes between theoretical and practical reflection, and theoretical reflection as a time of concept development, as a method that allows the transition from one definition to another within a concept; practical reflection is the interdependence of individual behavior and intention, which is described as the process by which this norm of interdependence is controlled [3 b 499].

It should be noted that so far there is no clear definition of the concept of pedagogical reflection. GM Kodjaspirova considers pedagogical reflection not only as "an appropriate assessment of oneself and one's behavior, but also as an understanding of how other people, especially those who interact with the teacher in the pedagogical process, perceive" [4, p.30].

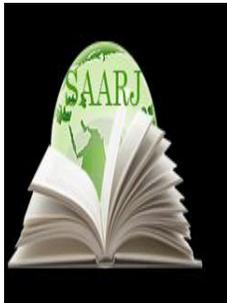
Probably, the study of this phenomenon takes place at the intersection of psychology, pedagogy, pedagogical psychology, philosophy of education and other disciplines. In the process of self-analysis of individual pedagogical activity, the teacher studies the state of the results and characteristics of his educational activity, identifies the cause and effect relationship between pedagogical contradictions, It identifies ways to further improve education and training, "LEPleskach said. According to the scientist, —Reflection is a self-analysis, which is not about achieving a self-determined goal, but about learning, gaining experience, creativity, professional development. Analysis of pedagogical and psychological literature, the difficulty is the subjectiveness of man that it is a psychological condition that allows one to conclude that it is not always convenient for an outside observer to analyze, which no one can do without a teacher. that he could not better understand his professional difficulties than himself, and that he was a scholar and that no one else can find a way to overcome it. So, it is important to study the professional difficulties of a teacher in his / her pedagogical activity The easiest way to do this is to self-diagnose.

Also, one of the psychological exercises is Autogenic training is also important. —Auto - means self-influence, which a teacher encounters in his / her professional activity through self-influence can overcome the difficulty. Analysis of the scientific literature, as well as pedagogical experience in the teaching profession, the use of diagnostic methods to improve the pedagogical skills of teachers and the analysis of the obtained results allow to evaluate pedagogical diagnostics as one of the ways to ensure professional development. After all, a teacher's best pedagogical experience is in the study of 'experience' planning the goal and its tasks, identifying the current topic, school In practice, they use tools such as studying the achievements of skilled teachers, collecting material, analyzing, drawing conclusions. It should also be noted that pedagogical diagnosis is effective when it has a goal-setting (prognostic) nature, rather than a recording, which is based on the development of the teacher's professional reflection. is increased. At the same time, it is in the educational process that goal-oriented diagnosis ensures its development.

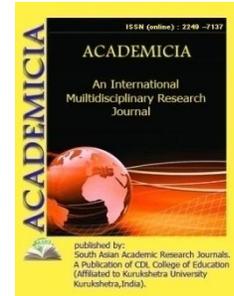
In short, the results of the teacher's professional activity his understanding makes it necessary to seek and master more advanced ways of carrying out his pedagogical activity. It is known that a change in activity leads to a change in the subject of activity. In the process of developing the analytical skills of the teacher, his professional reflection also develops, which, in turn, directs the process of self-development of the teacher in a certain direction and increases his personal creative activity.

LIST OF USED LITERATURE

1. Ishmuhamedov R., Abdukodirov A., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions). - T .: Talent Fund, 2008. - P. 16-18
2. 1 Goziev E., Mamedov K. Occupational psychology. - T .: 2003. B - 57.
3. Philosophical Encyclopedia.- M .: Soviet encyclopedia, 1967. - T.
- 4.-p.499 4. Kodzhaspirova G.M.Theory and practice of professional pedagogical self-education.- M .: MGOPI, Alpha, 1993.- 120 p. boshqalar) dir.
5. Philosophical Encyclopedia.- M .: Soviet encyclopedia, 1967. - T.4.-p.499



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00017.3

UZBEKISTAN ON THE ROAD TO POVERTY REDUCTION

Nargiza A. Inagamova*

*Assistant,
 Chair of Economy and Real Estate Management,
 Tashkent Institute of Architecture and Construction,
 UZBEKISTAN

ABSTRACT

This article is dedicated to the Government of Uzbekistan, in coordination with international organizations, carried out an in-depth poverty analysis in July 2007. The Welfare Improvement Strategy (2008–2010)^a and Poverty Reduction Strategy (2008–2010) indicate that 25.8% of the population lives below the poverty line. ^b The government's poverty reduction strategy clearly indicates the importance of infrastructure development and specifies that industrial development will be strengthened through infrastructure development including transport and communications, which are vital in linking local production centers, markets, and warehouses with regional and international markets. The investment program, which is included in the country operations business plan (2011–2013) and is aligned with the Uzbekistan Transport Sector Strategy (2006–2020)^c and road map, has two major components: road development and road sustainability. The investment program is expected to contribute to increasing both domestic and international trade and generating new initiatives and opportunities for economic activities. Improved connectivity and access to health centers, schools, and markets will emerge as a major priority for the poor.

KEYWORDS: *Market, Economic, Local, Development.*

INTRODUCTION

The question of the complete eradication of all forms of poverty is still relevant to all mankind. The number of people currently living in extreme poverty has halved, from 1.9 billion in 1990 to 836 million in 2015. However, there are still many people who are struggling to meet their basic needs. More than 800 million people worldwide continue to live on \$ 1.25 a day. Many people are starving, without access to clean water and sanitation. Rapid economic growth in countries

such as China and India has lifted millions out of poverty, but the distribution of economic benefits does not meet the principle of equality and equality. The female population of the world is more vulnerable to poverty than men. This is due to the fact that women have relatively limited opportunities to find paid employment, earn income, and get an education.

Main part

The situation in other parts of the world, especially in South Asia and the southern Sahara, remains tense. These regions are home to 80 percent of the world's poorest population. The number of poor people living in these areas is expected to increase due to climate change, armed conflict and food shortages. The BTM is a testament to our commitment to completing the work we started in 2000 and to ending all forms of poverty by 2030. To achieve these goals, we must take concrete and targeted measures to protect the socially vulnerable, improve their access to basic social resources and services, and provide assistance to those affected by armed conflict and climate change. Poverty eradication is one of the 17 goals of the 2030 Agenda for Sustainable Development. A "comprehensive approach" is required to address the identified challenges. A video conference on poverty reduction measures was held on February 27, 2013. At the meeting, President Shavkat Mirziyoyev noted that 12-15% of the country's population, or 4-5 million people, live in poverty. This means that their daily income does not exceed 10-13 thousand soums. At present, the poor family is provided with a personal computer 12 times more than the average family in the country, with a car - 11 times, with air conditioning - 8 times, with a vacuum cleaner - 4 times, with washing machines - 4 times, with a refrigerator - 2 times less, with TV and mobile communication - 1.5 times less. Not only is the poor deprived of the opportunity to benefit from the country's rapid economic growth, but it is also unable to contribute to development due to limited opportunities to participate in various spheres of society. The state provides free secondary education, guarantees a basic package of medical services, provides specialized assistance to groups classified as vulnerable to "socially significant and dangerous" conditions, and provides benefits to low-income families. But more needs to be done. Leaders have been tasked with developing a poverty alleviation plan. Because getting out of poverty is many times harder than getting out of it. A poor man living in a rural area has to go to the city to see a doctor when he is sick. It also includes travel expenses for medicines. A child from a poor family may lose the opportunity to get an education in order to earn money, which will affect his or her future income level. That is why the terms "poverty" and "poverty trap" are often used interchangeably.

HOW IS POVERTY MEASURED? There are two indicators used to measure the level of human well-being in a given period: per capita income or per capita consumption expenditure. Due to the variability of income relative to consumption, the difficulty of identifying some sources of income, and the high level of misrepresentation of income, it is recommended to use indicator 2 in practice. However, when using consumer spending data as an indicator of well-being, the change in prices over time, the difference in prices between individual countries, the consumption of household goods (including food products)), taking into account the cost of public goods and services accepted by households (free or subsidized medical care, school meals, public education), etc., it will be necessary to make some adjustments to this indicator .

Nutrition-based poverty rate Poverty is a phenomenon, and hunger is one of them. In this case, well-being is measured by the daily caloric intake per capita and compared to the amount of

daily energy expenditure for this category of people. The Food and Agriculture Organization of the United Nations recommends setting an average daily energy consumption of 1,800 kcal. This figure can vary depending on age, gender and level of human activity. Other forms of nutritional deficiencies, such as protein or certain micronutrients called “hidden hunger,” can also be demarcated. In this case, the overall level of poverty can be determined from the recommended minimum level.

International Poverty Limit This limit is used by the World Bank for international comparisons. The extreme poverty line is set at \$ 1 per day at purchasing power parity, and the poverty line is set at \$ 2 per day. The poverty line has recently been raised to \$ 1.25 and \$ 2.5, respectively. Currently, the 15 poorest countries in the world use these poverty lines. However, at present, other limits of poverty are applied, taking into account the specifics and stages of development of different countries. In particular, it is recommended to use the low-income level of \$ 3.2 per day for low-income countries and \$ 5.5 per day for high-income countries. .

Relative poverty line Poverty is not only an absolute but also a relative concept. People may have a subjective assessment of their condition compared to other people in the appropriate control group. Because of this notion of relative deprivation, people focus on their personal income or consumption levels relative to the national average. The relative poverty line can also be interpreted as the cost of social integration required for decent participation in normal socio-economic activities. The use of the relative poverty line is common in European countries. In this case, the poor are understood as the 25% of the lowest consumers in the country.

Subjective poverty line We can say that poverty is not only an absolute or relative standard, but also a perception. In this case, ask the household, "What level of spending do you consider to be the absolute minimum?" and this is compared to their actual cost level. Thus, the share of those whose current expenditures fall below the declared subjective minimum is considered the poverty rate. However, the level of poverty here often depends on how the question is asked.

INFORMATION ABOUT POVERTY IN UZBEKISTAN (WHO, WHERE AND WHAT DO THEY LIVE?)

In Uzbekistan, only the first two methods are used to measure poverty. The results of the nutrition-based approach show that the poverty rate is 11.4%. Based on the results of the second approach, the poverty rate is 36.6% at \$ 5.5 per day and 9.6% at \$ 3.6. According to the World Bank, the highest poverty rates are in Samarkand, Surkhandarya, Syrdarya, Andijan and the Republic of Karakalpakstan.

In recent years, significant progress has been made in creating a public database that can be used to study poverty. They allow us to describe poverty, its factors, as well as test many hypotheses about the impact of specific programs and political reforms on poverty. For example, by comparing the characteristics of poor and non-poor people or households, it is possible to determine the cause of poverty and set clear parameters for combating it. In this case, the data can be analyzed in the following areas:

Characteristics of family members: age, gender, ethnicity, education and level of health.

Demographic characteristics of the household: sex of the head of the household, number of children and elderly people of working age.

Property: land, livestock, tools and social capital.

Types of activities: field of activity, gardening, type of employment.

Location: village / city, region, district.

Use of utilities: electricity, drinking water, medical facility, school, social assistance programs.

Market access and private services: distance to markets, road infrastructure, access to financial services, etc.

For example, the Russian experience shows that the poverty of the household is due to the presence of children under 16, the presence of unemployed family members, living in rural areas, the lack of stable sources of income and their employment in the informal sector. factors such as the poor economic development of the region may be affected.

Thus, a clearer picture of poverty in Uzbekistan will determine the content of key measures and recommendations to combat it. According to research in this area, a low-income family consists of 7 people, the average age of the head of the family is over 50 years and he has no higher education. In particular, 11% of low-income heads of households are unemployed, 93% do not have higher education, and only 24% have secondary special education. 43% of low-income households do not have a permanent job. 93% are not connected to the central heating system, 96% are not connected to the central sewerage system and 66% are not connected to the central water supply.

According to a similar study conducted by the Institute for Forecasting and Macroeconomic Research with the support of the United Nations Development Program, the situation of low-income households in the country can be described as follows: 'households with a low level of education and no able-bodied members who can work abroad. At the same time, the level of poverty is clearly regional.

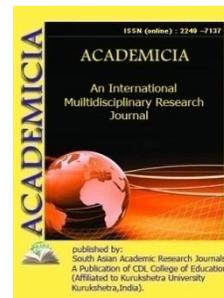
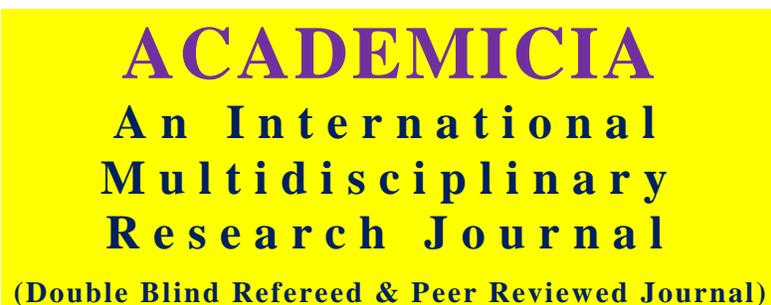
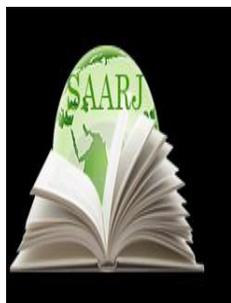
These results are in line with the World Bank's findings on inclusive diagnostics of the Uzbek economy in 2014. In particular, the poorest households are larger due to the increase in the number of children, as well as the small number of working adults. There are no significant differences in working conditions between groups with different levels of well-being among men. However, the participation of low-income women in the labor force is much lower, with one in three low-income families being headed by a woman. The three most important factors that determine the difference between consumption (income) are the sex, education, and employment status of the head of the household.

These results underscore the importance of quality of education, employment, housing opportunities and living conditions in most regions of the country in addressing poverty.

REFERENCES

1. Constitution of the Republic of Uzbekistan. - T.: "Uzbekistan", 2003.
2. Labor Code of the Republic of Uzbekistan. - T.: "Adolat", 1996.
3. Tax Code of the Republic of Uzbekistan. - T.: "Uzbekistan", 1997.
4. Law of the Republic of Uzbekistan "On Foreign Investments". New laws of the Republic of Uzbekistan. - T.: "Adolat", 1992.

5. Law of the Republic of Uzbekistan "On development and support of small and private entrepreneurship." // Economics and Reporting, №2, 1995.
6. Law of the Republic of Uzbekistan "On Foreign Investments". (Taxpayer Journal No. 6). April 30, 1998.
7. Law of the Republic of Uzbekistan "On Entrepreneurship and Guarantees of Entrepreneurial Activity". April 14, 1999. New laws of Uzbekistan. - "Justice", 1999.
8. Law of the Republic of Uzbekistan "On Budget System". People's Word "newspaper. September 27, 2000.
9. Law of the Republic of Uzbekistan "On Natural Monopolies"
10. law (new edition). New laws of Uzbekistan. 1999 19
11. August. - "Justice", 2000.



DOI: **10.5958/2249-7137.2021.00018.5**

HISTORY OF THE STUDY OF INTRODUCTIONS AND ENTRIES IN RUSSIAN LINGUISTICS

Juraeva Muhtasar Abdukahhorovna*

*Teacher,

Russian language and Literature Department of Kokand State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

Introductions are especially note worthy for their serious communicative and at the same time semantic, structural and lingvo poetic value in speech (text). Naturally, inputs and outputs are the object of study for both communicative syntax and constructive syntax. Some Russian linguists, on the other hand, prefer the term "parenthesis" rather than "parenthesis" as a general name for introductions and intrusions. Some other linguists try to give separate terminological meanings to these two phonetic forms of the term. The positional-structural essence of the adverbs in the sentence is that both of them are included in the main sentence from the outside. At the same time, the intonation is separated within the main sentence, and this separation is indicated in parentheses or other appropriate punctuation marks. Linguists pay close attention to this aspect and is used to mean "introductory word" and "parentheses".

KEYWORDS: *Semantic, Parenthesis, Intonation, Syntactic-Phenomenon, Typographic, Intonation.*

INTRODUCTION

Introductions are especially note worthy for their serious communicative and at the same time semantic, structural and lingvo poetic value in speech (text). Naturally, inputs and outputs are the object of study for both communicative syntax and constructive syntax.

In most linguistics, such units are generalized under the term "parenthesis" or "parenthesis". For example, the term "parentheses" has traditionally been used in German grammars to denote both introductory and input units.¹ A similar situation is observed in the works of Belarusian, Russian and other linguists on the problems of the German² and English³ languages. VG Admoni, a leading researcher of German grammar, writes: the semantic relationship between the sentences

is extraordinarily diverse.”⁴ It is clear from this idea that the scientist used the term "parentheses" to refer to a unit that is included in a sentence without certain formal-grammatical features, in particular, both introductions and inclusions. Clearly, he emphasizes the immense diversity of the semantic relationships between parentheses and the main introductory sentence, while emphasizing the semantic-functional differences between the introductions and the introductions, as well as the semantic aspects specific to each of them. It illustrates these aspects in the example of the language of a particular work of art.

Some Russian linguists, on the other hand, prefer the term "parenthesis" rather than "parenthesis" as a general name for introductions and intrusions.⁵ Some other linguists try to give separate terminological meanings to these two phonetic forms of the term. For example, LG Khatiashvili, who has been studying the same problem in Russian syntax for a long time (he defended his dissertation in Tbilisi in 1953 on "Introduction to Modern Russian Literary Language"), wrote in an article "Parentheses and Text" published on the Internet: The term "parentheses" refers to the input syntactic phenomenon, according to which the input constructions are called "parenthetical constructions". The term "parenthesis" refers to the syntactic phenomenon of input, so input constructions are called "parenthetic constructions."⁶ In our view, such an approach, i.e., the choice of two phonetic variants of the same word as two different terms for two syntactic phenomena, is not expedient, since in this way it is not possible to express the essence of the phenomena.

In addition, it is necessary to abandon the term "parenthesis" or "parenthesis", which is more convenient and common in various linguistics, which generalizes introductions and entries. However, the word parentheses (// parentheses) fully justifies itself as a term that can accurately and clearly express the essence of the input and output. The word is actually a Greek parenthesis, meaning "insert." The word parenthesis is derived from the French word parentheses and is used to mean "introductory word" and "parentheses".

In addition to its meaning as a linguistic term in Russian, the word parentheses (a) is also used as a typographic term meaning "figurative parentheses".⁷ In modern Turkish, the word is used in parentheses only as the name of a parenthesis.⁸ French rhetoricians call parentheses a sentence or other unit enclosed in parentheses.⁹ Russian linguist N.D. Arutyunova also uses the terms "parenthetic position" and "parenthetic function" to describe the fact that this or that unit comes as an introductory (or input) part in the positional structure of the sentence and performs such a function.¹⁰

From the above it is clear that "parentheses" (we, like a number of other linguists, prefer this form. The term "parentheses" clearly means "insertion, insertion" and "separated by parentheses (or other punctuation marks)." The positional-structural essence of the adverbs in the sentence is that both of them are included in the main sentence from the outside. At the same time, the intonation is separated within the main sentence, and this separation is indicated in parentheses or other appropriate punctuation marks. Linguists pay close attention to this aspect. and this is probably why, in most cases, the description of introductions and entries is also given a special place in the part of linguistics on punctuation.¹¹ It should also be noted that in terms of generalizations of entries and entries, terms other than "parentheses // parentheses" have been used in various linguistics. For example, in Russian linguistics, some researchers also use the term "insert". A.F. Priyatkina calls these two syntactic phenomena by the term "insert" due to the

fact that they are included in the main sentence, regardless of the content of the input and input units in the form of words, phrases, sentences or larger constructions involved in the complication of the sentence.¹²

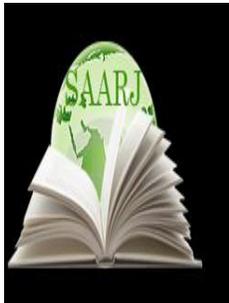
A.A. Reformatsky, on the other hand, uses the term "introduction" in relation to them, generalizing not only the introductions and entries, but also the motivations that accompany them.¹³ Inputs and inserts, as well as other units that are positionally and structurally close to them, have been studied under the term "inclusion" in the syntactic concept put forward by I.F. Vardul. L.G. Vedenina,¹⁴ who has studied the problem of sentences in the French language, uses the same term, calling the insertion of one sentence into another "inclusion" and emphasizing that it is a method of text formation.¹⁵

In Turkish linguistics, there is no separate compact term to denote syntactic units that do not have a direct syntactic connection with the parts of speech (especially the part of speech), so such units are called "extra-sentence elements" (" extra-sentence elements ").¹⁶

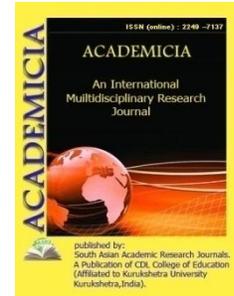
There is no specific generalizing term for introductions and entries in Uzbek linguistics either. In fact, the word "insert" can be used as a general term, which can refer to the phenomenon of inserting another unit into the positional-structural structure of a sentence. However, this word has become part of the scientific tradition in our linguistics to describe a syntactic phenomenon that contradicts entries. In view of this, we consider it expedient to use the terms "parentheses", "parentheses units" as a term for generalization of entries and entries in the Uzbek language.

REFERENCES

1. Rakhmanova V.M. Plug-in units in modern journalism. (based on the material of the German and Bashkir languages): Author's abstract. diss. ... Cand. philol. sciences. –Ufa, 2007.- S. 7.
2. Samoletova R.S. The phenomenon of parentese in the aspect of text linguistics / Questions of semantics and methods of teaching foreign languages. –Minsk: Science and Technology, 1982. –S. 137.
3. Dolgova O.V. Syntax as the science of constructing speech. –M.: Higher school, 1980. –S. 76.
4. Admoni V.G. Syntax of modern German. –L.: Nauka, 1973. –S.
5. Reformatsky A.A. 8 Introduction to linguistics. –M.: Education, 1967.- S. 345 - 346.
6. Vardul I.F. Foundations of Descriptive Linguistics. –M.: Nauka, 1977. –S. 157.
7. Vedenina L.G. French sentence in speech. –M.: Higher school, 1991.- P. 116.
8. Ergin Muharrem. Türk Dil Bilgisi. 19. baskı. İstanbul, 1992. -S. 401.
9. Dubois J., Edeline F., Klinkenberg J.-M. and others. General rhetoric. –M.: Progress, 1986. –S. 139.
10. Arutyunova N.D. Types of language values. Assessment. Event. Fact. –M.: Nauka, 1988. – S. 119, 122.
11. Shapiro A.B. Basics of Russian punctuation. –M., 1955. –S. 300-320.
12. Abdurahmonov G. Punctuation teaching methods. –Tashkent: itteacher, 1968. – P.75 - 82.
13. D.E. Rosenthal Punctuation reference. –M.: Knriga, 1984. –S. 116-126.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00007.0

INDICATORS OF COGNITIVE FUNCTION IN PATIENTS WITH CORONA VIRUS INFECTION

Gulnoza Urinova*; Nargiza Nasirtdinova; Janna Nazarova*****

*Department of Neurology,
 Psychiatry, Narcology Andijan Medical Institute,
 UZBEKISTAN

**Department of Neurology,
 Psychiatry, Narcology, Andijan Medical Institute,
 UZBEKISTAN

***Department of Neurology,
 Tashkent Institute for Advanced Training of Doctors,
 UZBEKISTAN

ABSTRACT

Clinical, instrumental, and neuropsychological examination was carried out on 110 patients with corona virus infection. The subjects were divided into 2 groups by gender. It was shown that in the group of women, a greater number of patients were found to have cognitive impairments (MMSE scale). The low rate of conduction of evoked cognitive potentials in the brain (the method of cognitive evoked potentials) was more pronounced in women than in men.

KEYWORDS: *Corona Virus Infection, Cognitive Impairment, Gender*

INTRODUCTION

The new corona virus infection COVID-19 caused by the SARS-CoV-2 corona virus is a global health threat. Neurological disorders found in patients with corona virus infection have a wide range of clinical neurological signs: headache, dizziness, altered level of consciousness, acute cerebrovascular accident (ACVA), venous sinus thrombosis of the brain.

Some publications provide data. That 40% of COVID-19 patients had neurological changes. More than 30% of these changes were cognitive(5,6).

The main results and findings

Thus, it is currently known that the virus is highly neurotropic and neurotoxic with the development of anosmia, headache, sleep disorders, and cognitive impairment (CI) in the form of memory and mental activity loss. Moreover, during the rehabilitation period of patients, these manifestations are also observed in patients who have undergone mild corona virus infection (3,4).

Only long-term epidemiological studies in large groups of patients will be able to clarify some of these questions. This will help to better understand the mechanisms of development of complications and develop schemes for their treatment and subsequent rehabilitation.

In the literature, there is no detailed neuropsychological and electrophysiological analysis of CI after corona virus infection, depending on sexual dimorphism. The urgency of the problem, as well as some unexplored and controversial issues, determined the goals and objectives of this work.

Purpose: analysis of neuropsychological and electrophysiological differences in cognitive impairment in patients with corona virus infection, depending on gender.

We examined 55 patients who had undergone corona virus infection who were being treated in the neurological department of the clinic of the Andijan Medical Institute.

All subjects were divided into 2 groups: Group I included 21 women (mean age 38.5 ± 7.7 years) and Group II included 34 men (mean age $41.2 \pm 6, 7$ years). Both groups were matched for age and diagnosis.

The gender ratio in the examined patients was 1: 1.6 in favor of men. The minimum age of the patients was 39.8 ± 8.3 years. The control group consisted of 20 relatively healthy people. The minimum age of the patients was 37.1 ± 9.1 years.

Research methods included general clinical methods: complete blood count and urine analysis. Biochemical studies included blood correlogram, blood coagulation time, ophthalmoscopy. The respondents also performed neurophysiological research methods: Doppler ultrasonography of the arteries and veins of the head, MRI of the brain, EEG studies of the brain, cognitive evoked potentials of the brain (1,4), as well as the study of higher cortical functions with the neuropsychological test MMSE.

In the conducted analysis, it was noted that in the group of women in 15 (71.4%) according to the MRI were found signs of vascular encephalopathy, in the group of men this indicator was not enough - 13 (38.2%) cases. In the group of women with moderate CI were the largest number of patients (65.9%), which is quite high in the group of men, where the number of patients with moderate CI was the lowest and made up 34.8% (table 1).

TABLE 1. THE SEVERITY OF CI IN PATIENTS AFTER CORONAVIRUS INFECTION, DEPENDING ON GENDER

CI degrees	Women (n=21)		MMSE (points)	Men (n=34)		MMSE (points)
		%			%	
Light CI		38,1% *	21,5+1,2	2	64,70%	22,1+0,8

Moderate CI	3	61,9% *	15,7+ 0,9	2	35,30%	17,5+ 1,4
-------------	---	---------	-----------	---	--------	-----------

Hereinafter Note: * - differences are significant between groups

We also investigated the severity of CI according to the MMSE scale in men and women, depending on the presence of symptoms of vascular encephalopathy (VE). As can be seen from Table 2, in the group of women with VE, cases with moderate cognitive impairment (MCI) were significantly higher than in the group without VE, both among women and men. In the group of men with VE, the corresponding indicators were lower compared to the group of women with VE, where no significant differences were found.

The main findings and results

Along with clinical and neurological studies, in addition to EEG recording, studies of cognitive evoked potentials (P300) were included in the block of studies (1). Cognitive evoked potentials (CEP) were chosen because they allow assessing endogenous events occurring in the brain and associated with the recognition and memorization of the presented stimuli (2).

TABLE 2. THE SEVERITY OF CI IN MEN AND WOMEN, DEPENDING ON THE PRESENCE OF SIGNS OF VE

CI degrees	Women		Men	
	Group with VE	Group without VE	Group with VE	Group without VE
	MMSE(points)	MMSE(points)	MMSE(points)	MMSE(points)
Light CI	20,3+0,7	22,3+0,2	22,1+1,2	22,6+0,2
Moderate CI	13,1+ 1,5 *	17,1+ 1,1	15,6+ 0,4	18,6 + 1,2

We conducted neurophysiological studies in 37 patients of the first and second groups. The research results were compared with the indicators of the CG (Table 3).

From the presented table 3, it can be seen that the main indicators of STM in women and men had differences. Thus, there were significant differences in the P300 latency. In men, this indicator was 397.85 ± 63.21 ms, while in women - 368.75 ± 53.01 ms.

For the rest of the studied parameters, the differences were not significant. When comparing STM indices in patients of the first and second groups, we noted an increase in latency indices in all leads, with the preservation of the difference in indices in patients with left and right hemispheric localization. Although the differences in the indices of the second and first groups were insignificant, they had large values, which corresponded to more severe cognitive impairments. Therefore, the registration of cognitive evoked potentials allows you to obtain additional information about the state of the cognitive sphere in patients who have undergone corona virus infection.

TABLE 3 PARAMETERS OF P300 EVOKED POTENTIALS IN THE EXAMINED. PATIENTS WHO HAVE UNDERGONE CORONAVIRUS INFECTION, DEPENDING ON GENDER

parameter	Отведения	CG	Women (n=16)	Men(n=21)
P3 latency, ms	C3	351,9+24,3	368,75±53,01 *^	397,85±63,21 *
	C4	341,8+26,3	367,62±52,63 *^	389,25±61,34 *

Amplitude N2 / P3, μV	C3	5,2 \pm 3,28	7,50 \pm 3,30	7,81 \pm 3,29
	C4	5,6 \pm 2,91	7,59 \pm 3,0	7,6 \pm 2,9
Latency N2, ms	C3	268,4 \pm 41,7	255,81 \pm 34,14	285,91 \pm 39,1
	C4	269 \pm 47,2	251,18 \pm 32,67	271,18 \pm 22,7
Latency N3, ms	C3	457,2 \pm 54,3	460,40 \pm 77,82	465,40 \pm 78,27
	C4	451,7 \pm 60,3	461,86 \pm 79,84	465,68 \pm 74,48
Amplitude N3 / P3, μV	C3	6,1 \pm 6,37	6,98 \pm 4,41	6,83 \pm 4,18
	C4	8,25 \pm 6,89	6,84 \pm 3,76	6,84 \pm 3,69

Note: * - the differences are significant between the group of men and the CG.

^ - differences are significant between a group of men and a group of women.

With a larger volume of damage to the left hemisphere of the brain, according to MRI of the subjects, there was a more significant decrease in the amplitude and an increase in the latency of the P300 peak, which indicated greater severity of cognitive impairments and corresponded to the data of neuropsychological examination. The latency of the N2 component was higher in all leads in patients with lesions of the right hemisphere, which was probably associated with the predominantly gnostic function of this hemisphere and, as a consequence, impaired stimulus recognition processes.

CONCLUSION

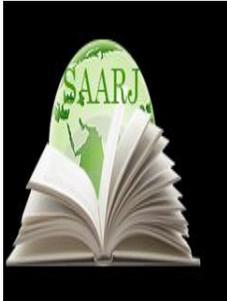
In conclusion, we can say that neuropsychological examination and cognitive evoked potentials are important methods for assessing the state of higher mental functions in patients who have undergone corona virus infection, allowing to assess the degree of involvement of the affected parts of the brain in the pathological process, as well as the functional state of the brain as a whole. The study showed differences in neuropsychological indicators depending on gender; in the group, women had significantly more pronounced CI and a lower rate of conduction of evoked cognitive potentials in the brain, in contrast to men. Moreover, the indicators on the MMSE scale in the group of women with VE were also significantly lower than the corresponding indicators of the surveyed women without VE, and the point severity of the corresponding indicators was also higher in comparison with the group of men with both VE and without VE.

The data obtained must be taken into account in the rehabilitation of patients who have undergone corona virus infection, and it should be recommended to patients with this pathology, especially women, early prevention of cognitive disorders of the brain, which includes regular adequate basic therapy with anticoagulants and the use of courses of nootropic and neurotrophic drugs.

REFERENCES

- 1) Alyosha E.D., Koberskaya N.N., Damulin I.V. Cognitive evoked potential P300: methodology, application experience, clinical significance // J. of neurology and psychiatry.– 2009. – № 109(8). – P. 77–84.

- 2) Gnezditskiy V.V., Revenok E.V., Korepina O.S., Kalashnikova L.A., Brutyan A.G. Analysis of P300 for cognitive impairment in patients with cerebral vascular diseases // In the proceedings of the conference “Brain ischemia”. - SPb.,1997. – P. 41–45.
- 3) Ternovykh I.K., Topuzova M.P., Chaikovskaya A.D. et al. Neurological manifestations and complications in patients with COVID-19. *Translational medicine*.2020; 7(3): 21-29. DOI: 10.18705/2311-4495-2020-7-3-21-29.
- 4) Jeong H., Yim H.W., Song Y.J. et al. Mental health status of people isolated due to Middle East Respiratory Syndrome. *Epidemiol Health*. 2016:38. DOI:10.4178/epic.e2016048.
- 5) Kim J.E., Heo J.H., Kim H.O. et al. Neurological complications during treatment of the middle east respiratory syndrome. *J. Clin. Neurol*. 2017;13:227–233. 10.3988/in.2017.13.3.227
- 6) Mao L., Wang M., Chen S. et al. Neurological manifestations of hospitalized patients with COVID-19 in Wuhan, China: a retrospective case series study. *medRxiv*. 2020. 10.1101/2020.02.22.20026500



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: [10.5958/22497137.2021.00015.X](https://doi.org/10.5958/22497137.2021.00015.X)

CODICOLOGICAL ANALYSIS OF THE WORK “TAHSIL NAZOIRU-L-QURAAAN”

Zafar Khayriddinovich Fakhreddinov*

*PhD Student,
International Islamic Academy of Uzbekistan,
UZBEKISTAN

ABSTRACT

This article discusses the time, copiers, history, peculiarities of manuscripts, papers and size of the manuscript of Hakim Tirmidhi's "TahsilNazairi-l-Quraan" kept in the Baladia Library in Alexandria, Egypt, and the second manuscript copied from it, which is kept in Cairo. In addition, the differences between the descriptions of the manuscripts in the catalogs and the discrepancies between the information provided by the researchers about the manuscript were analyzed. It was revealed that the manuscript contained incorrect information as a result of confusing the inverter and serial numbers in the catalog. Research in recent years has also shown that there are some uncertainties. For this purpose, the catalog of the Library of the Municipality of Alexandria, the information provided by HusniZaidan, who prepared and published the "TahsilNazoiri-l-Quraan" for publication; Muhammad Juyushi's research and the information provided by the publishers of other works in the same manuscript also relied on the Cairo copy of the manuscript.

KEYWORDS: *Hakim Tirmidhi, "TahsilNazoiri-l-Quraan", manuscript, description, codicology, copying, collection, sheet, calligrapher, secretary, publication, plate, size, lexicography.*

INTRODUCTION

Abu Abdullah Muhammad ibn Ali al-Hakim at-Tirmidhi (d. 932) is one of the most effective and blessed scholars in the Islamic world. He wrote a lot of works in the fields of hadith, jurisprudence, tafsir (meaning), belief, passion education, Islamic enlightenment and ethics, and vocabulary. He also noted in his autobiographical work "Buduvvu-sh-shaan" that for some time he had been in astronomy. It seems that Hakim Tirmidhican be recognized as an encyclopedic

scholar of his time. At the same time, Hakim Tirmidhi's contribution to lexicography and Arabic lexicography is significant. The Arab scholar RajoMuzayan praised Hakim Tirmidhi's contribution to lexicography, acknowledging that he had also made a great contribution to the scientific study of words, and this is particularly evident in his works "TahsilNazairi-l-Quraan" and "al-Furuqwa Manu-t-Taroduf" [1, p. 35].

When it comes to the role of Hakim Tirmidhi in the science of commentary and lexicography, it should be noted that in all the works of the scholar there are many specific interpretations of the words that appear in religious texts. This is evidence that Hakim Tirmidhi was also active and effective as a lexicographer. In the works of Hakim Tirmidhi, it is witnessed that, regardless of the field in which the work belongs, the dictionaries of the subject in question are referred to. This is a common feature of the classics of Islamic teaching. At the same time, Hakim Tirmidhi's scientific heritage includes separate works dedicated to the science of lexicography. Hakim Tirmidhi's "TahsilNazoiri-l-Quraan" can be interpreted and studied as a work on the lexicography of religious texts from the point of view of modern science. This work, which is devoted to the interpretation of certain words in the Quraan, details the place and meaning of a total of eighty-one (81) words.

The only manuscript copy of the work "TahsilNazoiri-l-Quraan" belonging to Hakim Tirmidhi is kept in the Baladia Library in Alexandria, Egypt under the number 3585ج/II. This manuscript is in the same volume as the author's other works, which includes in this collection his "Al-Masoilu-l-Maknuna" (Hidden Matters, 3585ج/I) and "Kitabu-r-Radd Ala-l-Muattila" (Rejection of the Muattila sect, 3585ج/III). That is, the work "TahsilNazoiri-l-Quraan" is in the collection between the works "Al-Masoilu-l-Maknuna" and "Kitabu-r-Radd ala-l-Muattila". HusniZaidan, who prepared "TahsilNazairi-l-Quraan" for publication on the basis of this manuscript and published it in 1969, testified that this location was a decisive factor in the relatively integrity of the work.

THE MAIN FINDINGS AND RESULTS

H. Zaidan also gives the following descriptive information about the manuscript. This manuscript consists of 32 sheets of large size, occupying a space of 48 to 79 pages in the middle of the collection. The work is written in clear naskh (conversing) script, but it has many spelling errors. There are also errors in the writing of some verses of the Quraan. Nevertheless, the work is almost devoid of drop of words and other flaws. His scribe was Ibn al-'Adim, who moved in hijri 503/1110 A.D. A photocopy of this manuscript is kept in the "Doru-l-Kutub al-Misriyya" library in Cairo under number 3282ج. H. Zaidan also mentioned that there is a new copy of this manuscript [2, p. 16].

Since H. Zaidan did not give information about the size of the original (3585ج) and the number of lines, we have to refer to the works of researchers who prepared other works in this volume - the collection. The Egyptian scholar Muhammad Juyushi, who prepared the first edition of "Al-Masoilu-l-Maknuna" for publication and published it in 1980, stated in the preface that the collection number was 145 تصوف. He also notes that this copy was the basis for the publication of H. Zaidan [3, p. 37]. M.Juyushi cited this information in another study of Hakim Tirmidhi's scientific heritage and noted that it has been preserved in a single copy [4, p. 55]. However, M.Juyushi's information about the structure and features of "TahsilNazoiri-l-Quraan" in this collection differs sharply from the publication of H.Zaidan. M. Juyushi gave a brief account of

the descriptive features of the manuscript. In particular, he mentions the name of the calligrapher as Muhammad ibn Hibatullah ibn Abu Jirad. “Al-Masoilu-l-Maknuna”, which he studied in the collection, has 21 lines on each page, 11 words per line, and the date of copying is 17 Jumadi-l-ulo in 593 AH. M. Juyushi did not provide any other information about the manuscript.

Because of the fact that the information provided by M. Juyushi is insufficient and some aspects differ from those provided by H. Zaidan (storage number, date of copying, name of the calligrapher, the content of the work), self-satisfaction creates additional confusion. The last work in the 3585ج collection, “Kitabu-r-Radd ala-l-Muattila”, was not published until 2017. The scientific edition of this work was prepared by a group of Egyptian scholars led by Husam Abu-r-Rahab and Adilaz-Zarqi, who also relied on the Alexandrian copy. This publication describes the features of the manuscript as follows:

Copy No. 3585ج in the Baladia Library of Alexandria contains three works by Hakim Tirmidhi, including al-Masa'il al-Maknuna, “Tahsil nazairi-l-Quraan”, and this book (“Kitabu-r-Radd ala-l-Muattila”). . The number of pages in this collection is 125. Our book (“Kitabu-r-radd ala-l-muattila”) is the last in the collection and consists of 45 pages. 22 rows of strings. Size 24x17 cm. It starts on page 80 and ends on page 124. It is written in a large naskh letter and has punctuation marks - the copyist puts circular punctuation marks at the end of each hadith. The copying was completed on the 17th of Jumu'ah, 593 AH, by Muhammad ibn Hibatullah ibn Muhammad ibn Hibatullah ibn Abu Jiradah[5, p. 50].

The above information corresponds to the storage number of the collection given by H.Zaidan (3585ج), but does not correspond to the storage number given by M.Juyushi (145 تصوف). However, the name of the calligrapher and the time of his transfer are almost the same as those quoted by M. Juyushi. H. Zaidan quoted the name of the scribe as Ibn al-'Adim and indicated the time of the transfer as 503 AH. This leads to the conclusion that “Tahsil Nazairi-l-Quraan” was copied 90 years ago from two works in the same volume. The works “Al-Masoilu-l-Maknuna” at the beginning of the collection and “Kitabu-r-Radd Ala-l-Muattila” at the end of the collection were copied at the same time (p. 593 17 / jumodi-l-ulo). It is rare that the work was copied by another calligrapher 90 years ago. These confusions are partially resolved by the information about the copyist calligrapher given in the Kitabu-r-radd ala-l-muattila:

“The copier of the collection is the judge, the ascetic Abu Ghanim Muhammad ibn Hibatullah ibn Muhammad ibn Hibatullah ibn Ahmad ibn Qazi Abu-l-Fazl Ibn al-Adiim al-Uqayli al-Halabi, who copied most of the musannif (Hakim al-Tirmidhi)” [6, p. 49].

It is clear from the above passage that Ibn al-Adiym and Muhammad ibn Hibatullah, whom H. Zaidan referred to as the scribe, were exactly the same person, and H. Zaidan took the last part of the tree as the name of the scribe, and M. Juyushi as the head. A group of researchers led by H. Abu-r-Rahab and O.Zarqi cited the full name of the calligrapher. Hence, it can be concluded that the researchers who prepared different parts of the same collection for publication at different times relied on exactly one source.

The next issue is the difference in the order number (145 تصوف) given by M. Juyushi. Both H. Zaidan, who published “TahsilNazairi-l-Quraan” in 1969, and the researchers who published “Kitobu-r-Radd ala-l-Muattila” in 2017, had cited the storage number of the main source as 3585ج. The latest catalog of the Baladia Library of Alexandria also states that the storage number of the manuscript collection is exactly 3585ج [7, p. 333]. The reason for this discrepancy is that

M. Juyushi wrote the serial number of the collection in the catalog instead of the storage number. This is because in the catalogs of the Baladia Library of Alexandria, all manuscripts are marked with numbers and the letter ج (where the letter “jim” in the Arabic alphabet means “volume”), not with the number and subject in the order given by M. Juyushi. The topics are placed in chapters and the number quoted by M. Juyushi should most likely be the 145th ordinal number in the chapter on mystical works in the catalog.

CONCLUSIONS

Based on the above information, the descriptive features of the manuscript collection, which includes three works by Hakim Tirmidhi and contains a single copy of “TahsilNazoiri-l-Quraan”, are as follows:

- The total volume of the collection consists of 125 [8] sheets [5, p. 50].

- Location of works in the collection:

1) “Al-Masoilu-l-Maknuna” pages 1-47 [10];

2) “TahsilNazoiri-l-Quraan” pages 48-79 [11, p. 16];

3) Pages 80-124 “Kitabu-r-Radd ala-l-Muattila” [5, p. 50];

- All the works in the collection were simultaneously copied by one calligrapher in the Hijri-Lunar calendar on the 17th of “Jumuah-l-Ulo” in 593, which corresponds to April 13, 1197 in the Gregorian calendar. Its calligrapher is Abu Ghanim Muhammad ibn Hibatullah ibn Muhammad ibn Hibatullah ibn Ahmad ibn Qazi Abu-l-Fazl Ibn al-Adiym al-Uqayli al-Halabi. H. Zaidan, who prepared the “TahsilNazairi-l-Quraan” for publication, made a confusion in this regard by the calligrapher Ibn Al-Adim, stating that the date of copying was in hijri 503/1110 AD;

- The collection is copied in full in clear text; the text is 22 lines on each page. The same number is indicated in the catalogs of the publishers of the “Kitabu-r-Radd Ala-l-Muattila” and the Library of Alexandria. It is unknown why M. Juyushi gave the number of lines in “Al-Masoilu-l-Maknuna” as 21 lines. Perhaps he was referring to a new copy cited by H. Zaidan. H. Zaidan did not provide information about this aspect of the original.

- The size of the collection is 24x15.5 cm [7, p. 333] in the catalog of the Library of Alexandria, and 24x17 cm [5, p. 50] in the edition “Kitobu-r-Radd ala-l-Muattila”. Such a discrepancy may occur as a result of the manuscript being measured with or without a cover, or for some other reason. There is no significant difference in overall performance. H. Zaidan and M. Juyushi did not mention this in their publications.

- The collection is well-preserved, flawless, exposed to moisture and has perforated areas. There are also areas where the skin is loose, torn, patched with white paper, and finally moved [7, p. 333].

As mentioned earlier, H. Zaidan also had a new copied manuscript of “TahsilNazoiri-l-Quraan”, which is kept in the fund of the library “Doru-l-Kutub Al-Misriyya” under the number b 19516. He said that the 3585ج/II Alexandrian copy had been the basis for the origin of this manuscript. H. Zaidan points out that this copy is full of errors due to the fact that the copyist did not understand the text well. Nevertheless, this new manuscript pays special attention to correcting

some of the shortcomings in the writing of the verses of the old original Quraan. The work consists of 80 pages (pages), 21 lines on each page, size 26x19 cm [16, p. 16].

H. Zaidan said that the manuscript was “new”, but did not provide information about the time of its copying and its calligrapher. M. Juyushi also did not provide any information about this copy. The information provided by the publishers of “Kitabu-r-Radd ala-l-Muattila” is slightly different from that provided by H. Zaidan. They said that they had used microfilm No. 19370 from the “Doru-l-kutub al-Misriyya” library fund, the manuscript of which was copied from an Alexandrian copy. Number of sheets 73 sheets rows 21 rows, size 22x13 cm. Copied and punctuated in a flat nasx letter. There are white (left blank) spaces, next to which is written “white in the original” as a border. The date of completion of the copy is Sunday, the 12th of “Jumuah-l-Ulo”, 1355 AH. This date falls on August 30, 1936 AD. Copied by his calligrapher, Mahmoud Hamdi, on the basis of the “Doru-l-Kutub al-Misriyya”.

It should be noted that the date of the 12th Friday of 1355 AH was Thursday, June 30, 1936. The date Hijri 1355 12-13 “Jumodu-s-Sani” actually corresponds to the Sunday of August 30, 1936. At this point, the month copied from the probability that the day of the week is more accurate for the destination should be “Jumodu-s-Sani”, not “Jumuah-l-Ulo”.

A photocopy of this manuscript is kept at the Center for Scientific Research and Innovative Projects of the International Islamic Academy of Uzbekistan. Its description is given in the “Catalog of manuscripts of Termez scientists in the world funds” prepared and published by the Academy of Sciences of the Republic of Uzbekistan. According to him, the year the manuscript was copied is 1355/1936, and its calligrapher was Mahmoud Hamdi. Size: 41 sheets (202a-242b). The number of lines is 21 rows. Size 30x21 [17, p. 27].

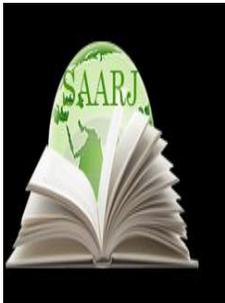
This means that the second “new” manuscript contained three works, just like the original, and the location of the works was preserved as in the original. The number of rows changed from 22 rows to 21 rows. Year of relocation 1355/1936. Calligrapher Mahmoud Hamdi. However, H. Zaidan (26x19, 80 pages), the publishers of “Kitobu-r-Radd ala-l-Muattila” (22x13, 73 pages) and the Academy of Sciences of the Republic of Uzbekistan provide completely different information (30x21, 41 pages) again creating a conflicting situation. In this case, the data of H. Zaidan can be said to be more reliable, and this is based on the following analytical conclusions:

- Since H.Zaidan detailed the dimensions of the “new” copy, it is clear that he said it with conviction;
- H.Zaidan's volume of the work is 80 pages, which corresponds to 41 pages of the description of the Academy of Sciences of the Republic of Uzbekistan, because the fact that each page has two pages means 80-81 pages;
- The publishers of “Kitabu-r-Radd ala-l-Muattila” and the Academy of Sciences of the Republic of Uzbekistan relied on the size of the microfilm and photocopy. This did not give a clear idea of the size of the original. Therefore, it is more accurate to rely on the data provided by H. Zaidan on the issue of measurement.

This information is enough to give a complete picture of the manuscripts, photocopies and microfilms of the book “TahsilNazoiri-l-Quraan”, which are currently available in world funds.

REFERENCES

- [1] Muzayyan R. Al-Hakim at-TirmidhiwaManhajuhu-l-Hadisi fi Navodir al-Usul. – Ciaro:1998. – p. 35.
- [2] (at-Tirmidhi, al-Hakim. “TahsilNazoiri-l-Quraan”. Prepared by HusniZaidan. Cairo: Matbaatu-s-Saada, 1969. – p. 16)
- [3] (at-Tirmidhi, al-Hakim. al-Masoil al-Maknuna. Prepared by M.I. al-Juyushiy. – Cairo: “Doru-t-Turosi-l-Arabi”: 1980. – p. 37)
- [4] (al-Juyushiy, M.I. “Al-Hakimat-Tirmidhi - Dirosatunli-OsorihiwaAfkorihi”. – Cairo. “Doru-t-Turosi-l-Arabi”. 1980. - p. 55.)
- [5] (at-Tirmidhi, al-Hakim. ar-Radd ala-l-muattila. Prepared for publication by a group of researchers. Giza: “Ar-Ravza li-n-Nashrva-t-Tavze”, 2017. - p. 50)
- [6] (at-Tirmidhi, al-Hakim. “Ar-Radd ala-l-Muattila”. - p. 49)
- [7] (FihrisMahtutotBaladiyyati-l-Alexandria (Catalog of Manuscripts of the Alexandrian Municipality). Alexandria: al-Hayatu-l-Omma li-Maktabati-l-Iskandariya, 1998. - p. 333.)
- [8] (The Arabs consider two pages as one sheet in describing the manuscript.)
- [9] (This number is due to the number of pages before the TahsilNazairi-l-Quraan and the fact that the manuscript is flawless, in fact, the volume of this work is not mentioned in the catalog or in the publication “Al-Masoilu-l-Maknuna” prepared by M. Juyushi.)
- [10] (at-Tirmidhi, al-Hakim. Tahsilnazoiri-l-Quraan. Prepared by HusniZaidan. – Cairo: “Matbaatu-s-Saada”, 1969. - p. 16)
- [11] (at-Tirmidhi, al-Hakim. “TahsilNazoiri-l-Quraan”. Prepared by HusniZaidan. Cairo: “Matbaatu-s-Saada”. 1969. - p. 16)
- [12] (Catalog of manuscripts of works of Termez scientists in world funds. – Tashkent. Fan, 2018. - p. 27)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00025.2

THEATRICAL ART OF UZBEKISTAN DURING THE SOVIET PERIOD

Dilshod Mamajonov*

*Doctor of Philosophy in Historical Sciences (PhD),
 Head of the Scientific Research Department,
 Uzbekistan State Institute of Arts and Culture,
 UZBEKISTAN

ABSTRACT

This scientific article, entitled Theatrical Arts of Uzbekistan during the Soviet period, analyzes the state of theatrical art in Uzbekistan during the years of Soviet rule with the help of historical literature and periodicals. In the 80s of the XX century, as in the previous period of the former Soviet state, the dominance of the ideological factor and the impact of the ideological mechanism on the activities of all theaters could be seen in the theaters of Uzbekistan.

KEYWORDS: *Theatrical Art, Reconstruction, Press, Audience, Ideology, Party, Culture, Art, Nationalism.*

INTRODUCTION

If we look at the history of the country and the nation, our Uzbek national theatrical art has come a long way and developed in direct harmony with socio-political processes. Cultural institutions, established in the mid-20s of the twentieth century, gradually began to play an important role in cultural life. Today, we can say that the theatrical art of New Uzbekistan has been re-formed on the basis of traditions and experiences that have stood the test of time.

THE MAIN FINDINGS AND RESULTS

Amateur artists who grew up in our country began to move towards professionalism. In particular, Muhiddin Qori Yakubov formed the first Uzbek music ensemble. In 1926, the first Uzbek musical theater was established, which included eighteen singers, artists, bakhshis and musicians, such as Yusufjon Qiziq Shakarjanov, Usta Olim Kamilov, Tamarahonim, Ahmadjon Umrzakov, AbdukodirIsmoilov [1, pp. 9-10].

Classical examples of world stage art staged in our theaters once amazed not only our country, but also foreign audiences. For example, on February 11, 1935, a new page was opened in the

history of Uzbek Theater. On the same day, Shakespeare's Hamlet was performed at the Hamza Uzbek Academic Drama Theater. The audience greets most scenes of the play with thunderous applause. Hamlet (Abror Hidoyatov), producer Mannon Uyghur and director Bobo Khodjaev were repeatedly invited to the stage. Every day the auditorium was full of old women in shawls, white-bearded old men in turbans, young people, Uzbek intellectuals, and there were countless spectators who wanted to go to Hamlet in front of the theater [2]. Thus, the successful staging of the tragedies "Hamlet" and "Othello" by M. Uygur proved that he is a talented director.

Also, no matter how hard the Communist Party tried to influence the national culture and art of the Uzbek people, in the Decade of Uzbek Literature and Art held in Moscow in 1937, our artists were able to demonstrate the maturity of every aspect of our national art. Stalin called Halima Nosirova, who gave concerts for a decade, the "Nightingale of the East" [3, p. 400].

During the Second World War, 51 theaters operated in Uzbekistan. From July 1941 to 1944, 203 new productions, 13,568 performances and concerts were staged in the theaters of Uzbekistan, which were attended by 6,667,303 spectators [3, p. 495].

It should be noted that even during the period of perestroika, the socio-political, cultural, educational, ideological and ideological conditions of the society began to fully reflect in the art of theater. From the mid-1980s, theatrical art began to show an appeal to "real life." For example, Sh. Boshbekov for the first time in his work "Iron Woman" thought about the social situation of our people.

The ideological pressures of the Communist Party, its social order, the problem of theater and audience and repertoire created a crisis situation in theatrical art. As a result, the people's interest in the theaters of the republic began to disappear. For example, in 1985, 30 theaters in Uzbekistan were visited by 4,802,000 spectators, but by 1989 this number had dropped to 4,387,000 [4, p. 127]. That's why theaters that were left without an audience had to deal mainly with concert programs to raise money. In 1988 alone, the republic's theaters staged 5,534 concerts. Such cases, in turn, have had a negative impact on the quality of performances and the stage [5].

The breakdown of the relationship between nationalism and "internationalism" in culture was another reason for the crisis in theatrical art. For example, out of 600 plays included in the repertoire of Uzbek theaters in the mid-1980s, only 55 were works by local playwrights [6, p. 324].

In the 80s of the XX century, as in the previous period of the former Soviet state, the dominance of the ideological factor and the impact of the ideological mechanism on the activities of all theaters could be seen in the theaters of Uzbekistan. For example, the Tashkent State Russian Academic Drama Theater named after M. Gorky focused on staging plays that "helped to increase the political prestige" of the former Soviet state. This theatrical team focused on embodying the image of Lenin on stage. For example, performances based on N. Pogodin's "The Man with the Gun", "The Third Pathetic" and A. Stein's "Between the Cellars" was opened [7].

It should be noted that the role of directing in the development of theatrical art is enormous. But even as the period changed in the mid-1980s, the director did not change. This was due to the "social order" of the communist ideology and the problems in the training of directors [8].

Another reason for the backwardness of theatrical art in the 1980s was the agreement by the administration with educational institutions, agencies, organizations. Tickets for the show were “sold” 100%, and the hall was not even 50% full. Theaters in Khorezm, Andijan, Karshi, Kokand and Jizzakh did not work for two to nine months during the cotton season. The spectator's plan was carried out mainly at the expense of a concert or “Star”. One of the serious problems was that the performances were getting worse. For example, 291 of the 457 performances at the Muqimi Theater in 1984 and 123 of the 386 plays at the Hamza Theater were comedies. The decline in the staging of serious, classical works on the theater stage was certainly a sad factor in theatrical art [9].

The financial situation in the theaters was difficult, which had a negative impact on the decoration of the stage and the preparation of costumes. The biggest mistake in this regard was when the planning of creative and financial activities of theaters was carried out by people unaware of the peculiarities of theatrical art [10]. For example, the Hamza Theater received only 25,000 soums for the first half of 1987. That wasn't even enough to stage 5 plays [11].

The issue of repertoire was also one of the most important issues during the reconstruction. The repertoire can be analyzed on the example of the Bukhara Regional Musical Drama and Comedy Theater. There were 7-8 performances a year in this theater, half of which were comedies. Because there was a lack of actors and funds to stage serious, classic works. The staged comedies did not arouse the interest of the audience due to their extreme narcissism. This was especially evident in the staging of such works as “The Unexpected Bride” and “Cancer in Summer” [12].

In the second half of the 1980s, theatrical art was in a very difficult situation. Uzbek theaters produce only 8.5 million a year. Due to the subsidy of UZS, they relied mainly on concerts and entertainment events. As a result, the level of actors has declined.

As a result of the actors' lack of creative pursuits, their lack of emotionally strong, fast-changing, evolving, and naturally talented staff, the number of spectators coming to the theater also fell to a very low level. For example, at the Samarkand Regional Opera and Ballet Theater named after H. Olimjon, 34 people attended the performance “Eugene Onegin” twice, and 90 people attended the performance “Don Quixote” three times. It should be noted that 60% of the 314 events planned in 1986 were concerts [13].

It is also possible to recognize that directing, the effective use of young people's creativity, the shallowness of the actor, theater leaders in the field, the problems in theatrical art [14].

The Soviet state regime has tried to use theatrical art for its own ideological purposes. For example, the republic's theater groups have been criticized for failing to “present to the audience an artistically convincing expression” on the stage of the party's “struggle for the purity of our lives and its democratization”, the “moral ideals of socialism and the determination of true values”. It was also criticized that the general “moral level of the theater's creative staff is unacceptably low”, that there are frequent conflicts in the theaters, and that the creative struggle between actors and directors is intensifying [15, p. 83].

There were also other controversies facing Uzbek theaters in the second half of the 1980s. These were not to increase the number of theaters for young audiences in the republic, but to create

normal conditions for the improvement of the existing teams, to solve the problem of raising the salaries of actors.

Therefore, some art critics have suggested that the Uzbek theaters be funded by the state. For example, T. Yuldashev notes that the reduction or cessation of state subsidies for theater in 1949, 1962 and 1963 caused great damage to the development of the industry, and the fact that in 1988 the theaters began to be transferred to the economic account was a thoughtless measure [16, p. 61]. People's theaters have also been transferred to such a system of economic management [17].

For many years, Uzbek theaters were forced to operate under the Soviet command-and-control system. The issue of repertoire has become a problem of the audience, which is solved “from above”. This, no doubt, led to a crisis in the theatrical arts. Some art critics have criticized the situation, arguing that theatrical repertoires should include “works that wake up” rather than “sleep”.

It should be noted that in spite of ideological pressures in the theatrical art, certain efforts have been made to convey to the audience works glorifying nationalism. In particular, the repertoire-analysis board of the Department of Cultural and Enlightenment Affairs of the Ministry of Culture of Uzbekistan announced a competition for one-act poems dedicated to the 550th anniversary of the great Uzbek poet A. Navoi. The winners of the competition were Haydar Muhammad's “One day in Navoi”, Inomjon Tursunov's “Conspiracy” and Boborahim Omonov's “Governor of Astrobod”.

The Second Festival of Republican Theaters, held in January 1990, played a positive role in the development of theatrical art in Uzbekistan.

It includes “Empty” by the Uzbek State Academic Theater named after “Khamza”, “Nasriddin's Experiences” by the State Academic Theater named after A. Navoi, “Crossroads” of Andijan theater named after Y. Akhunboboev, Performances of the Karakalpak Musical Theater named after K. Stanislavsky, such as “The Voice of Ernazar” were recognized as the best performances.

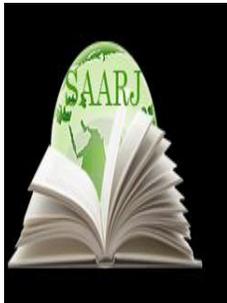
CONCLUSION

Thus, until the first half of 1989, the republic's theatrical art operated under the ideological pressure of the Communist Party, while from the second half of 1989, the Uzbek government paid great attention to theatrical art and made a significant contribution to the development of the Uzbek national theater.

REFERENCES

1. V.I. Tyurikov. Chronicle of half a century. Chronicle of the cultural life of Uzbekistan (1924-1974). - pp. 9-10.
2. “Truth of the East”, February 21, 1935
3. New history of Uzbekistan. Book 2. Uzbekistan during the Soviet colonial period. - pp. 400 - 495.
4. The national economy of the Uzbekistan SSR in 1990. Statistical foreigners – Tashkent. 1991 – p. 127.
5. “Literature and Art of Uzbekistan”, 1991, March 29.

6. Social and cultural image of the Soviet nations. – Moscow. 1986. - p. 324.
7. The theater was awarded the Order. – “Tashkent Okshami”, 1985, March 11.
8. Mahmudov J. The theater is in the service of the times. – “O‘z AS”, 1986, February 28.
9. Raxmon M. Modern theater. – “O‘z AS”, 1986, April 30.
10. Raxmonov I. The demand of the time for the performing arts. - “O‘z AS”, 1987, January 30.
11. Let’s find a way to the heart of the audience. Roundtable. - “O‘z AS”, 1987, February 20.
12. Jo'raev F. Regional theaters: How is the reconstruction going? - “Ўз AC”, 1987, August 7.
13. Xonxo'jaev T. Every sum of the theater counts. - “O‘z AS”, 1987, August 21.
14. Qoriev R. Theater: How is the reconstruction going. - “O‘z AS”, 1989, January 22.
15. Qorieva B. On the way to theater reconstruction. - “Party Life,” 1987, № 11, p.
16. Yuldashev T. Theatrical work on the eve of change. “Communist of Uzbekistan”, 1988, № 4, p. 61.
17. Mamatov J. Where is the People's Theater? - "Soviet Uzbekistan", 1988, February 7.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00020.3

RELATIONS BETWEEN NATURE AND SOCIETY IN A PHILOSOPHICAL CONTEXT

Iqlas Nogaibayev Almagambetovich*

*Doctoral Student,
 Karakalpak State University,
 UZBEKISTAN

ABSTRACT

This article explores the relationship between nature and society. Aspects of the ancient world, the middle Ages, modernity and modernity are studied systematically and philosophically. philosophical explanation of the relationship between nature and society provides a deeper understanding of the ecological situation. By solving these environmental problems, we will be able to systematically and objectively understand and evaluate ourselves. Recently, the interaction of nature and society in the scientific literature is considered by many scientists as a separate material process. Its special laws do not correspond to either the laws of the development of nature, or the laws of the development of society. The dialectical connection between society and nature has a long history. It may have existed from the earliest days of human development that these stages were repeated at every stage of the historical process. People can consciously set goals for themselves or consciously not change their attitude towards nature. In the relationship between man and nature, nature was viewed as an object for man in all historical periods and is still divided. Since the beginning of the 21st century, the ecological situation in various regions of the world has been deteriorating. Today, our ecological situation is deteriorating significantly every year.

KEYWORDS: *Nature, Society, Environmental Entity, Relationships, Ecology, Noosphere, Humanity.*

INTRODUCTION

A philosophical explanation of the relationship between nature and society provides a deeper understanding of the ecological situation. By solving these environmental problems, we will be able to systematically and objectively understand and evaluate ourselves. Recently, the

interaction of nature and society in the scientific literature is considered by many scientists as a separate material process. Its special laws do not correspond to either the laws of the development of nature, or the laws of the development of society. The idea of separating such a material process is associated with the emergence of a special natural-social system “nature-society”, represented by a functional unit in the Universe. The organic connection between man and nature requires a comprehensive consideration of the factors of nature in the development of society. Therefore, nature has always been considered as an object of philosophical analysis [1].

The concept of nature is used in different senses in different literatures. The nature category is one of the most important and widely used categories. This category has many interpretations, and in philosophy it is used in a wide, narrow and special sense. Each of these values has its own characteristics.

The term “nature” is used in three meanings: broad, narrow and special. Nature (in the broadest sense) is determined by objective reality. In the first sense, some authors consider it as a whole material world, all forms of matter. In this case, it includes society and man, which are considered as a certain state of nature, matter. In this sense, the concept of “nature” is studied in ontology. Nature (in the narrow sense) is the biosphere, the natural environment that surrounds man. This includes both “first” nature and “second” nature, man-made or man-made. In the second sense, nature is a combination of physicochemical, biological phenomena that create natural conditions for the life and development of society. Here society is relatively contradictory to nature and is revealed through the interaction of their various material creations [2].

Nature (in other words) means the meaning, the main content of a certain event, object. For example, we say that human nature, social phenomena, and the nature of physical phenomena. We understand nature in a narrow sense, as the biosphere, the environment. What is the interaction between nature and man? It is obvious that these relations have undergone the necessary changes in the period from their inception to modern society. The attitude of people towards nature has changed and evolved. In ancient philosophy, nature was considered as a supernatural force (Democritus), an ideal worldview (Plato), a harmonious process (Pythagoras) and maturity (Aristotle). Religious teachings believed that nature is spiritual, ancient, material and that God is superior to nature. During the Renaissance, nature was seen as a source of natural harmony and achievement. In the new era, the attitude towards nature has played an important role in the transformation of nature into an object of scientific research. To better understand modern problems of human interaction with the environment, it is advisable to look back and observe how these interactions are established at different stages of the development of society. Many literatures look at the chronology of interaction between society and nature in different ways. In fact, some scholars who have focused on this topic have named five periods and others four or three periods. In almost all literary sources, it is customary to divide the relationship between society and nature into four periods. That is 1) development 2) agrarian 3) industrial 4) noospheric periods [4].

LITERATURE REVIEW

The relationship between nature and man has been the subject of much speculation since ancient times (Anaximander, Empedocles, Lucretius, etc.). But these attempts are unthinkable. A real "explosion" in the study of this issue occurred at the beginning of the twentieth century. At a time when popular archaeological discoveries (G. Schaafgauser, L. Larte, E. Dubois, R. Dart, J.

E. Lewis, etc.) significantly expanded and clarified scientific approaches to the origin and development of mankind, the accumulation of empirical material occurred at a time when it was creating an evolutionary (T. Huxley, C. Darwin, E. Haeckel, etc.) and historical-cultural (L. Morgan, E.B. Taylor, J.J. Fraser, Levy-Brule, etc.) anthropological basis.

MATERIALS AND METHODS

In modern literature on social ecology and human ecology, one can find several approaches to the historical periodic structure of the process of changing the relationship between nature and society. All of them are based on different points of view and differ in that these series represent some aspect of development. The method proposed by B. B. Prokhorov, according to which the interaction of man with nature and the environment should be viewed through the prism of his economic activity, seemed quite reasonable. Based on this approach, the study of the socio cultural types of man and society is of paramount importance for building the periodicity of the processes in which relations between man and nature are established, based on approaches of the socio cultural type as a factor in the system of nature and society, we believed that the establishment of relations between them is possible divided into four periods.

1. Hunting is a period of gathering culture
2. The period of agrarian culture
3. The period of industrial society
4. The period after industrial society [5].

The dialectical connection between society and nature has a long history. It may have existed from the earliest days of human development that these stages were repeated at every stage of the historical process. People can consciously set goals for themselves or consciously not change their attitude towards nature. In the relationship between man and nature, nature was viewed as an object for man in all historical periods and is still divided. Since the beginning of the 21st century, the ecological situation in various regions of the world has been deteriorating. Today, our ecological situation is deteriorating significantly every year. Floods, fires, sudden temperature changes, droughts, as well as the number of adverse events and incidents have increased in recent years. This set a new and responsible task for philosophers: to develop a new strategy for the relationship between man, society and nature. Philosophy saw their unity in matters of the state of man and nature, in the spiritual perception of man and nature, as well as in spiritual activity aimed at this change. The philosophy focuses on changing the human environment. The question of the regular interaction of society and nature, the environment in which a person lives, has long been considered a problem. At all stages of history, philosophical views were approached in different ways. In the eighteenth century, a French sociologist put forward a view of Montesquieu typical of that period. In his book *On the Spirit of Laws*, he developed the idea that society is completely dependent on nature, and quoted the motto that “the dominance of the climate is above all forces”. It is important to recognize the relationship between people and nature, to try to justify the relationship between nature and society, and to justify and demonstrate the relationship between nature and society. History has shown that the history of mankind and nature are inextricably linked. When we show the integrity of society and nature, we understand their material integrity in its representation, that is, they consist of materials, chemical compounds that obey the laws of dialectics, albeit in a special way. In

society, along with political laws, physical, chemical and biological laws also operate. The physical and spiritual life of a person is directly related to nature. So, nature is also a complex system, and man and society are his “creation”, and nature seems to be one of the first foundations for their emergence. Humanity, which is a product of natural development, today begins to exert an increasing influence on nature, man not only changes the location of various species of plants and animals, but also threatens to reduce their number, the fate of all mankind. We see that the relationship between man and nature was different in different eras. Historically, we have seen that the relationship between man and nature has changed throughout the history of mankind. Considering these stages separately, it becomes clear that the relationship between nature and society has become strained. The relationship between nature and society is unique in historical times. The first assumptions about the location of the Earth, oceans, regions and peoples inhabiting them appeared in humans only 300-400 years ago, after the end of the Great Discoveries. To this day, people have lived in small areas for thousands of years.

Step 1: Simple utility. Ordinary people are engaged in hunting, fishing, gathering, they only need to distribute the finished product. He is attached to nature, cannot be separated from it and does not oppose it. His work is inseparable from nature and will never meet resistance. His life is a constant struggle for survival. Powerful nature causes anxiety and insecurity in humans.

Natural phenomena are given to God. Primitive man was engaged in gathering, hunting and fishing and satisfied his constant needs, assimilating ready-made products, that is, limiting himself to the fruits of nature. This included things that grew side by side with primitive man, running, crawling, flying, swimming, and anything else that was suitable for nourishing the stomach. At that time, man was completely absorbed in nature and completely dependent on it. He was inseparable from nature and did not rebel against her. It is for this reason that primitive man was unable to cause significant damage to the environment at that time due to the availability of food alone and a small amount, which was determined by the natural conditions that allowed him to survive.

Phase 2: Ancient Period. The first point of the new stage is the emergence and development of agriculture and animal husbandry. The transition from finance to a manufacturing economy continues. Man begins to actively influence nature. They cut down forests and build irrigation systems. Human activity begins to have a destructive effect on nature. But natural disasters lead to the natural disappearance of civilizations. Nature remains a dangerous force that dominates man in almost all directions, but this is no longer fear, but a reason for selection. Later, with the construction of canals and irrigation systems and the subsequent mining of minerals, the use of nature expanded. With the discovery of iron, the technical capabilities of man increased sharply, tools were made, complex engineering and irrigation structures arose. Gradually, man accepted nature as an external and contradictory force and became a being, different from nature and the same being.

In agriculture, man began to move towards the production of what he needed in his daily life, and he began to use more and more natural resources to generate his economic income. Thus, a person has significantly changed the environment in which he lives. In particular, with the development of animal husbandry, wild animals were expelled from pastures. The number of these animals that have lost their habitat has decreased, and some species have become extinct. Floods, fires, droughts, extreme cold, hurricanes and earthquakes have tested human resilience,

forcing them to look for ways to cope with natural disasters. The inability to avoid danger and protect oneself has awakened in a person a sense of anxiety and insecurity, complete dependence on a powerful nature. This attitude has persecuted man for millennia and was reflected in various myths and legends of ancient peoples, as well as in their early religious beliefs.

Stage 3: Middle Ages (IX-XIV centuries) And Renaissance (XV-XVI centuries).

The dependence of people on natural forces has not diminished, the development of human nature has not radically changed, but the worldview of relations, the attitude of people to nature has changed. This mainly concerns the nature of man in relation to God.

Stage 4: New century (XVII - XIX centuries). The main challenge facing man is to develop nature and adapt to the growing needs of human society. The means of its development and subordination is knowledge of the laws of nature, that is, "Knowledge is power!" (F. Bacon) is the motto of the whole New Age. Man is no longer a part of nature, he is considered the pinnacle of his supernatural origin and consciousness (the principle of similarity to God in Man). Man and nature are opposites. Nature loses its independent meaning and is considered only as an instrument of human life. The desire of the great philosophers of the new era to possess the forces of nature for the benefit of man was directed in the context of an industrial society. Practical and, to some extent, theoretical mastery of nature is primarily aimed at adding value.

In the socio-economic conditions of an industrial society, scientific and technological progress not only intensified the oppression of workers, but also increased the predatory use of natural resources. This was seen as a voluntaristic ideology of man. We see that the combined action of these factors inevitably aggravated the deterioration of the environmental situation. At this stage, this process has reached its peak.

RESULTS AND DISCUSSION

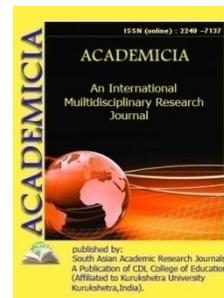
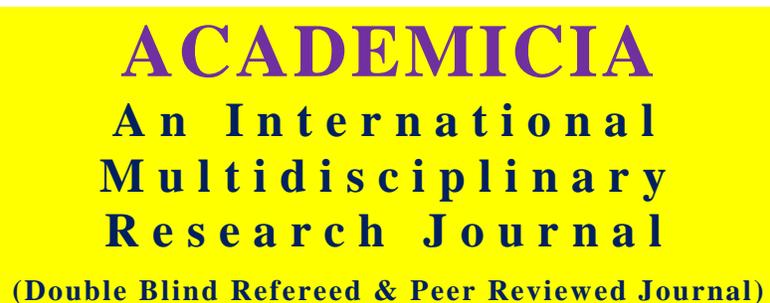
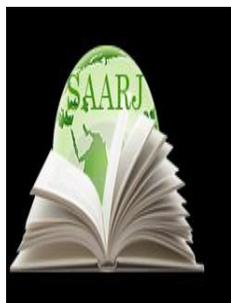
In the twentieth century, the rapid transformational activity of man on Earth became destructive, and as a result, mankind faced the problem of not only self-destruction, but also the destruction of nature as a whole (as a living space). The twentieth century is interpreted as an era of ecological crisis. Indeed, as a result of the complexity of human activity, we can see that today man poses a threat not only to the fate of nature, but also to his own. We know this from the current state of affairs between man and nature. The processes constituting the main problem are the result of these anthropogenic influences: Deforestation (deforestation reduces rainforest area by 11 million hectares every year, and in industrialized countries 32 million hectares of forest have been damaged by air pollution and acid rain). Soil erosion (26 billion tons of soil is removed from agricultural land annually as a result of erosion processes), desertification (the area of deserts is increasing by 6 million hectares per year as a result of improper farming), water levels in lakes are falling (thousands of lakes are biologically dead), lack of clean drinking water (now there is almost no water on Earth), the disappearance of many species of flora and fauna (in the next 20 years, 1/5 of all plants and animals present on Earth today may disappear). Climate change (by 2050, the average annual temperature is expected to increase by 1.5-4.5 °C). Rise in sea and ocean water (approximately 1.4-4 parts, from 2.2 mm to 2100 mm). Destruction of the ozone layer in the upper atmosphere [9].

Just as nature has a constant and continuous impact on society, so does society.

Since this interaction is objective, people cannot live without constant and direct contact with nature. Nature influences the development of a society's environment. Human life, climatic conditions, flora and fauna, geographical landscape, air temperature and its stages - all this has a significant impact on the life of society. So, in the modern world, a new relationship between nature and man becomes a necessity. In this case, it would be appropriate to make the following statement about the preservation of human and social life and the creation of sustainable environmental conditions: Avoid subjective thinking about nature in the first place; Further improvement of the environmental education system, development of areas related to environmental activities; Implementation of sustainable development programs proposed by the UN, humanization of the attitude towards nature.

REFERENCES

1. Berdaq nomidagi qoraqalpoq davlat universitetining axborotnomasi № 4 (29) 2015. 95 b.
2. A.K. Berdimuratova, A. Muxammadiyarova. (2012). Global qa'vipsizlik sistemasi'ndag'i' O'zbekistan Respublikasi'ni'n' ekologiyali'q qa'vipsizligi ha'm civilizatsiyali'q ravajlani'sh joli'. No'kis. 20-b.
3. Falsafa. Ensiklopedik lug'at. Toshkent. 2010. 252 b.
4. Y. Shodymetov. Ijtimoiy ekologiyaga kirish. Toshkent. «O'qituvchi», 1994. 9-b.
5. Sitarov, V.A., & Pustovoitov, V.V. (2000). Social ecology: textbook. manual for stud. higher. ped. study. head 32-p.
6. de Souza, D. E. (2014). Culture, context and society–The underexplored potential of critical realism as a philosophical framework for theory and practice. *Asian Journal of Social Psychology*, 17(2), 141-151.
7. Novgorodtseva, A. N. (2015). Social ecology: an educational and methodological guide. p.18.
8. Oreshkina, T. A., Konyashkin, V. A., & Kupressova, E. A. (2018). Social ecology: a textbook. Yekaterinburg. Publishing house of the Ural University. p.30.



DOI: [10.5958/2249-7137.2021.00295.0](https://doi.org/10.5958/2249-7137.2021.00295.0)

PROBLEMS OF SPIRITUALITY IN THE PHILOSOPHICAL THINKING OF THE PEOPLES OF CENTRAL ASIA

Azimov Ashirali Mexmonboyevich*

*Teacher,
Department of Social Sciences and Humanities,
Andijan State Medical Institute, UZBEKISTAN

ABSTRACT

This article clearly describes the specific peculiarities of the issues of spirituality in the philosophical thinking of the peoples of Central Asia. As well as it focuses on essential tendencies of prominent Central Asian enlightenment scholars on spirituality. Most important points have been analysed comparatively with Eastern philosophical views.

KEYWORDS: *Central Asia, Enlightenment, Spirituality, Philosophy, Philosopher, Renaissance, Culture, Heritage, Education, Humankind, Ethics, Moral, Friendship.*

INTRODUCTION

Although Central Asia is a country rich in historical events, it has long been one of the centres of science, culture and spirituality. This country has brought up hundreds and thousands of world-famous great and statesmen in all spheres of spirituality and enlightenment. Our great ancestors were directly involved in the creation of universal enlightenment. They have made a huge contribution to its development and enrichment [1-3]. The cultural heritage of Central Asia is an integral part of world culture and education. IX - XV centuries are conventionally called "Renaissance" in the Near and Middle East. This period was characterized by a great flowering of spirituality and enlightenment. During this period, encyclopedists, great poets, and great statesmen appeared. The secular sciences developed rapidly. This process took place especially during the reign of Caliph Mamun (813-133). This accelerated when Bayt-ul-Hikma (House of the Wise) was founded in Baghdad. Thinkers from Central Asia, such as al-Khwarizmi, al-Fergani, al-Farabi, Ibn Sina, al-Beruni, played an important role in this [4-7].

MATERIALS AND METHODS

The following methods were used in the research: inductive, deductive, analysis, synthesis, historical and logical, analogy, observation, comparison, from simple to complex, generalization. The IX-XV centuries were a period of radical changes in the cultural and spiritual development of the peoples of the Middle East, first of all, the peoples of Central Asia, in the development of socio-political, moral, religious and philosophical teachings. This cultural revival and uplift permeate all spheres of social life, embracing spiritual life. It was during these periods of social development that the peoples of Central Asia were able to rise to the level of being at the forefront of the development of world culture. It was during this period that Central Asia became one of the largest and central centres of world cultural development. The indelible stars of science and culture, world-famous mathematicians, astronomers, chemists, mineralogists and physicians, poets, writers and artists, who amazed humanity with their intelligence and thinking, encyclopedias, were among the peoples of Central Asia at that time. Scholars, scholars of fine arts and painting, world-renowned philosophers and historians, writers and linguists, sultans of the ghazal

dynasty "Muallimi soniy" and "Sheikh ur-raisi" were born. The period in which a whole generation of great thinkers grew up, spread fame throughout the world and illuminated the world with the light of science, enlightenment, and spirituality, is called the Golden Age or Renaissance in the history of the East. Renaissance - the essence of the culture, spirituality and enlightenment of the Renaissance, the secular, the humanistic worldview, the appeal to the ancient cultural heritage, and its revival. The views of the Renaissance stand offers are characterized by the inexhaustible capabilities of the human being, the belief in his will and his intelligence.

Science uses the concepts of the Oriental and Archeological era. They are distinguished by their general, similar aspects, in terms of their distinctive features. First of all, they differ from the point of view of the season. Although the IX-XII centuries of the first Eastern Renaissance period and the latest renaissance period were dated to the XIV-XV centuries, the Western Revival period was different from the XV-XVII centuries. If the phenomenon of the feudalism and the struggle of the religion for the Western awakening period is distinct, we will not see the issue in the East as sharp as in the West. Common features for the awakening of the East and the West appear in antiquity, revival, natural sciences development, adventure in science, the propaganda of humanity, and so on. The eastern renaissance period has the following general features: 1) the development of culture, secular science and Islamic thought; 2) leaning on the achievements of Greek, Roman, Persian, Indian and other cultures; 3) development of astronomy, mathematics, mineralogy, geography, chemistry and other natural sciences; 4) style (methodology) - rationalism, the superiority of logic; 5) Promotion of human friendship and high morals; 6) extensive development of philosophy; 7) broad development of literature, poetry, rhetoric; 8) The skill of being knowledgeable as an encyclopedic point of view. During this period, Central Asia, Iran, Iraq and Syria were the major centres of science and culture. Large scientific centres were established in Khorezm, Bukhara and Herat. Among the Central Asian scientists and scholars such as Khorazmiy, Farabi, Ibn Sina, Ferghani, Beruni, Imam al-Bukhari, Imam Moturudi, Imam Isa At-Termizi, Hakim At-Termizi, Ahmad Yassaviy, Najmiddin Kubro, Mahmud az-Zamaxshari it was all over the world.

The ancient cities of Central Asia, such as Bukhara, Khiva, Samarkand, are characterized by ancient traditions of science, culture and spirituality. The beginning of the development of natural scientific thought in Central Asia is connected with the name of great scholars Al-Farghani and AlKhorezmi. Each of them is considered to be one of the leading scholars of the Bait ul-hikma in Baghdad. In 1998, the 1200th anniversary of the birth of AlFarghani was widely celebrated in our country. His death is 861 years. He is a well-known astronomer. His main works are "Introduction to Astronomy and Astrology", "Causes of Falak", "Astrology Methods", "The Heavens and the Stars of the Stars" and others. Ferghani's Astronomy Basics book was a reference to astronomy in that time. It describes ancient astronomy, its rules, methods. The work was translated into Latin in the twelfth century and served as a textbook for astronomy in Europe for many centuries. He was known in Europe as Fraganus. Al-Khorezmi (780-850) is a great thinker of the East, a genius scholar. Its geography, geodesy, geography and, in particular, mathematics, are remarkable. He knew Arabic, Indian, Latin, Greek, and Persian.

Khorezm is the author of several books and brochures. The most famous of these is the book AlJabr al-Muqabala. This work has created new independent science algebra in mathematics. He has discovered two methods of solving equations - algebra, that is, bringing opposite signals to a single positive sign and al-muqâbala, that is, to contradict the uniqueness of each one. Khorezmi has published a book about Sindh Hind, Ziji Khorazmiy, Astrolyabia Brochure, A Booklet about the Sun, Earth Book, Trigonometric Tables, Music Booklet, and other works. One of his great services was to acquaint the European and Middle Eastern sciences with the ten-year Hindus. It was called "Alarithmus" in Europe. It is difficult to imagine the philosophy of the Orient, without Abu Nasr Farabi (873-950), who is the philosophical, social and moral scholar. He is a thinker who has gained the title of "Eastern Aristotle", "Second Teacher"[8]. Aristotle, the most famous philosopher in ancient Greece, is called "The first teacher." Faroese is a qomus scholar who knows many languages. The total number of his works is 160 and can be divided into two groups: 1) Ancient Greek philosophers and naturalists -Aristotle, Plato, Euclid, Galen, and others - translate, interpret, propagate, Converted Works; 2) Natural, socio-philosophical manuscripts of medieval science. Aristotle's interpretation of the Celestial system, Aristotle's comment on the Ethics book, Substanstan word, Source of sources, Law on the Law, The Book of Boss, "The Speech of Music", "The City of Fazil People"and others.

According to Farabi, humankind and society are in the hands of the human and the team, the triumph of winning, the achievement of good, the elevation of moral and intellectual perfection. He will be the state with the sincere and ignorant. Science, philosophy, ethics and enlightenment are the priority places in the fertile cities. Then society will mature. Fazil(wealthy man) is said to be the mayor, should be knowledgeable, truth-loving, lying, and deceitful. He

must be a fair-hearted and righteous person. He treats the perfection of human perfection, good deeds, and good human qualities as good. It also warns people that bad habits such as idleness, oblivion, lack of knowledge, intelligence, and lack of professional skills are a bad thing to hinder man's perfection [8].

The ultimate aim of a Farabi's life is to achieve happiness and to see people achieve it by learning the world, mastering professions and sciences. The great scholar of Khorezm Abu Rayhan Beruni (973-1048) is one of the most prominent figures in the history of the world and is a famous naturalist and philosopher, a prominent scientist who has contributed to almost all his time in science. She has created more than 150 works throughout her life. The most famous of them are "Ancient Ancestors", "Law of Judgment", "India", "Geodesy", "Mineralogy", "Saydana" and others. Although Beruniy did not write works on philosophical-ethical issues, he wrote many thoughts on this issue. Beruni highly values the friendship and cooperation between peoples. He has praised him as the most humane and ethical quality in practice. A 45-year-old Indian scientist, who has been studying ancient Hindu-Sanskrit language for several years, translated the Elements of Eleklar, Ptolemy's Almajisti, and introduced Indian scholars to Greek science and philosophy. He learned the Indian language, literature, philosophy and morals.

Beruni was the most prominent scientist of his time. He saw the prosperity of the country in the development of science and education. Science, enlightenment believes that it is possible to have good service. He writes: "All my thoughts and my heart are aimed at propagating knowledge because I have enjoyed the pleasure of learning. This is a great blessing for me". The superiority of a person is to take care of others, especially the poor. Beruni always fought for nations to live in friendship, harmony, alliance. He has condemned man-made wars that kill civilization. Beruni is a bright person who attaches great importance to the spread of cultural cooperation and enlightenment. The scientific heritage of Abu Ali ibn Sina (980-1037), a scholar of the Shaykh al-Rais scholars in the Orient and Europe who contributed to world culture and enlightenment, is an invaluable treasure to us. She has created more than 450 works throughout her life. His 5-volume book titled "Medical Laws" has served as a guide for meditation in the East and Europe for centuries.

Ibn Sina was a young man, earnestly earning a living, researching, and studying science. He writes about this: "When I went to sleep, I would see things in my head. It was clear to me that many issues were being solved in this case ... so I gained all the knowledge. At the level of human capability, I have acquired knowledge. Aristotle's "Metaphysics" was read "forty times." He was even ignorant of me. But even so, I could not understand her and her goals, "she wrote in her biography. Ibn Sina reads this question by reading the commentary of Farabi in Aristotle's "Metaphysics". Ibn Sina is a philosopher who has been a fanatic in the field of mathematics, astronomy, physics, chemistry, biology, pharmacology, psychology, philology, philosophy and medicine, despite the overwhelming majority of his life. Only 100 copies of his works have come to us. Among them are the Book of the Healing, which covers all the major spheres of the medieval sciences, namely, the book healing, the logic, the physics, the mathematics, the metaphysics, the Book of ul-malef, "Lisan ut-Tayr", "Solomon and Ibsol", "Hayy ibn Yaqzon". In his philosophical and moral works, he urges the rulers to fight against lawlessness, listen to the demands of the people, and act justly. It shows justice as the best pattern of human behaviour. In his opinion, goodness is achieved through wisdom, and wisdom is obtained by knowing the events. Knowledge, enlightenment is an indispensable part of human life. Ibn Sina describes the triumph of truthfulness, loyalty, love of goodness, and the triumph of willfulness in the story of Solomon and Ibsol.

He calls unbelievers to appreciate friendship and truth and friendship. He is regarded as the greatest of all creatures in the universe. Thus, Ibn Sino had a great impact on the development of medieval East and European culture and enlightenment. The prominent poet of XI century, Yusuf Hos Hojib, also played an important role in the development of spirituality and enlightenment of IX-XII centuries. Yusuf Hos Hojieb is famous for his only poem, Qutadgu bilig. This work was written in 1069, which was dedicated to the poet Solomon Asrons of Kashgar. For this work, he was given the title of special counsellor of the great khan, Hos Hojieb. The heroes of Doston - governor Kunduzdi symbolize justice, while Otyoglu, as a symbol of happiness, describes the son of the son as the symbol of the mind.

The philosopher argues that man is the only person in the community who can communicate with others and have a genuine achievement in labour. The man who does not benefit humanity is dead. The society says that working people - farmers, livestock producers and craftsmen - play a crucial role. Therefore, Yusuf Hos Hojib advises the ruler to be just, to avoid arbitrariness and injustice. The thinkers of the Renaissance are comical, at the same time they are a philosopher, a musicologist, a logician, a sociologist, a literary critic, a historian, a poet, and a mathematician, and, so to speak, are aware of all areas of science, have shown themselves in several areas of their

creativity. It is worth mentioning that one of the most amazing features of the great figures of the East is that they are fluent in several languages and are free to use scientific sources and works in these languages. In science and culture, it is easier to specify the exact area of enumeration than to list the area in which they are engaged. They made great discoveries in the field in which they dealt with the subject of science, and were able to conquer the shining peaks of science, which were not conquered by any other scientist of their predecessors. In addition, many of them have invented new directions in science, new ways of thinking, introduced completely new doctrines that no one had spoken about before, and provided a scientific basis [9,10].

Deeply scientifically grounded ideas and teachings of great thinkers are invaluable not only from the point of view of the period in which they lived but also from the point of view of predicting the future, predicting natural, social events and processes. The scientific and philosophical teachings of our wise ancestors are of universal significance. It is noteworthy that the thinkers of the East were at the centre of modern life of their time, defending the interests of the people and the Motherland. This is a sign and the main reason that they are truly harmonious people, ardent patriots, nationalists and great scientists. Since the time these great people lived and created encyclopedic minds, science, culture and philosophy began to develop in East and Central Asia. This development, continuous improvement lasted hundreds of years and has come down to our time. If we study the scientific heritage of Al-Farabi as one of the great scientists and representatives of the Central Asian Renaissance, then he covered almost all areas of science and passed on to future generations a great spiritual heritage through more than 160 works in various fields. At that time, Farabi was famous throughout the Muslim world for writing great works and treatises on mathematics, astronomy, medicine, music, philosophy, linguistics and literature. He is the author of Aristotle's works "On the Aims of Metaphysics", "On the Members of Tariq", "Books of Music", "On the Achievement of Happiness", "City of Noble People", "Book of Laws", etc. testifies to the incomparable breadth and depth of the level of knowledge and worldview of the scientist.

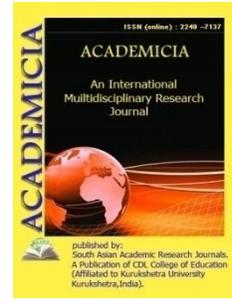
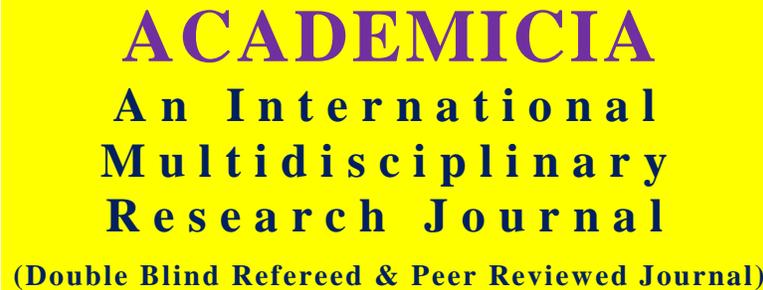
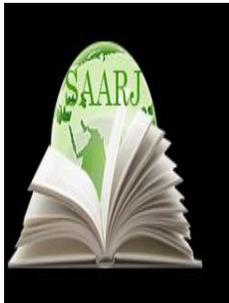
For his great contribution to the development of science, Farabi received the prestigious titles "Al-Muallim al-Sani", "Second teacher" and "Aristotle of the East". Farabi's treatise "On the Organs of the Human Body" is devoted to defining the goals and objectives of medical science, and the encyclopedic scientist Ibn Sina also repeatedly referred to this work. In this sense, this work proves that Farabi was a great encyclopedist.

CONCLUSION

The study of the spiritual heritage of the people of Uzbekistan and a new approach to its significance in the life of society require proof based on deep philosophical and scientific hypotheses that they are of great importance for the gradual development of society. Our country is rightfully proud of the founders of Eastern philosophy and Islamic teachings, who have long made an unforgettable contribution to the treasury of human thought and for centuries have promoted the noble virtues of our people, such as high spirituality, justice and enlightenment. In this research work, the study of spirituality in the philosophical thinking of the peoples of Central Asia and the creation on their basis of the foundations of civil society, that a new approach to the subject of their importance in the life of society is of great importance for the gradual development of society and its results will be widely used in scientific and practical analysis of processes building a democratic society in Uzbekistan and laying the foundations of civil society.

REFERENCES

1. G. Skirbekk, N. Gillé (2002) History of Philosophy. Tashkent - 2002. p.10.
2. S. Erkinov. (1999) Spirituality stars. Tashkent. Publishing house of national heritage named after A. Kadyri. p.294.
3. Epifanova LM (1965) Handwritten sources on the history of Central Asia from the period of its annexation to Russia. Bukhara-Tashkent, p.-14.
4. Khamdamova S.S. (2018). The principles of spirituality in the philosophical thoughts of central Asian scholars. *ISJ Theoretical & Applied Science*, 07 (63): 71-74.
5. Louw, M. E. (2007). *Everyday Islam in Post-Soviet Central Asia*. Routledge.
6. Khalid, A. (2014). *Islam after communism: religion and politics in Central Asia*. Univ of California Press.
7. Jumaboyev I. From the history of the development of philosophical and moral ideas in Uzbekistan. - Tashkent, Teacher, 1997.
8. Shermuhammedov Y. (1975). "The second teacher" about human maturity. Science and life. Tashkent, (10).
9. Yusupov E. (1998). *Spiritual foundations of human perfection* - Tashkent, University.
10. Khairullaev M. (1995). *Excerpts from the history of social and philosophical thought in Uzbekistan*. - Tashkent.



DOI: **10.5958/2249-7137.2021.00055.0**

PHILOSOPHICAL-EPISTEMOLOGICAL INTERPRETATION OF COLORS

Isaqova Zamiraxon Ruhitdinovna*

*Associate Professor,
Candidate of Philosophical Sciences,
Namangan State University,
UZBEKISTAN

ABSTRACT

The article reveals the essence of colours, the impact of colours on the human psyche, health, as well as the philosophical-epistemological analysis of the symbolic meaning of colours based on the views of the founder of the Kubra sect Sheikh Najmiddin Kubro. The mental states of a Sufi are shown in the example of the colours of the levels of perfection in his journey towards Allah.

KEYWORDS: *Colour, Rainbow Colours, Colour Harmony, Beauty, Sophistication, Psyche, Health, Levels Of Maturity.*

INTRODUCTION

The beauty and charm of colours have fascinated people for centuries. From ancient times the “language of colours” was used in communication. Each colour represented a specific object, situation, or event. The rainbow colour of sunlight is red on Mars, blue on Venus, yellow on Mercury, and green on Saturn, red on Jupiter (Jupiter – author), the pumpkin colour of the Sun, the purple colour of the Moon combined to form a rainbow colour: “The seventh layer is the sky of blue Saturn. Although its ore is transparent, it is as black as a layered iceberg. Allah created the universe from the light of the past. And his address was affixed to his address. Saturn is the attribute of heaven and the best of places” [1].

Throughout history, colours have been skillfully used to depict various characters, seasons, and ceremonies. War and death, wedding and joy, celebrations and holidays are expressed by special colours such as sadness and depression (grey, purple), joy, warmth (yellow, orange, red), serenity (green), coldness (blue, white) colour. Man perceives the information around him through the eye.

MATERIALS AND METHODS

The retinal layer is very sensitive and is connected to the central nervous system. In the darkness, the eye catches black and white colour shades while in the daytime it can see the elements and a very colourful character of an image. Human eyes can differentiate the chromatic colours out of 10,000 colours. Also, they can identify their average brightness level of the spectrum (violet, blue, blue, green, yellow, orange and red) of 180 different colours.

Man lives in the harmony of colours. Beauty and elegance shine in colours. Man's loss of colour, deprivation of the beauty of nature, disturbance of his mental balance, the insignificance of aesthetic values affect his world of thinking, that is, the "coldness" of the human psyche which is clearly reflected in his thinking. The rainbow of emotions shows the lack of sense and love in the deep insights of the meaning of life, the blessings of life, duty, responsibility, one's observations of the present, the future, and even thoughtlessness and indifference. Man needs thinking, especially the thought that awakens him. Even in the background of love for life, the colour scheme that evokes thought-provoking thoughts is important.

When listening to music, a person is surrounded by certain colours. While the music that has a positive effect on the human psyche gives the impression of yellow and orange in his imagination, sad music that has a negative effect on the human psyche appears in black or orange in the human imagination.

Colours have a certain meaning in a person's life that a person knows which colour corresponds to his spiritual world. Everyone's favourite colour outlines his outlook, the need for mental balance. Even the brains of men and women perceive colours differently. For example, the X chromosome, that is, the gene it contains, is responsible for receiving the red colour. Because female DNA contains two of these chromosomes, they perceive red brighter and clearer, while male DNA contains one chromosome, so they perceive colours in the same way such as bright red, crimson, etc. Colour perception is a complex process that depends not only on physical, physiological but also on spiritual factors. Physics and physiology lay the foundation for a person's colour-sensitive psyche.

Colour affects the human brain, awakening some associations to feel emotions or behave in a certain way. The things that surround a person have a specific description, and the colour needed to feel and communicate is one of them. These feelings are subjective since a sense of colours is formed in the human brain. Seeing in the perception of being, the "symphony" of different colours evoke in a person a beautiful feeling, a happy feeling.

Everyone has a favourite colour. In most cases, to a favourite colour, more attention is paid when choosing clothes, buying things etc. Whichever colour a person chooses the most that colour also reflects his psyche so that a person chooses the colour of his favourite item based on his inner need. Even the mood of the artists is reflected in the most commonly used colours in the paintings they draw. Depending on what colour a person likes, the level of character, ability, and potential can be determined.

Colours are one of the most beautiful blessings bestowed on human beings, and in the Qur'an, they are described as "the colour of Allah". Is there anyone more beautiful than Allah? We worship Him alone" [2]. The "colour" of Allah in the verse is the religion of Allah. Just as the colour appears on the clothes, so do the signs of religion on the believers. The interaction of the

human psyche and colours, their origin, their place in human life in one or another situation, in emotional states, is deeply expressed in Sufi views. The colours indicate the state of mind of the Sufi, the stages of his journey towards Allah, and the transition from colour to colour indicates the level of Sufi spiritual development [3].

The founder of the Kubravian sect said that “the saints and murshids of his time had attained perfect, lofty, noble manifestations, as well as seeing in the world of Malakut, flying in the world of Jabarut, attaining tawhid and truth in the world of Lohut, and drowning in the world of the soul.”[4] Sheikh Najmiddin Kubro (d. 1221), who was glorified as [5] and “error” [6] combined the directions and combined prophecy with thinking knowledge. Sheikh Najmiddin Kubro explains the change, condition, and renewal of the levels of maturity in the heart of a follower of the sect through colours in his book “Favoyih ul-Jamal and favatih ul-Jalal” [7] (The Discovery of the Fragrances and Glory of Jamal).

Sheikh Najmiddin Kubro explained the doctrine of “horizon and anfus” (horizon – horizons, sky, anfus – spirits, souls), that is, the relationship between the world of the orphan and the world of the grave [8]. According to him, the external world that surrounds man is the grave, and the man himself is the world of the blind [9]. Truth cannot be attained without understanding the Anfusi world.

The joy of jokes, invisible sensitive spots, the unseen world of subtle power are within the heart. The human soul is invisible, consisting of a subtle centre between mind and emotion, soul and body. One should polish it with dhikr, sharpen it, and grasp it.

According to the theory of “Latoif” developed by Sheikh Najmiddin Kubro, “latoif” is a special attribute given to man. “Latoif” is called “heart”, “soul”, “mystery”, “secret”, “forgiveness”. “Latoif” refers to the four elements – earth, water, air, fire and lust. The origin of lust is “heart”, the origin of air is “spirit”, the origin of the water is “mystery”, the origin of the fire is “secret”, the origin of the earth is “axfo”.

The position of the “spirit” is under the two fingers of the right breast, the position of the “mystery” is two fingers above the left breast, the position of the “secret” is above the two fingers of the right breast, and the position of the “axfo” is between the chest. Latifa nafs is located between two eyes, and during riyazat the “latoif” changes into different shapes, colours, and states. Every shape, every colour has a certain meaning hidden. Dots, spots and circles play an important role in changing the mood of the disciple (colours – author). The circle is the rotation of the celestial circles, the spot is the symbol of the world, and the point is unity. When the circle is in constant rotation, it also includes the spot. But they are moving towards the centre, that is, towards the point. By understanding the essence of the point, the world of Allah is perceived. The soul of the disciple is exposed to different colours in the range of excitement and amazement. The rotation and exchange of circles, spots, and dots encompass the exchange of colours: if the development of the spirit in the sensory stage is black, then it is red. Then the colour green appears, indicating the closeness of the divine universe.

The colours indicate the Sufi state of mind, the degree of status in the journey towards Allah. The diversity and interchangeability of colours signify the state of the tax, the continuity of the mental-conscious experiences, and the diversity of the “taluvun,” that is, the inner-thought experiences [10].

The transformation of the soul from colour to colour is a sign of tax spiritual maturity, and at the end of this process there is a lack of colour, i.e. “tamkin” occurs. A Sufi who enters the state of “Tamkin” will be freed from “talavvun” (diversity – author) and will be united in the world of unity [12].

The blue colour appears when the taxman repents and steps into the sect. In this case, he is within the framework of the Shari’ah, he has not yet escaped from the logical evidence knowledge, yet worldly lusts still reign in his heart. Then the sect begins. In Salik’s heart love arises, he lives in the remembrance of Allah. This corresponds to yellow. While red signifies that the spirit of the taxman has begun to separate from the body, to approach enlightenment, to understand the world of spiritual essences, white signifies the purification of the soul, and from that moment the understanding of truth begins. Aware of the word of truth, he experiences a state of monotheism [13].

Green is a symbol of “life and vitality of the soul”. After this colour, the colour of the agate stone appears. This is the colour of the “grave of the mind”. When the “grave of the mind” turns red, even the thickest books are torn. When red appears, it “scatters the planet, crushes it, covers the body and shakes it” [14]. That is, the green colour appears when the taxman repents and steps into the sect, while the yellow tax signifies the emergence of love in the heart of the solik and living with the remembrance of Allah. While the red colour is seen in the separation of the soul from the body, the approach to enlightenment and the understanding of the spiritual essence, the white colour is a sign of purification of the heart, and this is where the understanding of truth begins.

The green colour is a symbol of guardianship, “Sirr ul-asrar”, which means acquaintance with the unseen, and the fact that the solik has reached its original essence.

Talvin is diversity, a change from one state to another is a transition from one colour to another. Colours signify the spiritual journey towards Allah and with Allah. Black colour represents the journey from Allah to people as written in “Kanz al-asrar”, that is, drowned treasury of secrets and, surprise, the symbols. The astonished soul re-perceived the essence and wisdom of the Shari’a and was wrapped in a dark spot. The spirit of taxation reappeared before Allah. He got rid of the black and went into a state of colourlessness. The solik, who occupies the level of “Zoti Kull”, has achieved its goal in the state of uniformity, that is, in the state of attaining the highest level of spiritual maturity, a state of monotony has emerged.

The five parts of the human body located in the thorax are the heart (under the left breast – author), the soul (under the right breast – author), the secret (above the left breast – author), the secret (above the right breast – author) axfo (respiratory tract between the left and right sinus – author) was secretly mentioned. They have their own colour, the heart is yellow, the spirit is red, the secret is white, the secret is black, and the axfo is green.

Each colour has a mystical symbol, signifying the status of a person striving for the right path. Sheikh Najmiddin Kubro adapted the nature of the seven colors to the seven mystical terms and explained his career in the path of gnosis: white – “Islam” (purification, the murid enters the path of “tariqat” only when he achieves purity, innocence and righteousness – author), yellow – “faith” (faith, a strong love for God, a symbol of the beginning of life in the name of God – author), the blue color - divine blessing (charity, generosity, dedication to a new life, contemplation of oneself, purification from sins), the green color is the beginning of the path of

“faith” after the status of “faith” (deeds - a state of getting rid of “haram”, abstinence from deeds forbidden by Allah and righteous deeds - a symbol of the transition to “halal” – author), – blue “iyqan” (peace, true faith, true faith in Allah of the disciple’s heart) (with full – time status author), red – “Irfan” (understanding, the separation of the soul from the body, the education of the soul, the symbol of the perception of the spiritual world – author), black – “wonder” (the approach of the soul to the threshold of the divine world, understanding Allah, enjoying and marveling at the divine world, symbolizing divine love – author). The spiritual ascension of the soul, its ascension to perfection, is deeply reflected in the colours, which ascend from the low to the high are at first black, turning red in the distance of the road, and turning green during the visol.

Discolouration means the truth. Colourlessness means understanding God and His truth. The murid gradually goes through colour-based spiritual experience, polishing his inner feelings. According to the theory of latoif, the murid leaves the possession of a black and achieves the goal – “truth”. That is, he is united with the divine world.

The Sufis of the Qalandar sect wore a murak (author.), a patchwork cloak worn with pieces of cloth of different colours. This meant the diversity and variety of mental experiences of solik.

Newcomers to the sect wore black[14]. The black-robed Sufi had to imagine his heart and body in the fullness of Allah [15]. Black is the colour of the nafs mutmaina (restless, submissive nafs), which is irradiated by the permission of Allah and the light of the soul, abandoning evil and subjecting to good morals. Its attributes are prayer, obedience, fasting (eating less), trust, contemplation and good deeds [16].

The soliks associated with the disciple’s upbringing were blue, and the leeks that brought the leech to the end wore a white turban. In the observation (seeing, watching, witnessing, complete belief in the oneness and existence of Allah – author) the beginning of the divine manifestation is the light of gnosis from the Truth. Observation first occurs with the image (appearance of abstract objects –author), form (appearance of concrete objects – author) and imagination. In the state of observation, the veil of the guardian’s heart is lifted, and the eye of insight (the eye of the heart – author) is opened, that is, the person feels through his nafs that he has seen with his eyes. The colour green is peace in the heart, joy in the heart, inner beauty is the pleasure in the soul and clarity in the eyes.

In Mujahideen, the determination to suppress the nafs, to accept any hardship for oneself, is the victory of the guardian over his nafs after intense mental anguish. Through Mujahideen, the love of the followers of Allah was once again tested and they submitted to Allah (submission – author). Three cases were committed through Mujahideen. Since food is the source of power for the body, the nafs, and the devil, it is to gradually accustom the body to hunger, to reduce eating and drinking, to abandon desire, will, and to surrender the soul to Allah. During the Mujahideen, strange things happened to the governors. For example, when the nafs appears, the body (aura – author) is blue, while the body purified by mujahideen is white. The governors acknowledged that the bodies of those who were victims of lust would be red and that the bodies full of immorality and sins would be black.

Sheikh Najmiddin Kubro’s views on colours and shapes were developed by later Sufis. Although the order of the colours has changed, it is the black colour that is a sign of wonder, a symbol of the state of immersion of the human soul [17].

Nearly seven hundred years later, theories were put forward in Europe that there was another force beyond the human senses, the mind, and that it could be acquired with inspiration in the age of human insanity, and led to the emergence of new knowledge. XIX – early XX century in the history of the philosophy of the human being, his essence, the meaning of life, human cases of mental problems were extensively studied and new theories were developed by A.Shopengauer (d. 1860 y.), F.Bredli (d. 1924 y.), K.Yaspers (d. 1969 y.), Z. Freud (d.1939 y.).

Studying deeply about the oriental history, culture, literature, I.V.Gyote (d. 1832 y.), poet, scholar and art historian wrote a book about the effect of colours on the human body, the doctrine of “Colors”[18]. Goethe experimented with the fact that warm colours evoke a feeling of well-being, while cold colours evoke a feeling of sadness, and long-term staring at coloured glasses raises a person’s depressed mood.

Colours have an impact on a person’s psyche, mood, and even health. Colours play an important role in strengthening human health. In particular, the colour red is a colour that attracts strong attention, is associated with emotions such as love and anger, and is a symbol of danger, courage, strength and prosperity.

Red colour shows a strong influence on the nervous system of the human body, encourages creativity. Green is an expression of growth and health, freshness, endurance. The green colour calms the soul. Blue and green colours have a special feature to normalize body temperature, blood pressure and reduce the pain. Blue represents the colour of the sea and the sky, which is a symbol of goodness. People who like the objects in blue colour own confidence, calmness, loyalty and a strong sense of responsibility. Purple is an expression of elegance, majesty and luxury. Purple lifts the human psyche and evokes a propensity for divine emotions. Gray is the colour of compromise and harmony prevents stress and depression, creating a sense of kindness towards others. While white is the colour of purity and perfection, yellow colour enhances the activity of business and curiosity in life, gives light, success and confidence. Yellow alerts the left side of the brain, encouraging clear thinking and quick decision making. Yellow colour evokes a good mood, joy and active life enthusiasm. If there is a yellow item on the desk or in the kitchen, the mood of the person who sees it will rise. Yellow cannot be confused with other colours. Recognition items, items that should attract attention and be noticed - children’s toys, taxis, obstacles and warning signs are all in yellow colour. Additionally, there are some colours as well which can cause a negative impact and overload the nervous system, the heart of which, bad memories play the characteristics of colours. The dark blue colour lowers attention and impairs performance. Brown is a very “boring colour”. The black colour is the colour of mourning and obstacles on the road, denoting a sense of hopelessness, and fatigue.

The effect of colours on the human body and psyche has been used in international treatments in medical treatments and has not lost its importance so far. In particular, a patient with jaundice was dressed in yellow. Yellow colour helps very well in peptic ulcer, duodenal ulcer, gallbladder, vascular diseases, varicose veins, and nerve and brain tension. Yellow fruits and vegetables overcome laziness. Yellow colour improves appetite, gastro-intestinal pain, a person’s work capacity at work, concentration on work, raises mood and memory consolidation and intelligence. The red colour is useful in skin diseases, infectious diseases (measles, rubella), anemia, low blood pressure, suffering from insomnia. A person who sleeps wearing a red T-shirt

or shirt wakes up mentally and physically, and his mood is high. Red colour increases internal strength, improves metabolism and blood circulation. Red fruits and vegetables lift the mood.

Orange helps with mental fatigue, depression, mood swings, high blood pressure, loses fatigue, overcoming fear and anxiety. Orange-coloured fruits and vegetables increase cheerfulness. Green colour improves heart rate, relaxes the eyes, and helps well in eye diseases: glaucoma, high blood pressure, kidney disease. Actively fights allergies, helps calm the nerves, lowers eye and blood pressure, and helps with heart disease. Blue is useful for people with asthma, whooping cough, frequent colds, and overweight. After waking up, exercising outdoors and gazing at the sky calms the human spirit, boosts immunity, and gives endurance to body and soul. When the mind is tense, tired of mental work, the colour blue relaxes the nerves and gives joy to the mood. Blue colour helps with insomnia, coughs, sinusitis, sore throats. Dark blue fruits and vegetables help to overcome depression.

Purple enhances intuition (inner perceptual power), deeply understands social phenomena that others cannot see or understand, and gives others a spiritual uplift. In today's fast-paced world of technology, man is doing all the work with the help of technology. As a result, another problem has been added to the list of universal problems – mass obesity. Man always strives to be rich. With the help of colours, it is possible to solve this problem, that is, the colour of the kitchen helps to lose weight. If the kitchen is red, orange, and yellow, the kitchen colour should be changed to green and blue and colours close to it. Because red, orange and yellow colours whet the appetite, green and blue colours calm the stomach. Those who are prone to obesity should avoid red, orange and yellow coloured meals.

CONCLUSION

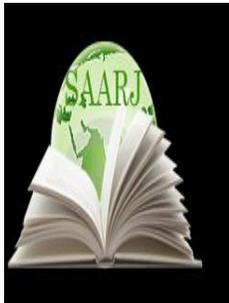
Therefore, the colour blue suppresses the appetite. Depending on which colour a person chooses more, it is possible to know about his psyche. The inner world of man is surrounded by diverse and colourful impressions. It is important for a person to be able to direct the experiences that express his heart from the diversity of these worlds of impressions, which sprout in his mind and illuminate the seeds of leafy thoughts, which show his personality, who he is, what he is capable of, what potential he has. The feelings of a “dirty” person are in a state of light.

Man receives spiritual nourishment from colours. He uses something in a colour he likes. He rejoices in the colours that suit his soul, his spirit is refreshed, he rejoices. The world of colours invites man to a unique philosophical observation.

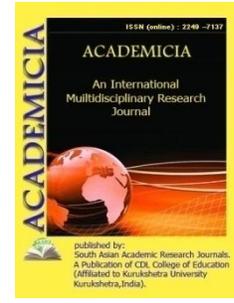
REFERENCES

1. Abulkarim Jiliy. The man is perfect. Istanbul, 1998. p.391.
2. The Qur'an. Surat al-Baqara, verse 138.
3. Komilov N. Najmiddin Kubro. 2017. Tashkent
4. Ahmad Kashmiri. A brief detail of Najmiddin Kubro's gold ring. № 1426. Translation by Abdulhakim Shar'i Juzjani / Sheikh Najmiddin Kubro. Articles. – T.: Writer, 1995. p.76.
5. Is'khakova Z. Interpretation of enlightenment and guardianship in mystical teachings (Monograph). – T.: Abu Press Consult, 2011. p.190.

6. Ishakova Z. Interpretation of enlightenment and guardianship in mystical teachings (Monograph). – T.: Abu Press Consult, 2011. p.191.
7. Sheikh Najmiddin Kubro. Favatih ul-Jamal / Sheikh Najmiddin Kubro. Mystical life. Translators and editors: Ibrahim Haqqul, Aziza Bektash. – T.: Movarounnahr, 2004. p. 4.
8. Пят философских трактатов на тему Афак и анфус. Срете. текст. указатели и введ. А.Э.Бертелса. – М.: Nauka, 1970. p.511.
9. Sheikh Najmiddin Kubro / Articles. Editor-in-Chief: Erkin Yusupov. – T.: Writer, 1995. p.27.
10. Ishaqova Z. Interpretation of enlightenment and guardianship in mystical teachings (Monograph). – T.: Abu Press Consult, 2011. p.120.
11. Sheikh Najmiddin Kubro. Articles. Editor-in-Chief: Erkin Yusupov. – T.: Writer, 1995. p.22.
12. Ishaqova Z. Interpretation of enlightenment and guardianship in mystical teachings (Monograph). – T.: Abu Press Consult, 2011. p.121.
13. Sheikh Najmiddin Kubro. Favatih ul-jamal /Sheikh Najmiddin Kubro. Mystical life. Translators and editors: Ibrahim Haqqul, Aziza Bektash. – T.: Movarounnahr, 2004. p.121.
14. Kurbanmamadov A. Aesthetic doctrine of Sufism, – Dushanbe.: 1987. Pages 42-43 .
15. Xulusi X. Mezon un-nufus. Istanbul, 2018. Page 33.
16. See also Ishakova Z. Interpretation of enlightenment and guardianship in mystical teachings (Monograph). – T.: Abu Press Consult, 2011. p.121.
17. Johann Goethe. Учении о свете. 13-str.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00069.0

MULTIPLE INTELLIGENCE THEORY IS THE WING WHEREWITH WE FLY TO CLASSROOM

Dr. D. Bellarmen*

*Assistant Professor,
 Department of English,
 Government Arts and Science College,
 Pudukottai- Tamilnadu, INDIA
 Email id: bellarmen@gmail.com

ABSTRACT

Multiple Intelligences developed by Howard Gardner play a primary role in Education today. The concept of smart classrooms in schools and colleges has become the most common means of teaching and has produced excellence in methods of English Language Teaching. The teachers in colleges should be aware of the fact that students coming from schools have their individual intelligence profiles. But the problem is they differ in their profiles. Obviously the differences affect the students' learning process in a large classroom and the question is how should teacher face such diversity in classroom situations? In light of this question, the paper attempts to discuss strategies to invest in the teaching-learning processes so that the teachers look beyond traditional methods of classroom teaching and continue the track of application of multiple intelligences. The paper focuses on teaching speaking and listening skills and attempts to involve suitable intelligence theories. The strategies that were examined in classrooms are encouraging. The feedback from the students proves that the strategies are a worthy target for achieving standards in improving their speaking and listening competencies

KEYWORDS: *Verbal-linguistic, Bodily-kinesthetic, Intrapersonal, Bodily-kinesthetic, Visual-spatial.*

INTRODUCTION

English language teachers adopt various languages teaching methodologies e.g. Audio Lingual Method, Direct Method, Grammar-Translation Method, Community Language Learning, Natural Approach, Total Physical Responses, Communicative Approach, etc. But what is more important for teachers is to think what the most appropriate approach to teaching the language in that particular environment is and what activities are suitable for a given group of learners. The methods in English classroom link the thoughts and the actions of the teacher. As Freeman in “Techniques and Principles of Language Teaching” points out, there is always a ‘thought-in-action links.’ The author continues that as a teacher of language, he has thoughts about the subject matter – what language is, what culture is – and about the students--who they are as learners and how they learn (37:2000). Hence, it is important for a teacher to become aware of how his thoughts guide the actions in the classroom. This awareness examines what is to be done differently so that the learners can perform better in their communicative English. However, what is to be done requires the learners’ response in applying their intelligences.

Acquiring English language is undoubtedly a result of exposure and practice. Teaching and learning become a hard task unless we choose the suitable material for practice. A constant effort is required to produce and manipulate the materials in accordance with the interests of the learners. Otherwise it becomes frustrating and demotivating for teachers and learners as well. An agenda for exploring and supporting suitable pedagogy is the need of the hour and multiple intelligences unveil academic strengths and honors alternative ways of learning, which can be highly helpful when educating students. Teaching and learning through the multiple intelligences optimizes the learning experience for students and teachers alike.

‘Speaking and Listening’ – The corporate skills

Communication involving listening and speaking skills in a workplace environment is a vital one and should not be overlooked. These skills are the most important aspects of corporate communication. Effective communication creates a positive environment and influences one another. To enhance the status of speaking, the teaching profession needs to address these issues along with acknowledging the classroom procedures which foster interaction. Speaking and listening being interactive skills are considerably different from writing and reading. The former involve interpersonal communication where we are engaged face-to-face communication with one or with more other people. Multiple intelligence activities enable teachers to know their students and plan more effectively, in order to prepare them employable in the global market and empower them to demonstrate good communication skills such as speaking and listening.

Multiple Intelligences – The Theory

The theory MI was developed by Howard Gardner who explored the question, what are the mental abilities that support the wide range of adult roles over time and across culture? He suggested that intelligence be described as the combinations of psychological and biological characteristics that enable individuals to solve problems or create products that are valued in one or more cultures (Gardner, 1999). This suggests that thinking, problem solving, and creating are valued differently depending on the family and community where individuals live, learn and work. Teachers should be aware of the fact that students in a classroom are different from each other in many different ways. They have different strengths and weaknesses. It is the fact that

each student has their own individual intelligence profile from the list Gardner suggested. They are:

- Verbal-linguistic
- Mathematical-logical
- Visual-spatial
- Bodily-kinesthetic
- Musical-rhythmic
- Interpersonal
- Intrapersonal

In 1997 Gardner added an eighth intelligence type to the list, that of naturalist intelligence, and two years later a ninth type, that of existentialist intelligence.

Multiple intelligences – The road to travel

MI theories have had the most appeal in the classroom as all the students have any one of the intelligences stated by Gardner. Probably, no one uses just one type of intelligence and they use several in their learning. MI theory is not a “type theory” for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences. (page15)

For example, a teacher in an English literature classroom needs to emphasize verbal intelligence while the same teacher switches over logical and mathematical intelligence in an engineering environment. The theories can perform as a conceptual frame work for improving speaking and listening skills while determining the learners’ intelligences.

The responsibility is on the teachers’ shoulder to adjust their teaching methods to match the learners’ use of intelligences. While speaking with one another in a working environment we use non-verbal signals, gestures, facial expression, body language even our appearance. Therefore, acquiring speaking skill needs to equip with some visual aids in a classroom for a better understanding of speaking as a corporate skill. Taping the visual intelligence of the learners is very much required for acquiring such skills. How to listen effectively in a work place involves reflection and clarification. Appropriate decision making can be arrived at the way we reflect logically. Listening in a work place inevitably reflects the power of logical intelligence.

The teaching needs to cater multiple intelligences for the approach we adopt. However, imposing any type of intelligences prove to be ineffective since a student from a group who responds to a use of diagrams records visual intelligence and the rest of the group may fail to respond to the same.

Being aware of what are the strengths, learning styles, and areas of interest of the students a teacher can make informed decisions with respect to the appropriate pedagogical strategies to use in the classroom. Michael Berman in his Multiple Intelligences Road to an ELT Classroom suggests the way of identifying the learning styles of students by giving them a questionnaire and the same is given as Appendix I.

The development of modules the selection of resources, groupings of students, and adaptations needs to focus on the theories In order to achieve effective, differentiated instruction in the classroom. Listening to songs, movie dialogues, attending lectures, etc. involve musical, verbal, interpersonal, visual, verbal/linguistic intelligences. Speaking activities like encouraging the students to tell stories, acting a skit with gestures, illustrating a picture, holding a discussion incorporate multiple intelligences.

CONCLUSION

In the second language classroom it is possible to motivate learners by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Providing a variety of language activities that stimulate the different tools or intelligences proposed by Gardner makes it possible to engage multiple memory pathways necessary to produce sustained deep learning English is a global language and in fact, we have conquered the conquerors' language. The ability to speak and to understand global English will facilitate our Indian youth's careers. Teachers are the shapers of future India and they have a crucial role to play in their ESL classrooms. To conclude with the EST specialist Julian's statement, the only requirement is that the EST teachers should have more energy and willingness to respond to the challenges and prove to the scientific and technological community how much they have to offer to them. The present study is 'a small step' towards awakening the teachers to the challenges to the great prospects that await them.

REFERENCES

Bygate. Speaking. Oxford: Oxford University Press, 1987. Print

Freeman Techniques and Principles of Language Teaching

Gardner, Howard. Intelligence Reframed. Multiple Intelligences for the 21st Century. New York: Basic Books, 1999 Print

Gary, Buck. Assessing Listening. Cambridge: Cambridge University Press, 2001 Print.

Willis-.(quoted by Arif Saricoban in "The Teaching of Listening." TESL Journal, Vol. V, No. 12, December 1999.

Bellarmen.D. Parameters for Assessing Speaking and Listening Competencies of Second Language Learners in Rural Engineering Colleges. Dissertation. 2012.

<http://www.tefl.net/esl-lesson-plans/multiple-intelligences.htm>

Thomas Armstrong Multiple Intelligences in the Classroom, 3rd Edition. ASCD Alexandria,USA. 2009

Michael Berman A Multiple Intelligences Road to an ELT Classroom Crown House Publishing Ltd..UK. 2002

Appendix I

A Multiple Intelligences Road To An ELT Classroom

What Kind Of Learner Are You?

1. How can other people best interpret your emotions?
 - a. through your facial expressions
 - b. from the quality of your voice
 - c. through your general body language
2. How do you manage to keep up with current events?
 - a. by reading the newspaper thoroughly when you have the time
 - b. by listening to the radio or watching the TV news
 - c. by quickly reading the paper or spending just a few minutes watching the TV news
3. What sort of driver (or passenger) are you?
 - a. you frequently check the rear view mirror and watch the road carefully
 - b. you turn on the radio as soon as you get into the car
 - c. you can't get comfortable in the seat and continually shift position
4. How do you prefer to conduct business?
 - a. by having face-to-face meetings or writing letters
 - b. over the phone because it saves time
 - c. by talking while you are walking, jogging or doing something else physical
5. How do you react when you're angry?
 - a. by clamming up and giving others the silent treatment
 - b. by quickly letting others know when you're angry
 - c. by clenching your fists, grasping something tightly or storming off
6. How would you describe the way you dress?
 - a. a neat and tidy dresser
 - b. a sensible dresser
 - c. a comfortable dresser
7. What do you think the best way is to discipline a child?
 - a. to isolate the child by separating him/her from the group
 - b. to reason with the child and discuss the situation
 - c. to use acceptable forms of corporal punishment
8. How do you behave at meetings?
 - a. you come prepared with notes and displays
 - b. you enjoy discussing issues and hearing other points of view
 - c. you would rather be somewhere else and so spend your time doodling
9. What do you like doing in your free time?
 - a. watching TV or going to the cinema
 - b. listening to the radio, going to a concert or playing a musical instrument
 - c. engaging in a physical activity of some kind

◆◆◆ 2 ◆◆◆

Unit 1: Learning Styles And Intelligence Types

10. What do you consider to be the best way of rewarding students?

- a. writing positive comments on their work
- b. giving oral praise to the student
- c. a pat on the back, a hug, or some other appropriate physical action

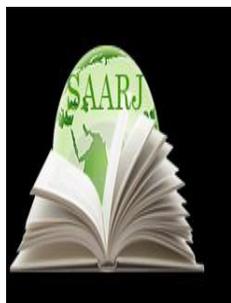
What Your Score Means

If most of your answers are **A**, then your modality strength is visual. In other words, you learn through seeing things and you like everything to be written down on paper. In a classroom, having notes and the use of visual aids will help you.

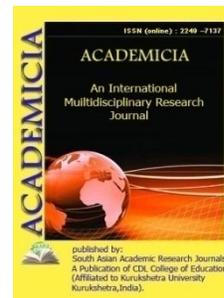
If most of your answers are **B**, your modality strength is auditory. In other words, you learn through listening. In a classroom you will want to hear the new language, and listening to music could well be helpful.

If most of your answers are **C**, your modality strength is kinesthetic. In other words, you learn on the move or through movement. Sitting passively in a classroom is unlikely to appeal to you but you'll probably respond well to the use of games and role-play.

(TAKEN FROM MULTIPLE INTELLIGENCES ROAD TO AN ELT CLASSROOM BY MICHAEL BERMAN, 2002)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00038.0

**CONSUME OF INFORMATION AND COMMUNICATION
 TECHNOLOGIES IN THE PHYSICAL DEVELOPMENT OF CHILDREN
 IN PRESCHOOL EDUCATION**

Eshpulatov Jamshid Nuraliyevich*; Khakimjanova Kamola Bakhadirovna**

*Teacher,

Department of Physical Culture,
 Tashkent State Pedagogical University named after Nizami Faculty of Primary Education and
 Physical Culture,
 UZBEKISRTAN

Email id:jamshidbek_0777@mail.ru

*Student

Fourth-year of Physical Culture department,
 Faculty of Primary Education,
 TSPU named after Nizami,
 UZBEKISTAN

ABSTRACT

This article contains theoretical and methodological materials on the problem of forming a healthy lifestyle in preschoolers by means of a computer in combination with methods of physical education. In the words of our President, "it is not necessary to reinvent the bicycle, it is necessary to make effective use of advanced foreign experience, for example, the experience of South Korea." A number of researchers have noted that most parents complain that children in kindergarten complain of indecent, rude behavior. They also note that they have difficulty repeating more complex exercises.

KEYWORDS: *Preschool Education, Physical Development Of The Preschoolers, Information And Communications Technology, Multimedia System, Physical Education.*

INTRODUCTION

The establishment and operation of the Ministry of Preschool Education in our country has made it possible to carry out serious reforms in preschool education. During the state visit of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Republic of Korea, the

Ministry of Preschool Education held about 20 meetings and exchanged experiences. The advanced Korean experience was studied in detail, and agreements were reached on joint training and scientific research.

RESEARCH METHODOLOGY

The above-mentioned factors suggest that serious reforms will be carried out in the field of preschool education, maximum favorable conditions for teachers in the field of preschool education will be created in the near future, the social status of teachers will increase, creating a social environment for children to express themselves, the furnishing of rooms, many literature, games to develop children. Provides for the implementation of a number of innovative approaches and processes, such as.

In the decision of the President of Republic of Uzbekistan dated September 30, 2017 №. PD-2707 "State requirements for the development of primary and preschool children have been developed" in pursuance of the resolution "On measures to further improve the system of preschool education in 2017-2021" and began to be implemented. The document states that "the purpose of state requirements is to bring up a spiritually perfect and intellectually developed person in the preschool education system, taking into account the ongoing socio-economic reforms in the country, the best practices of foreign countries and scientific achievements and modern information and communication technologies." One of the "tasks of state requirements" is "the introduction of pedagogical and modern information and communication technologies in the educational process."

In this report, we consider the use of new information technologies in the physical development of children aged 5-6 in preschool education.

In our opinion, many aspects of the problems of using ICT in physical education classes in preschool education institutions have not been developed in detail and a detailed methodology for its use has not been developed. Analyzes show that the use of ICT in physical education classes in preschool institutions is not practically established. Advanced foreign experience has not been studied, generalized, introduced into practice. In the words of our President, "it is not necessary to reinvent the bicycle, it is necessary to make effective use of advanced foreign experience, for example, the experience of South Korea." Our observations and the study and analysis of the situation in the preschools show that in order to positively address the problems posed by the President, it is necessary, first of all, to improve the financial and technical base of preschool institutions. Besides also be noted that there are (in all its types) a number of problems in preschool education. These are: some financial and economic problems; methods of using information and communication technologies for preschool children (in Uzbek groups), psychological and pedagogical bases, No special research has been conducted on the health of children, taking into account the characteristics of children's age, criteria have not been developed; Insufficient training of ICT educators and service staff; Lack of computer technicians in preschools; the lack of software, especially special pedagogical software tools (taking into account national characteristics) for preschool children. Therefore, we note the need to develop a program for the use of ICT in preschool education in the future.

It should be noted that the "Concept of Development of Preschool Education System until 2030", adopted by the President of the Republic of Uzbekistan on May 8, 2019 PD-4312, has a program to positively address the above issues. The main focus should be on reconsider the preparation of

students of pedagogical universities and colleges of preschool education, who are preparing to serve in the field of preschool education, for the consume of ICT in practice. The experience of a number of foreign countries (USA, France, Korea, Russia, etc.) shows that the opportunities for the use of ICT are very large and promising, especially in the educational process in preschool institutions, especially during physical education.

The main results of scientific research

Physical education in preschool - means inculcating healthy lifestyle norms by teaching children to move and nurture physical qualities. The aim is to strengthen the health of children through physical education and to form their proper physical development and personal qualities, such as courage, perseverance, initiative, resourcefulness, willpower, organization, conscious discipline, diligence, and most importantly, patriotism. Based on the study and analysis of best practices (technologies) in a number of developed countries, we can say that at the current stage of social development, scientific and technological development, the use of ICT in preschool education is one of the most promising areas.

Based on the studied and analyzed sources, it can be said that In order to ensure the effective use of ICT in physical education classes in preschool education institutions, preschool educators and teachers must be fully trained in the following items: development and use of control and self-monitoring software in various areas of physical education; creation of multimedia teaching systems; creating and using a database; creation and use of functional diagnostics.

As we noted above, the appropriate and correct use of the big screen in the application of ICT not only develops the intellectual abilities of preschool trainees, but also shapes their motor skills as well as the coordination of eye analyzers.

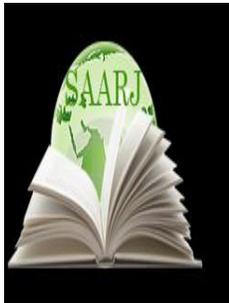
A number of researchers have noted that most parents complain that children in kindergarten complain of indecent, rude behavior. They also note that they have difficulty repeating more complex exercises. Some children, even at the age of 5-6, cannot distinguish between left and right concepts. This does not mean that children are mentally retarded, but it is also wrong to think that such a condition will go away on its own. Our experience shows that computer technology has great potential in overcoming such shortcomings.

In conclusion, it should be noted that. The use of ICT in preschool institutions is not a goal but a means of developing creative and physical abilities in kindergarten children aged 5-6. In the process of education requires a radical reconsideration of the content and plan of the educational process in preschool education. It is necessary to follow a few principles that are familiar to everyone. These are continuity, sufficiency, sequence and some the principles of the formation of certain practical skills. In this article, we have tried to express our views on some of the problems and solutions to the use of ICT in the physical development of preschool children.

REFERENCES

1. <http://kun.uz/news/2017/11/24/maktabgacha-talim-vazirligida-korea-modeli-elementlari-kullaniladi>
2. Resolution of PD-4312 of May 8, 2019 on approval of the Concept of development of the system of preschool education of the Republic of Uzbekistan until 2030

3. On approval of the State requirements of the Republic of Uzbekistan for the development of primary and preschool children. Order of the Minister of Preschool Education No. 1-mx of 18.06.2017 and its appendix.
4. Modern computer technologies in the development of sports science / MP. Shestakov, K.V. Annenkov, E.T. Antokhina et al. // Theory and practice of physical. cult., 1996, No. 8.- 43-45 p.
5. Computers in training. 27: 5-19,2010 Copyright © Taylor & Francis Group, LLC ISSN: 0738-0569 print / 1528-7033 online DOI: 10.1080 / 07380560903536249.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00039.2

THE ROLE OF MUSEUMS IN THE ACTIVITIES OF THE UNIVERSITY AT BUKHARA STATE UNIVERSITY

Azimova Muhayyo Murotdilloevna*

*Teacher,
 Faculty Art history,
 Department of Fine Arts and Engineering Graphics,
 UZBEKISTAN

ABSTRACT

This article describes the processes and problems related to the exposition, scientific and fund activities of the Museum of Repression Victims and the Scientific-Practical Museum Laboratory in Bukhara State University, the scientific and practical basis of the museum's development and its role in the development of the university.

KEYWORDS: *Museum, Exhibit, Musicology, Exhibition, Storage, Sector Of Records, Research, Historical Monuments, Tourism, Activities, Improvement, Scientific And Practical, University, Victims Of Repression, The Young Generation.*

INTRODUCTION

Museums play an important role in informing the present generation about the history of our country, the rich spiritual heritage of our people. Therefore, the necessary conditions and opportunities are being created in our country to improve the activities of these institutions, their operation at the level of modern requirements.

The role of museums in instilling in the hearts of the younger generation a sense of respect for our spiritual heritage is invaluable, therefore, today museums are not only a sacred place that preserves and displays artifacts that tell the story of our people, but also a place of spirituality, which is important in the development of the education system, the education of the younger generation.

In 1922, by the decision of the Bukhara People's Republic, the Institute of Public Education was opened in Bukhara and Charjou. This was the first attempt to establish a modern university. F.Khojaev and A.Fitrat came up with the idea of establishing dorilfun on the basis of this institute, but with the abolition of the ICU this idea did not materialize. In 1930, the Bukhara

Pedagogical Institute was opened. Initially, 45 students studied in two departments: chemistry, biology and history and society. In 1935, the Bukhara State Pedagogical Institute had a two-year teacher's institute and five departments, which were later transformed into faculties. Scientists such as A.Fitrat, Miyonbuzruk Salihov, Musa Saidjanov, B.Choponzoda, I.Kojin, F.Trudakov, P.Korolenko, N.Merkulovich, V.Abdullaev, G.Yusupov have made a great contribution to the establishment of the institute. During World War II, a number of teachers and 47 students volunteered for the war. During this difficult period, branches were opened in Karshi, Gijduvan and Shafirkan in order to attract more students to study. Khorezm, Karshi and Termez state universities, which have now risen to the level of leading universities in independent Uzbekistan, were the first to operate as branches within the Bukhara State Pedagogical Institute.

In the post-war years, Bukhara State Pedagogical Institute became famous as one of the leading scientific institutions of the republic: the number of students increased from 521 to 1575 in 1946-1960, and 7531 in 1960-1980; M.Mirzaev, Sh.Balavadze, S.Aliev, M.Abdullaev, V.Muminov, N.Jabborov, J.Namozov, H.Nematov, F.Kosimov, B.Ochilov, R.Vakhidov, O Dedicated to science and education such as Safarov, A.Atoev, O.Yoriev, R.Rakhmonov, K.Zaripov, S.Inoyatov, O.Rozikov; areas of science such as chemistry, physics, solar engineering, ichthyology, philosophy, history, literature, linguistics developed; In 1989, a postgraduate course in linguistics and literature was opened at the Bukhara State Pedagogical Institute. The institute became one of the centers of modern science of the republic and in 1981 was awarded the Order.

People's Poet of Tajikistan, winner of the State Prize named after Rudaki G.Sulaymonova, People's Poet J.Kamol, People's Writer N.Aminov, Corresponding Member of the Academy of Sciences of Belarus A.Stolyar, Director of the Academy of Sciences of the Republic of Uzbekistan named after A.Navoi, Ph.D. It is worth noting that T. Mirzaev, world champions S. Kurbanov and B. Khodjaev were students of BuxPI.

The institute was transformed into a university in 1992. According to the Decree of the Republic of Uzbekistan dated February 28, 1992, the Bukhara Pedagogical Institute was granted the status of the University. Thus, the scientific potential of the university has been replenished and strengthened year by year. This necessitated the establishment of a special publishing house and a scientific journal at the university. In order to meet this vital need, in 2000 a special publishing house was established at the university. The journal "Scientific Information of Bukhara State University" serves all researchers, not only in Bukhara, but also in other universities of the country, who are actively engaged in scientific research.

Bukhara is one of the most famous and beautiful cities in Central Asia, and this magnificent city itself is a museum, which houses many cultural and architectural monuments of different periods, and more than 140 medieval buildings and structures. The historical center of Bukhara, along with its attractions, is included in the UNESCO World Heritage List.

Indeed, our people of Bukhara have a history and culture worth being proud of. Bukhara State University also has a number of museums, including the "Scientific-Practical Museum Laboratory" dedicated to the 85th anniversary of Bukhara State University and the "Memory of Victims of Repression" in Bukhara State University, which opened on May 18, 2018. An example is the museum.

The exhibits and equipment of the museum "Scientific-practical museum laboratory" are formed on the basis of the exhibits of the previous museum of the university. In order to enrich the

composition of the museum and to organize it in accordance with modern requirements, the scientific base was updated on the basis of a modern base in cooperation with all faculties. In addition, in order to preserve the exhibits in the museum, an inventory was carried out in collaboration with a group of professors and teachers to register them. If you visit this museum, you will see the museum exhibits and photos, and the history of the university will be in front of your eyes. On the walls of the museum are exhibited photos of rectors who have worked at the university since its inception, as well as professors and teachers who have served in the development of our university, ie our labor veterans and their achievements. In addition, the achievements of students in international and world competitions are presented in the form of exhibits, and you can see a variety of other exhibits.

May 18 marks two years since the establishment of the Museum of Repression Victims in Bukhara State University. During this time, the museum hosted many visits and spiritual and educational activities, which created many opportunities not only for the museum, but also for our university, including 2019 On January 21, the Republican scientific-practical conference dedicated to the 125th anniversary of the Bukhara enlightener-jadid Musojon Saidjanov was held.

On May 25, 2019, employees of the Boston Museum of Art in the United States held a roundtable discussion with Nancy Berliner and Director of the Tamil Simon Museum A. Hamroev. On June 21 this year in the Great Hall of Bukhara State University together with the Museum of Repression Victims of Bukhara State University was held a spiritual and educational event dedicated to the 80th anniversary of the People's Poet of Uzbekistan Jamol Kamal and the presentation of the 6-volume selection.

September 16, 2019 Bukhara State University received a delegation led by Karina Tatek Benetti, Executive Officer of the Department of Economic Statistics, Liberec Technical University of the Czech Republic. The Czech guests visited the Museum of Repression Victims in Bukhara State University and got acquainted with the exhibits. A small roundtable discussion was held between museum staff and visitors.

October 15, 2019 According to the Resolution of the President of the Republic of Uzbekistan dated November 28, 2018 "On approval of the concept of further development of national culture in the Republic of Uzbekistan" developed a program of measures to implement this concept in Bukhara region for 2019-2020. On the basis of this action plan by the staff of the "Mobile Exhibitions" department of the Bukhara State Museum-Reserve Bukhara State University hosted a mobile exhibition entitled "Maziy and today." The exhibition is an event within the framework of 5 important initiatives of President Sh. Mirziyoyev and was organized by the Faculty of Art History of Bukhara State University in cooperation with the Museum of Repression Victims of Bukhara State University.

In addition, there have been many visits, cultural and educational events and exhibitions, where the question arises, what is the role of museums and their visits, cultural and educational events and exhibitions in the activities of the university? Their role is unique in the "Scientific-Practical Museum Laboratory", which embodies the history of the university, because there is no future without historical memory, that is, the museum serves as a basis for the activities of the university and inspires pride in the hearts of every student.

The Museum of Repression Victims in Bukhara State University has achieved a lot in a short period of time and made a significant contribution to the activities of the university, including the establishment of cooperation with a number of state museums. These include Poland, the United States, China, the UAE, Austria, Germany and Russia. As for the practical aspects of the cooperation, the museum director A. Hamroev will travel to Poland in October 2018, China in December 2019 and museum employee B. It should be noted that Kurbanov had an internship at the German Museum. From January 30 to February 3, 2019, Vice-Rector for Research of the Moscow State Institute of International Relations (MGIMO) Evgeny Mikhailovich Kojokin visited Bukhara State University and got acquainted with the funds and exposition of the Museum of Repression Victims in Bukhara State University. In the film "Abduvahid Munzim and his descendants", which is planned to be shot by T.f.d., Professor Evgeny Mikhailovich Kojokin, it was agreed to jointly create a documentary film using the most valuable photos stored in the exposition of the Museum.

In short, shortly after the opening of the Museum of Remembrance of the Victims of Repression in the structure of Bukhara State University, he established many partnerships, served the university and introduced it to the world. In addition, these museums have been closely assisting university students in their practical classes and have made a great impression on them. It should be noted that our museums serve not only university students, but also other students of the institute, schoolchildren and curious people of different ages, which is of great importance for the development of our university.

REFERENCES

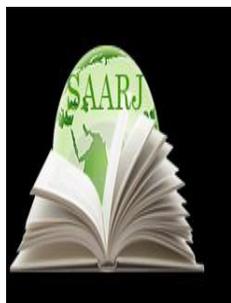
1. Nusratilla Naimov "Marifatga baxshida umr" Durdona. 2018 y
2. Альмеев Р.В Бухара-город музей.- Ташкент: Фан, 1999 -205 стр.
3. Birinchi prezedendimiz Karimov I.A."Tarixiy xotirasiz kelajak yo'q". Toshkent: O'zbekiston. 1998-32bet.
4. Nusratilla Naimov "Buxoro jadiclari".Toshkent. Fan nashriyoti 2000 y
5. THE ROLE AND IMPORTANCE OF FINE ARTS IN IMPARTING KNOWLEDGE AND International Engineering Journal For Research & Development Impact factor : 6.549 2020
6. 7. Muzafarovna A. N., Jurayevich J. Q. The role of islam in folk decorative art of Bukhara //Asian Journal of Multidimensional Research (AJMR). – 2020. – Т. 9. – №. 5. – С. 347-350.
7. "Ёш авлодни тарбиялашда музейларнинг ахамияти" MODERN SCIENTIFIC RESEARCH JOURNAL London 2019 ISSUE 10 210-214
8. Razzoqovna O. G. THE PROBLEM OF DEVELOPING STUDENTS'PERCEPTIONS OF VISUAL ARTS IN UZBEKISTAN //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
9. Ibadullaeva S. I. PAVEL BENKOV'S LEGACY AT THE BUKHARA MUSEUM OF FINE ARTS //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 7. – С. 3-3.
10. Бакаев Ш. Ш., Авезов Ш. Н. РАЗВИТИЕ ТВОРЧЕСКОГО ПОТЕНЦИАЛА СТУДЕНТОВ СРЕДСТВАМИ НАРОДНОГО ИСКУССТВА //European science. – 2020. – №. 4 (53).
11. Абдуллаев С. С., Рафиева Н. А. Искусства Древней Руси и Средней Азии в духовном диалоге (исторический экскурс) //Вестник науки и образования. – 2020. – №. 21-2 (99).

12. Rajabovna T. V. THE HISTORY OF THE DEVELOPMENT OF GOLD EMBROIDERY ART OF BUKHARA //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – C. 5-5.
13. Shavkatovich A. A., Sharifovna X. N. DEVELOPMENT OF DESIGN SKILLS OF HIGH SCHOOL STUDENTS //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – C. 5-5.
14. Khodjayeva N. S., Mamurova D. I., Nafisa A. IMPORTANCE IN PEDAGOGICAL TECHNIQUES AND EDUCATIONAL ACTIVITY //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. CONGRESS. – C. 5-5.
15. Mukhiba S. THE ROLE AND IMPORTANCE OF FINE ARTS IN IMPARTING KNOWLEDGE AND SKILLS TO STUDENTS //International Engineering Journal For Research & Development. – 2020. – T. 5.– №. 7.– C. 3-3.

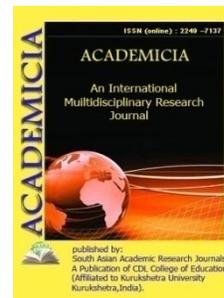


Museum of Repression Victims in Bukhara State University





ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00040.9

EUPHEMISMS AND RELATED EVENTS IN SOCIOLINGUISTICS

Safarova Guzal Kudratovna*

*Teacher,

Department of "Applied Linguistics and Linguodactics" of University of Uzbek language and literature named after A. Navoi,
 UZBEKISTAN

ABSTRACT

The article first analyzes the research in the field of sociolinguistics, focusing on the social nature of language, the relationship between language and society, theoretical issues of sociolinguistics, language ontology, functional classifications of language, linguistic devices. The conceptual apparatus of sociolinguistics and the most common terminological units used in scientific works on sociolinguistics are analyzed and described, the processes of formation, development and problems of the field of sociolinguistics are described. The article also focuses on the phenomenon of euphemism, its interpretation as an event that is integral to the emergence of language and thought, developed as a phenomenon that has gone through evolutionary stages, such as language itself. connection with speech activity in the process of communication, social, psychological, linguistic bases; the expression of units, the pronunciation of which in Uzbek is contrary to moral norms, which is considered unpleasant and shameful, their lexical-semantic at the stage of euphemism of certain discourse / speech communication, speech factors such as structural appearances are proven; Extensive research on the formation factor, etymological source, spiritual group, functional aspect, national-mental characteristics of language phenomena in world linguistics, euphemisms as an ecological phenomenon and a means of cultural communication in gender, social, pragmatic, linguacultural, lexicographic, as well as sociolinguistic an attempt has been made to prove the need for in-depth study through the analysis of scientific sources.

KEYWORDS: Sociolinguistics, Social Linguistics, Euphemism, Euphemistic Content, Dysphemism, Periphrastic Expression, Euphemism-Taboo Isms, Optional Euphemisms,

Dewfemisms, Historical Euphemisms, Gender Meaning Of Euphemisms, Pragmatics, Linguacultural Dialogue

INTRODUCTION

Formation and development of the field of sociolinguistics

The aspect of studying the sociological aspect of the study of language has long been of interest to linguists. After all, the development of language, changes in it are directly related to the development of society. In scientific sources that existed until the early twentieth century, linguistics is another concepts related to sociolinguistics in relation to the sciences. The development of sociolinguistics, which has emerged and is being studied at the intersection of the fields of sociology and linguistics, depends, of course, on the extent to which the fields have been studied. In other words, it is natural that the events that take place in social life are reflected in language to one degree or another. However, it has been acknowledged by linguists in their time that this process has not been recognized for many years, and that the internal potential of each language has not been fully reflected in studies (I.A. Baudouin de Courtenay, F. de Saussure). The term sociolinguistics is a compound word that consists of parts of sociology and linguistics. Socio is an abbreviation of the word "social", which means linguistics. Indeed, sociolinguistics should be considered as a science that studies the social conditioning of language in terms of formation, construction, development, the impact of language on society, the impact of society on language. Indeed, when sociolinguistics studies the laws of life on the basis of linguistic facts, it is necessary to understand its peculiarities. A clear example of this is the naming of sociolinguistics in the field under several terms. In particular, "social language", "social linguistics", "sociality of linguistics", The use of terms such as "philosophical linguistics", "socialization of language", "sociolinguistics" indicates that this field has its own characteristics.

Sociolinguistics and sociolinguistics are different concepts. In the current process of globalization, the integration of science and education, interdisciplinary relations, the boundaries between them are becoming more relative. An example of such a science is sociolinguistics, which is developing at the intersection of sociology and linguistics. Sociolinguistics with the language of linguistics and its existing social conditions is an area that studies dependence. Social conditions are a set of external conditions under which a language develops: the society of people who use the language, the social structure of the society, the age of the speakers, their social status, culture and education, differences between places of residence, as well as their speech. differences are understood. Thus, sociolinguistics is a branch of linguistics that studies the role of language in society, its social nature, social functions, the mechanism of influence of social factors on language. While pure linguistics deals with the analysis of linguistic signs, such as sound and its written expression, its interactions with other signs, and changes in time and space, sociolinguistics deals with how people use these linguistic signs according to their age, gender, social status, education, and culture. that is, learns how the social environment affects their speech behavior. For example, in "pure" linguistics, the phrase "to go to the roof" is interpreted as a phrase logical unit consisting of a noun and a verb, while sociolinguistics is interested in which class the phrase is used in.

The term "sociolinguistics" was first introduced to science in 1952 by the American sociologist G. Currie (1952). Problems of sociolinguistics were raised in the articles of linguists,

sociologists, cultural anthropologists, dialectologists and various specialists in the field of communication of the 50s, which are included in the collection of J.A. Fishman "Readings in the Society of Language". In the preface to the book, J.A. Fishman draws attention to the use of the term's linguistic sociology and sociolinguistics as synonyms. According to some sociolinguists, the roots of sociolinguistics should be sought not in American linguistics, but in European, especially Russian linguistics. In the formation of sociolinguistics, I.A. Baudouin de Courtenay's research on the social conditioning of language phenomena, as well as the influence of extra linguistic social factors on the use and development of language, played a major role. In an article published in the journal *Russkiy yazyk zarubejom* in 1974, NG Mikhailovskaya I.A. Baudouin de Courtenay was named the founder of socio-ethno linguistic research in Russian linguistics. I.A. Baudouin de Courtenay: "Since language exists only in a society of people, then we must always pay attention not only to its spiritual side, but also to its social side. Not only individual psychology, but also sociology should serve as the basis of linguistics.

However, the first study of language sociality in the sources was conducted by R. O. It is noted that Shore was given in his book *Language and Society* (1926). In the book, the author describes his scientific observations about the social impact of society on language. Experts point out that the term "sociology of language" was first coined by R. O. Can be used by Shore. For comparison, R. O. Shore sought to identify changes in language in the context of the conditionality of changes in language with changes in society.

R.O.Shor was interested in the reflection in language of the differentiation of the language community due to economic and social differentiation: "... language is a social phenomenon, ... if there is an environment for language preservation and transmission, a social environment, then every social difference should be reflected in the differentiation of language, each language change should reflect the social (and economic) changes in the life of the community, which is the property of the language ". Thus, in the first half of the twentieth century in the schools of linguistics in France, Russia, the Czech Republic, great importance was attached to the social nature of languages.

Russian linguists I. A. Boduen de Kurtene, E.D.Polivanov, L.P.Yakubinskiy, V.M.Jirmunskiy, B.A.Larin, A.M. Selishev, G.O.Vinokur, French linguists F.Bruno, A.Meye, P.Lafarg, M.Coen, Swedish linguists Sh.Balli, Belgian linguist J.Vandries, Czech linguists B.Havranek, A.Matezius contributed to its formation as a science. The works of such scientists as A.Nurmonov, H.Ne'matov, S.Muminov, A.Mamatov, B.Mengliev, L.Raupova in Uzbek linguistics are also commendable. Euphemisms as a multifaceted, changing phenomenon

Euphemism as a term dates back to ancient times of human thought. The observation of euphemisms from the studied sources shows that there is almost no discussion about its origin, formation and development. The term means "good", "comfortable", "soft" in Greek. In its earliest uses, it was used in the sense of "using words with good signs, refraining from words with bad signs, respectful silence." Euphemisms, which are very sensitive to social relations, are characterized by the fact that the "carrier" units of euphemistic content change their status rapidly. As he becomes accustomed to it, he quickly changes his "appearance" - even, so to speak, becomes dysphemism, and begins to feel the need for a new expressed - ephemeral dress. If we look at the relevant sources in the field, we can see that the first scientific observations about euphemisms were made by the linguist R.O.Shor. R. O. Shor studies the problem of the

evolution of language with time, regional and social dialects, tourism, various phenomena of individual language life, emphasizes the facts of language merging and the conditions of koine (or common language) activity. He is interested in the hidden languages, their causes of origin, the peculiarities of their operation, their relation to the "common language." Based on the same data, the problem of interpersonal communication is already R. O. One can agree with the observations that it was considered by Shore. He writes that mutual understanding between two interlocutors is possible only in the context of the same cultural and linguistic unity. Speaking of changes in the meaning of words, R. O. Shore mentioned the existence of euphemisms; compares the concepts of language taboo and euphemism. Each language creates a special system of emotion expression, ways of realizing expressiveness, and forms of expressiveness. In the competition between the system of expression of meanings and the system of expression of emotions, the opinion of the speaker is expressed as he believes. In the last pages of the book "Language and Society" (1926) R. O. A brief glossary is added by Shore, which we believe may also include sociolinguistic terminological words, as the author repeatedly in the pages of the book discusses women's languages, language sociology, linguistic phenomena and their social and linguistic differentiation, regional and social dialects, special languages, such as the synchronous and diachronic description of language. The transition of euphemisms to general use weakens its euphemism. In this sense, the opinion of the linguist B.A. Larin is noteworthy: "Euphemisms are not stable. The condition of its existence is the existence of an alternative to the "rough", "impossible". As "rough" expressions lose their roughness and people become accustomed to euphemisms, he falls out of the euphemistic scene. It is one of the most meaningful terms, and now it is demanding a new euphemism." In this regard, linguist L.P. Krisin states: "The stronger the social control over the speech situation and the speaker's self-control over the speech, the more likely it is that euphemisms will arise, and vice versa, in less controlled speech situations and higher speech. In the context of automatism (in the family, with friends, etc.), euphemisms are less used, and the use of dysphemism's increases. Special services of linguists such as G.Paul, R.O.Shor, B.A.Larin, L.P.Krisin, A.S.Kurkiev, E.P.Senichkina on the study of euphemisms can be noted. In most linguistic sources, the main subject of euphemism is its awkward, "careless" substitution of words and expressions, "veiling". For example, the linguist OS Akhmanova notes that "euphemism (antiphrasis) is a trop, a means of expressing a phenomenon and an object in a closed, soft and indirect way." indirect, periphrastic expression". In general, the same essence can be interpreted differently in the above definitions, but they are all unique in that they complement the general meaning of "striving to avoid conflict in communication" in different ways. A. Reformatsky understood the phenomenon of taboo and euphemism in a broader sense and:

- 1) at the request of military diplomacy to change the names of countries, cities, enterprises, military units and some celebrities with a symbol n (en), nn (enen), x, u, z (ix, igrek, zet);
- 2) from the point of view of etiquette, in order not to reveal the names of dangerous diseases, Latin terms, abbreviations (cancer conserve, tuberculosis tbc, surgery is called a surgical disease, etc.);
- 3) Thieves also consider words and phrases that are secretly used in speech (such as killing to sew, stealing to buy) to be a euphemism. In addition to describing many euphemisms in Georgian, K.K. Otaev calls Turkmen children Tursun and Itolmas euphemisms. Linguists also differ on the classification of euphemisms. In particular, B.A. Larin argues that the "social nature

of euphemisms” should be chosen as the criterion for classification. Accordingly, the scientist distinguishes three types of euphemisms:

- 1) general euphemisms of the national literary language;
- 2) class and professional euphemisms;
- 3) family euphemisms.

Apparently, this classification is not without its shortcomings. From the point of view of linguistic, social and cultural development of the language, it is natural to have problems in distinguishing the first group in this classification, especially in view of the spread of literary language in social life, in society. It is also advisable to include social strata, gender euphemisms, instead of the class euphemisms of the second classification mentioned. By distinguishing the third group of euphemisms in the classification, it is possible to support them in view of the fact that their stable classification features are revealed. Linguist A.S. Kurkiev's classification on this problem is based on the "motive" of euphemisms:

- 1) superstitious euphemisms (to be sick - to get sick, to have no taste);
- 2) euphemisms based on fear and protest (killing - taking his life, beheading);
- 3) euphemisms based on sympathy and pity (the patient is not at home);
- 4) euphemisms based on shame (illegitimate birth - a miracle, acquired);
- 5) euphemisms based on politeness (old - old).

Approving the basis of these classifications of the linguist, it is possible to give the opinion that in limiting these groups it is necessary to generalize and optimize them. According to Moscow, “euphemisms are used in six functions:

- 1) to change the names of objects of fear;
- 2) to change the names of unpleasant things and events;
- 3) to change the names of shameful things;
- 4) not to create a negative attitude to others (etiquette euphemisms);
- 5) to mask the essence of the expression;
- 6) not to reveal the names of some organizations and professions ”.

Linguist EP Senichkina, following in the footsteps of AA Reformatsky, LP Krisin and other scholars, puts forward the view that euphemisms are not only neutral, but also specific to other styles of the Russian language. It is understood that the scholar's classification is also based on specific features: euphemisms-taboo isms, facultative euphemisms, euphemisms, historical euphemisms, types of origin, linguistic and occasional euphemisms. The scientist, unlike others, relies on a morphological factor in the classification. Lexical-grammatical specificity, which reflects the category of semantic specificity of words, is taken as a basis. Apparently, while some linguists argue that euphemism is only a methodologically neutral unit (A.P. Moscow), some scholars argue that it applies equally to all functional styles (speech, art, science, journalism, formal) (A.A. Reformatsky, A. M.Katsev, L.P.Krysin, G.Mankovskaya, T.L.Pavlenko and others). It can be said that the second view has gained more recognition in science. The

classification of euphemisms has not escaped the attention of Uzbek linguists. The term euphemism in Uzbek linguistics was introduced in the 60s of the last century through the dissertation of N. Ismatullaev "Euphemisms in the modern Uzbek language" 8. Later, this phenomenon was the subject of a special study by euphemism scholar AJ Omonturdiev. In particular, N. Ismatullaev described euphemisms as: a) taboo-related euphemisms; b) euphemism for heresy; c) euphemisms used in place of words and phrases that have a rough meaning and are difficult to say; g) divided into groups such as eloquence, eloquence, and slang euphemisms used for religious purposes. Linguist A. Omonturdiev made a significant contribution to the development of Uzbek euphemology by studying the functional aspects of euphemisms. HB Kadyrova described the classification of euphemistic units, their methodological features, the author's skill in using euphemistic units. In the scientific works of euphemisms linguists A.Mamatov, Z.Kholmanova, H.Kadirova and D.Rustamova the influence of euphemistic and dysphemistic units on the formation of phraseologies, euphemisms used in "Boburnoma", author's euphemisms and metaphorical features of euphemisms are analyzed. In recent years, the phenomenon of the manifestation of gender features in Uzbek euphemisms and pragmatic, linguacultural factors in the occurrence of gender meaning in euphemisms, as well as lexical-semantic, methodological-functional, lexicographic, ethnos sociological, gender characteristics of medical professional euphemisms The principles related to the occurrence at the language level have also been specifically studied.

Despite a number of studies, there are aspects of euphemisms that still need to be addressed, requiring special analysis. In particular, a special study of the sociolinguistic principles of euphemisms in the Uzbek language is one of the most pressing issues facing science today. Indeed, the fact that world linguistics pays special attention to the practical use of linguistic possibilities, the use of language units in speech and the disclosure of semantic-functional features, shows the necessity of this problem. It is a fact that the weight of applied linguistics, such as communication culture, ortholog, neurolinguistics, applied linguistics, linguistic expertise, is growing day by day. This is explained by the fact that as a result of socio-economic development in world linguistics, the problem of spirituality is becoming more urgent, the solution of these problems is the development of speech culture, communication skills, the growing attitude to language as a means of spirituality. This suggests the need to fully reflect the social need to expand the role of euphemisms, which is one of the rich and beautiful possibilities of language expression.

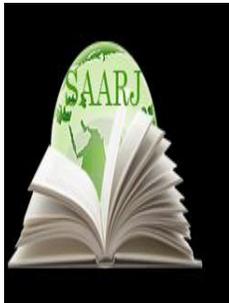
CONCLUSION

1. Sociolinguistics is a branch of linguistics that studies the role of language in society, its social nature, social functions, the mechanism of influence of social factors on language.
2. The process of applying euphemisms is governed by a particular speech situation, context, taste of the speaker, ethics, mental ability, level, culture, beliefs, level of eloquence, age, profession, social class, worldview.
3. Often, a certain culture of behavior, a requirement of morality, causes not to reveal the facts exactly. When this principle is violated, the speech becomes dry, ineffective, insensitive, detached from its decoration: zebu ornament and ibo, loses its effectiveness, which arouses in the listener a feeling of hatred, anger.

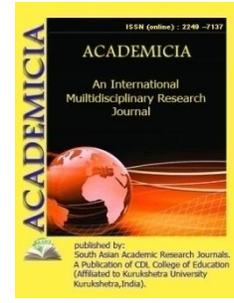
4. New ethical and philosophical ideas related to a particular political and social period or its change are formed in the society. It is this necessity that leads to the emergence of new means of verbal expression. Such means of expression are manifested through a more journalistic style.

REFERENCES

1. Baudouin de Courtenay I.A. On the tasks of linguistics, 1889 / Selected works on general linguistics: t. I. A. Baudouin de Courtenay. - M.: Publishing house of the Academy of Sciences of the USSR, 1963. - P.203-222
2. Saussure F. de. General Linguistics Course, 1929 / Ferdinand Saussure. 3rd ed. - Yekaterinburg: Publishing House of the Ural University, 1999. - pp. 231-237.
3. Sh. Usmanova, N. Bekmuxamedova, G. Iskandarova. Sotsiolingvistika. Tashkent, "University", (Study guide). -Tashkent. 2014
4. Belikov V.I., Krysin L.P. Sociolinguistics. -M., 2001. -P. 6-7.
5. Shor R.O. Language and Society, 1926 / R.O. Shore. - Ed. 3, cor. and additional .. - 2010.
6. Alpatov V.M. Rosalia Osipovna Shor and her book / R.O. Shore Language and Society. - M.: Book house "LIBROKOM". - 2010.
7. Polivanov E.D. The circle of the next problems of modern linguistics, - "Russian language in the Soviet school", M., 1929, no. 1 - p. 57-62. // Articles on general linguistics. - M.: Main edition of oriental literature. - 1968. - Chapter IV. Sociological linguistics
8. Zhirmunsky V.M. Problems of social differentiation of languages. - 1968 / In the book: General and Germanic linguistics. - M., 1976. -- P. 386-399
9. Meye A. Comparative method in historical linguistics: Per. with fr. / Ed. B.V. Gornung, M.N. Peterson. Zakl. Art. A. A. Gudkova, M. G. Borovskaya. - Ed. 3rd. - M.: Editorial URSS. - 2010
10. Nurmonov A. A word about word // Uzbek language and literature. - 1991. - No. 5. - P. 67-71
11. N. Nematov, B. Zhuraeva. Sociolinguistics, Bukhoro, 2004, -71B
12. Muminov S.M. Socio-linguistic features of Uzbek communication behavior. DD-T.2000
13. Mamatov A. Matters of formation of Uzbek phraseology: philol. fanlari dr ... diss. author. - Toshkent, 1999. -- p. 56
14. Mengliev B. Modern uzbek language// textbook. -Tashkent: Tafakkur bostoni, 2018. - 200 p.
15. L. Raupova. Interpretation of dialogic discourse polypredication.-Monograph. -Tashkent, Fan, 2011
16. 15. Artyushkina L.V. Semantic aspect of euphemistic vocabulary in modern English: Author's abstract. diss. ... Cand. philol. Science. -M., 2001; Bushueva T.S. The pragmatic aspect of euphemisms and dysphemisms in modern English: Author's abstract. diss. ... Cand. philol. sciences. - Smolensk, 2005; Golovanova E.Yu. Euphemization of taboo somatisms: On the material of the French and Russian languages: Author's abstract. diss. ... Cand. philol. Science. - Ufa, 2005; Ivanova O.F. Euphemistic vocabulary of the English language as a reflection of the values of English-speaking cultures: Author's abstract. diss. ... Cand. philol. sciences. - M., 2004; E.V. Kiprskaya Political euphemisms as a means of camouflaging reality in the media: On the example of the 2003-2004 conflict in Iraq: Author's abstract. diss. ... Cand. philol. sciences. -Kirov, 2005; Omonturdiev A brief euphemism dictionary of Uzbek language. - Toshkent: Fan, 2006
17. Veisman A.D. Greek-Russian Dictionary / Reprint of the 5th edition of 1899 - M.: Yu.A. Shichalina, 2006. -- p. 562.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00041.0

FUNDAMENTALS OF NAKSHBANDIYA TARIKAT IN THE VIEW OF ALISHER NAVOI

F.U.Djumanov*; M.A.Khalmukhamedova**

*Associate Professor,
 Head Of The “Pedagogy And Management” Department,
 Chirchik State Pedagogical Institutec.P.Sci.,
 UZBEKISTAN

**Teacher,
 "Technological Education" Department,
 Chirchik State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

The article discusses Alisher Navoi's interpretation of Naqshbandiya teachings foundations and provides methodological recommendations. So these students form the basis of Naqshbandi tarikat and they attract attention with their pedagogical nature. According to him, a person who enters this sect must renounce the fidelity, purity and mastering vices the Islam principles, as well as heresy, arrogance and secrecy.

KEYWORDS: *Education, tarikat, Naqshbandiya, Navai, knowledge, study, technology, skills.*

INTRODUCTION

One of the important directions in the higher education process in Uzbekistan is the rational use of the healthy religious enlightenment foundations in improving the future teachers competence. In this regard, the mystical teachings foundations, which have a relatively scientific and pedagogical character, play a particularly important role. In this sense, Naqshbandiyatarikat foundations [1], founded by Bakhauddin Naqshband (1318-1389), are of great importance and are extremely useful in imparting healthy religious enlightenment to the technological education direction students of higher education.

Main part

Naqshbandi yatarikat foundations have been extensively covered by Bakhauddin Naqshbandiya followers. Among them is Alisher Navoi approach (1441-1501). In his poetry and prose, Navoi commented on Naqshbandiyatarikat foundations. In this regard, his interpretation, especially in his scientific work "Nasayill-ul-Mukhabbat" is unique. [2].

According to Navoi, two thinkers approaches - Khoja Abdulkhalik Gijduvani (XII century) and Bakhauddin Naqshband (XIV century) play an important role in the theoretical and practical foundations of Naqshbandiyatarikat [2]. In this regard, we will first focus on Gijduvani's approaches.

According to Navoi's definition, it is "a document in the form of Gijduvani" [2]. This view implication is that Naqshbandi tarikat representatives, which calls itself "Khojagon", accept Gijduvani's "form," that is, their worldview, approach, and practical habits, as evidence for that tarikat. What are they? Navoi explains:

-sidqu safo;

-Obedience to the Shariah of the Prophet (peace and blessings of Allaah be upon him);

-renunciation of heresy and arrogance;

-non-disclosure of secrets [2];

So these students form the basis of Naqshbandi tarikat and they attract attention with their pedagogical nature. According to him, a person who enters this sect must renounce the fidelity, purity and mastering vices the Islam principles, as well as heresy, arrogance and secrecy. For this reason, Gijduvani's "way of life (acceptance) is acceptable and praiseworthy in the eyes of all people" [2].

We now turn our attention to *Naqshband* approaches. Navoi says: "Naqshband is a uwais, that is, they were brought up in the spirit of Khazrat Khoja Abdulkhalik Gijduvani." [2]. According to mystical theory, if the soul of a deceased thinker educates another person through a dream, the educated person receives the title of "uwasi" (spiritually educated). [3] In this regard, Navoi reported that Gijduvani entered Khazrat Naqshband's dream and ordered him to do the following:

-amrunakhiy (striving for good);

-to be a practitioner;

-Obeying the Sunnah (customs) and hadiths (words) of the Prophet (peace and blessings of Allaah be upon him);

-to explore the ways of the great people [2];

It should be noted that Gijduvani encouraged Khazrat Naqshband to combine theory and practice. It was he who paid close attention to the *practical* aspects of Naqshbandi tarikat. Therefore, according to Navoi, Naqshband emphasized **two principles**:

a) solitude at the conference (not to be cut off from society);

b) to be with the people outwardly and with the Truth inwardly. [2].

According to the meaning of the *first principle*, members of the Naqshbandiatarikat can live a secular life in the same way as everyone else;

According to *the second principle*, the world life is based on being with the people, but not forgetting the Truth in the heart;

These two principles ensured that Naqshbandiyatarikat became a world tarikat. For example, the choice of Naqshbandiyatarikat by famous people of the XIV-XV centuries Abdurakhmon Jami, Alisher Navoi, Zakhiriddin Mukhammad Babur, Boborakhim Mashrab, Mukhammadrizo Ogakhi is determined by these principles.

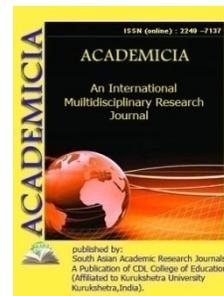
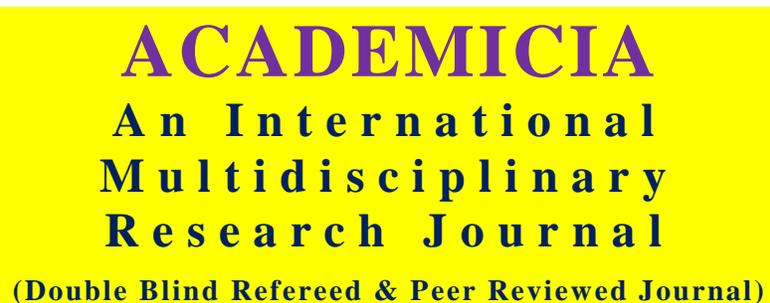
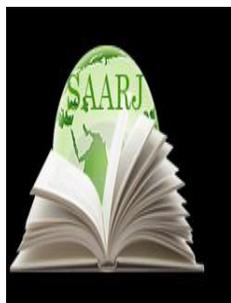
Thus, Alisher Navoi analyzes Naqshbandi tarikat in a unique way. There are two issues to consider:

- 1) An idea developer for the practice of Gijduvoni;
- 2) Naqshband puts the idea into practice;

From a pedagogical point of view, these issues are important and play an important role in explaining the basics of the Naqshbandi sect in order to provide healthy religious enlightenment to students of technological education.

REFERENCES

1. O. Akimushkin "Nakshbandiya" // Islam. Encyclopedic dictionary. - M.: "Science". 1991 - p. 187-188.
2. A. Navoiy. "Complete collection of works". Tenth volume. - T.: In the name of G. Ghulam HMIYU. 2011.
3. N. Kamilov "Sufism" - T.: "Uzbekistan". 2009.



DOI: **10.5958/2249-7137.2021.00042.2**

THE ROLE OF TRANSPOSITION IN THE DERIVATION OF RELATED WORDS

Bakhtiyarov Mukhtorjon Yakubovich*

*Senior Teacher,
Department of Translation,
Uzbekistan State World Languages University,
UZBEKISTAN
Email id: bahtiyarov76@mail.ru

ABSTRACT

This article explains the processes observed in the derivation of verbs, nouns and adjectives, their allomorphic and isomorphic features according to their origin in English and Uzbek languages, as well as the semantic derivation of nouns in comparable languages. In the article, the role of comparative languages in the derivation of related words was studied on the basis of the method of derivation and showed their similar and different features.

KEYWORDS: *Related Words, Allomorphic, Isomorphic, Derivation, Transposition, Semantics Derivation, Syntactic Derivation, Morphologic Aspect, Contamination, Derivation Potential, Substantivation, Adverbialization, Verbalization.*

INTRODUCTION

Until today's period of development of linguistics, many problematic processes related to the language system have been studied and researched. This can be said in the field of general linguistics as well as in the field of Uzbek linguistics.

Any new word that exists in a language takes its original form from speech, and thus the dependence of the artificial word on speech ends. The next life of the made-up word continues in speech, i.e., the made-up word takes its place in the paradigm of its own analogical forms after passing the test of speech activity for a certain period of time. Only derivatives that have fully passed such tests will receive the status of a language unit and, along with other paradigms, will begin to function as a means of enriching the language with new constructions.

Prior to the introduction of the term morpheme in linguistics, the interpretation of the phenomenon of word formation was studied in relation to the meaning and forms of the word. The dividing of morphemes as separate linguistic units has been of particular importance in distinguishing functional parts in word structure, such as word-formers and form-formers. As a result, by the 1960s, the idea that word formation was a separate phenomenon related to morphological phenomena began to be put forward.

MATERIALS AND METHODS

Word formation is characterized by the fact that it reflects the process of formation of units in the status of a single artificial word. This feature indicates that word formation cannot fully cover other types of construction phenomena. In this case, the study of the phenomena associated with the process of language formation on the basis of derivational principles is put forward.

The concept of derivation has so far been used as a logical synonym for the concept of word formation because their basic principle is common. But word formation and the phenomenon of derivation are radically different. We can also see in research and monographs devoted to the derivatology that derivation is a broader concept than word formation.¹

It should be noted that in world linguistics L.N. Murzin studies the construction of syntactic units under the term syntactic derivation.² V.S.Khrakovsky tries to distinguish between these two phenomena³. In Russian linguistics, serious attention has been paid to the study of the phenomenon of syntactic derivation, and as a result, various methods of analysis have been introduced into consumption. We see this more clearly in L.N. Murzin's researches. According to the scientist, the main way to form complex, non-elemental sentences from simple sentences is contamination, which is one of the important processes of derivation. Its essence is that the interaction of ready-made sentences leads to the formation of a new sentence⁴.

M. Kosireva cognitively considered derivational processes of lexical development. Russian, English, German, Spanish, Italian and French related words with international basis were selected as the object⁵.

In the course of our research, we have witnessed that the issues of derivatology are observed at all levels of linguistics today. In particular, derivatology problems are more actively explored at the syntactic level than at other levels of language.

Significant work has been done in Uzbek linguistics on derivatology, as a result of which about a dozen dissertations have been defended, scientific articles have been written⁶, but so far in English and Uzbek linguistics derivatology has not been sufficiently studied in the context of related words.

In this article, views on transposition as a semantic derivation were explored. Types of transposition called substantivization, adverbialization and verbalization were analyzed and their specific features were highlighted. Transposition and derivation processes were also analyzed on the basis of examples, and their different characteristics were determined on the basis of analytical methods such as comparative, distributive, and comparative-typological. Lexical units of verbs, nouns and adjectives in the works of English and Uzbek writers were studied as the object of article. The phenomenon of adjectives being used in speech without adjectivization, taking on a noun-like form, and performing nominal syntactic functions such as nouns in speech is called transposition in linguistics⁷. No new words are created in the transposition, in the

process only the words that interact in the primary form show their secondary features in the speech in another word.

For example: A duck (duck) - to duck (dive); a fish - to fish; anare (monkey) - to are (to mock someone).

In Uzbek: to be a rabbit (to run away), to put on cotton (to be lazy in order to look good), a bear (lazy, landovur, tepsa-tebranmas), a fox (cunning, to get out of a situation skillfully).

Transposition is the transfer of one word group to another. However, when related words are formed, a grammatical categorical shift of word groups does not always occur, that is, words form coherence within one word group. Some related words appear in several word groups. This process in the formation of related words was interpreted as a semantic derivation of transposition.

Related words that create transposition

IN ENGLISH: TABLE 1.

The meaning	Noun or adjective	Verb
answer	answer	to answer
book	book	to book
clean	clean	to clean
act	action	to act
appeal	appeal	to appeal
change	change	to change
cause	cause	to cause
command	command	to command
doubt	doubt	to doubt
cotton	cotton	to cotton
spot	spot	to spot
nose	nose	to nose

IN THE UZBEK LANGUAGE: TABLE 2.

Noun	Adjective	Verb
toshloq	toshsiz	-
tinim	tiniq	-
pichoq	pichoqsiz	pichoqlamoq
mardlik	nomard	-
suvoq	suvoqsiz	-
so'zchi	so'zsiz	so'zlamog
boshliq	boshsiz	boshlamog
chegarachi	chegasiz	chegaralamog
bo'yoq	bo'yoqsiz	-
yo'lchi	yo'lsiz	yo'llamog
gapchi	gapdon	gapirmog

A comparative study of dictionaries has shown that the amount of related words in English is very high. Due to the strong synthetism in Russian and agglutinatism in the language, which

limited the functional activity of words, it was observed that in Uzbek about 20-30 thousand cognate words, while in English it was around 60-80 thousand.

The syntactic method of active expression derivation is applied to phrases and speech level, which is a universal method. The syntactic method is specific to all languages. The following are examples from the Uzbek language: Endi pati yulinadi, yuvilib, tozalanib oshga bosiladi⁶; Ozodlik oftobi nur sohib turganda odamning qalbida bor eng yaxshi kuchlar uyg'onsa, bu kuchlarga yo'l ochilsa, erk berilsa, ana unda kishining butun umri xazonsiz bir gul bo'lib ochiladi⁷; Yaqinda Antarktidada minerallashib qolgan torf topildi(Gazetadan); Shu payt qulog'imizga ot tuyog'ining tovushi eshitildi. Muyulishdan bir ayg'ir o'qdek otilib chiqdi. Uning orqasidan Murod degan otboqar baqirib-chaqirib quvib kelardi.

Muhsin juda ayyor(sifat). Ayyor nima deyishni o'ylab bir oz jim qoldi(ot).

Bu juda sayroqiqush(sifat). Sayroqilarinialohidaparvarishqilamiz(ot).

Firmamga saviyali hisobchi kerak(sifat). Saviyalilarko'chadayotmaydi(ot).

Nodirjuda sergap bola(sifat). Anavisergapyanagapnichuvalashtiryapti-da(ot).

Some linguists believe that this has nothing to do with derivation, it is just a function. In their view, there has been no change in the above statement, only that quality is used in the position in which the horse is expected to be used, and that the function of the horse is occupied by quality. But the same thing, i.e. the arrival of another unit instead of a unit standing in one position, i.e. the change of position is called transposition in linguistics⁸. Predecessor is the performance of the function of one word by another⁹. It is necessary to change the position of the word to perform another word function. The essence of transposition is also seen in this. If the position does not change, the new function will not be performed. This means that the process, which is considered by some linguists as a phenomenon of "predecessor", needs to be reconsidered.

Such related derivation pairs like: *yulish–yulmoq; ochmoq–ochiq; toza – tozalamoq; topmoq – topilma*.

Examples from English: But the visitor *was not to be drawn so easily*¹⁰ (Lekin tashrif buyuruvchini qiziqtirish unchalik oson bo'lmadi).

He didn't *want to be fetched*, he wanted *to be taken* home by someone who would impress even Mrs. Baines¹¹ (U o'zini olib ketishlarini xohlamas edi, u o'zini hatto missis Baynsni ham hayratga soladigan kishi uyiga olib ketishini xohlardi).

There was not a soul *to be found* in the house, search as they would¹² (Uyda biror bir jon topilmadi, ular xohlaganidek izlashdi).

He was certain that he *would be caught*, and he tried to imagine what untold horrors would amid him if he *were brought* before the Home Committee¹³ (U qo'lga tushishiga amin edi va u uy komitetiga olib borilganida boshiga qanday dahshatlar tushishini tasavvur qilishga urinardi).

We are taught, Miss Sanders, to pay first attention to our own soul¹⁴ (Miss Sanders, biz asosiy e'tiborni o'zimiznikilarga qaratishga o'rgatilganmiz).

His modest farm *was set in* a lonely spot two miles from the village, seven miles from the town and fifteen from market. (Uning kamtarona fermasi qishloqdan ikki chaqirim, shahardan yetti chaqirim va bozordan o'n besh chaq irim narida joylashgan edi).

“Who would mind? We *shall be very pleased*”.¹⁵ “*Kim qarshi? Biz judamamnunbo 'lamiz*”.

I need not say that such a breach of confidence is unthinkable and these records *will be separated and destroyed* now that my friend has time to turn his energies to the matter¹ (Bunday daxlsizlikni buzish aqlga sig'masligi haqida gapirib o'tirishimning hojati yo'q deb o'ylayman va bu yozuvlar *ajratiladi, buzib tashlanadi*, chunki mening do'stim bu borada o'z kuchini sarflashga tayyor).

(*To catch – a catch; to marry – a marry; to please – please; to separate – separate, to think – thinkable (unthinkable), to turn – a turn, to need – a need, to imagine – imagination, to confidence – confident, to record – a record*).

But all of them who are willing to work *will be welcomed* by the state and will be at once employed helping either to produce or distribute the necessaries and comforts of life.

She'll be starved and tortured and humiliated² (U och qoldiriladi, qiynoqqa solinadi va xo'rlanadi).

Briefly, two British teenagers, a boy and a girl, *have been found dead one murdered*, the other either *murdered* or a suicide case³ (Qisqacha aytganda, ikki britaniyalik o'smir - bir o'g'il va bir qiz, biri *o'ldirilgan* ikkinchisi ham *o'ldirilgan* yoki o'z joniga qasd qilingan holatda *topilgan*).

The student flying it *had been killed*⁴ (Uni uchirayotgantalabao *ldirilgan*).

Also transpositional pairs such as: *to murder – a murder; to kill – a kill; to torture – a torture; to humiliate – humiliation; to welcome – a welcome; to starve – starvation; to die – death*.

Three men *had been wounded and one killed*. No weapon near her, Watson mark that! The crime seems to *have been committed late* in the evening, and the body was found by a game keeper about eleven o'clock, when it was examined by the place and by a doctor before being carried up to the house”.⁵ (Uch kishi *yaralangan va bittasi o'ldirilgan*. Uning yonida qurol yo'q, Watson buni aniqlaydi! Jinoyat kechqurun *sodir etilganga* o'xshaydi. Jasad uy boshqaruvchisi tomonidan soat chamasi o'n birlarda, doktor uy ichiga olib kirilishidan oldin, u joyni ko'zdan kechirgan paytda topilgandi).

It might have been considered beautiful at one time⁶ (Bir vaqtlar bu *go'zallik deb hisoblangan* bo'lishi mumkin).

... *it was not to be thought of* and it was not necessary⁷ (... *bu haqda o'ylamaslik kerak va shart ham emas*).

As we can see, the above sentences are given with pairs of cognate words.

The same situation can be observed in derivational pairs such as: *to accuse (v) - accusation (N); to bore (v) - boring (adj); to talk (v) - talkative (adj); to separate (v) - separate (adj); to please (v) - pleased (adj); to destroy (v) - destroyed (adj); to welcome (v) - a welcome (N); to kill (v) - a kill (N); a wound (N) - wounded (adj)*.

Yet another *suffered the pain of personal rebuke*⁸ (Yana biri tanbeh berish *azobini boshdan kechirdi*).

The despair of Mr. Marvel's face *deepened* and his face *slackened*⁹ (Janob Marvelning yuzidagi tushkunlik yanada *chiqurlashdi* va uning yuzi *bo'shashdi*).

Once his outstretched hand *slowly dosed*, then opened¹⁰ (Uning cho'zilgan qo'li bir marta *ohista pastga tushdi*, keyin ochildi).

Here we can see the following derivation pairs consisting of related words: In English: *to deepen* (v) - *deep* (adj); *to slacken* (v) - *slacker* (N); *to close* (v) - *close* (adj); *to break* (v) - *a break* (N) - *breakable* (adj); *to examine* (v) - *examine* (N); *to build* (v) - *building* (N); *to room* (v) - *a room* (N).

In the Uzbek language: *tozalandi* (fe'l) - *toza* (sifat).

In related word-formation pairs, the main markers of common syntactic level are expressed in English *together* with words in the Uzbek language, for example, *birga*, *qiyshilib*.

For example: We only *roomed together* about two months.

Josephine and Constantine sprang to their *feet together*.

In the words like *a room - to room*; *a spring - to spring* we can see verbalization.

The category of activity can also be expressed in using nouns, adjectives, and other related phrases. For example, in English: *able-qobiliyatli*, *uddaburon*; *brave - jasur*, *qo'rqmas*; *fight-urushish*; *fierce-shiddatli* *avoboshqalar*; o'zbektilida: *mard*, *kuch*, *bardam*, *xonadon* and others.

Similar related words in English are: *antecedent-oldidak* *eluvchi*, *boshlabberuvchi*; *antedate-avvalgivaqt bilan* *belgilamoq*; *anticipate-oldindan* *sezmoq*; *befriend-yordam* *lashmoq*; *bewilder-hijolat* *qilmoq*; *discompose-parchalamoq*; *enrich-boyitmoq*; *forgive-gunohidano* *'tmoq*; *overcome-engmoq*; *outbrave-ustunchiqmoq*; *transform-boshqanarsagayokishaklgao* *'tkazmoq*; *enclose - ilova* *qilmoq*; *underfeed - ochqoldir* *moq*; *equalize-tenglashtir* *moq*; *classify - tasniflamoq*, *guruhlamoq*; *commemorate - nishonlamoq*, *bayramqilmoq*.¹¹

The main feature of verbs used with derivational pairs is that they can easily take on a passive form. For example: *blame - to be blamed*, *bite - to be bitten*.

Derivative verbs in Uzbek language include the following words: *aldamoq*, *solmoq*, *baqirmoq*, *aytmoq*, *ichmoq*, *ishlamoq*, *chiqmoq*, *kesmoq*, *sotmoq*, *qo'ymoq*, *to'g'ramoq*, *oqmoq*, *ezmoq*, *egmoq*, *elamoq*, *tilamoq*, *so'ramoq*, *g'ajimoq*, *qo'zg'amoq*, *qamamoq*. For example: *aldamoq - aldov - aldoqchi*; *baqirmoq - baqirish - baqiriy* and others.

Uzbek verbs can easily undergo active-passive transformation: *aldamoq - aldanmoq*, *solmoq - solinmoq*, *ezmoq - ezilmoq*, *egmoq - egilmoq* and others. For example: Mehmonlar birdan o'rinlaridan *turdilar* va Eshonning o'g'liga "Boshlasinlar" deya ishorat etdilar (Oybek). Umarali kabob ustidan bir-ikki piyola achchiq choy *ichdi* (Oybek).

It seems that in both languages the related verbs are included in the fluent lexicon of the languages, as a result of which they can pass from verb to noun, from noun to verb according to the requirement of the context.

CONCLUSION

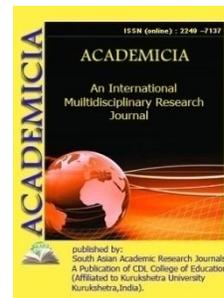
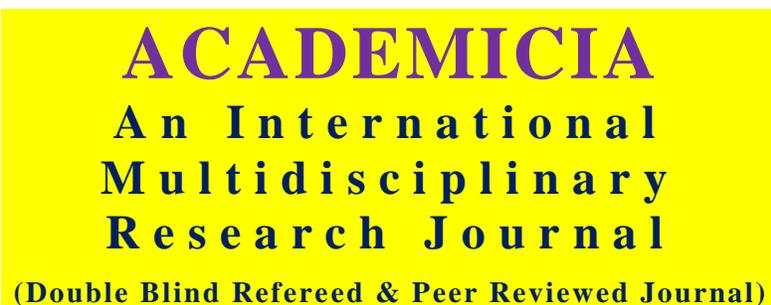
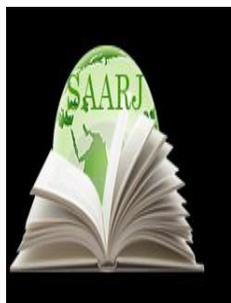
In conclusion, it can be said that in linguistics, the specific signs of implicit and explicit influences for the creation or assimilation of new words in a particular language, their similarities and differences are analyzed in detail on the basis of comparative-typological methods. Due to the fact that the linguistic aspects of natural languages, such as lexical-semantic, syntactic, morphological and linguopragmatic, differ to some extent, the comparative study of several languages not only highlights its specific features but also recognizes their commonalities.

Conclusions on the practical significance of the research results are theoretical and practical recommendations for the development of criteria for the derivation potential of related words in linguistics and the scope of its implementation and the selection of the right element from the existing variants, thereby creating various advanced textbooks for foreign language learners serves as a resource in development.

REFERENCES

1. Turniyozov N.Q. O‘zbektiliderivatsionsintaksisigakirish. – Samarqand, 1990.
2. Murzin L.N. Osnoviderivatologii. – Perm, 1984. – S. 124.
3. Hrakovskiy V.S. Transformatsiyaidervatsiya // Problemistrukturnoylingvistiki. – Moskva, 1973. – 492 s.
4. Kosireva M.S. Derivatsionno-freymovayaparadigmakakedinitsakognitivnogomodelirovaniyasistemnihotnosheniymejduodnokorennimislovami: na material internatsionalnoyleksiki: Avtoref. Po VAK RF 10.02.19, kandidatfilologicheskikh nauk. - Kemerovo, 2008.
5. Turniyazova Sh.N. Hozirgi o‘zbek tilida matn tilining, matn shakllanishininig derivatsion hususiyatlari: Filol.fan.nomz.diss. ...avtoref. – Toshkent, 2010.
6. Turniyazov N.Q. O‘zbek tili derivatsion sintaksisiga kirish. – Samarkand, 1990.
7. Chetin M. Hozirgi o‘zbek va turk tillarida so‘z birikmalari sintaktik derivatsiyasi: Filol.fan.nomz.diss. ...avtoref. – Samarkand, 2002.
8. Holiyarov L. Hozirgi zamon nemis tilida sodda gaplar derivatsiyasi: Filol.fan.nomz.diss. ...avtoref. – Toshkent, 2004.
9. Shodiyev E.A. Navoyi va fors tojik adiblari. – Toshkent, 1989.
10. Hojiyev A.P. O‘zbek tili so‘z yasaliş tizimi. – Toshkent: O‘qituvchi, 2007. – B.115.
11. Hojiyev A.P. Tilshunoslikterminlariningizohlilug’ati. – Toshkent: O‘zbekistonmilliyentsiklopediyasi, 2020. – 163 b.
12. Marchand H. Expansion, Transposition, Derivation // La Linguistique. – 1967. – N. 1.
13. Umarbekov O‘. Odambo‘lishqiyin. – Toshkent: Yoshlar, 2018. – 212 b.
14. Qodirov Pirmqul. Yulduzli tunlar. – Toshkent: Yangi asr avlodi, 2019. – 656 b.
15. Wells H. The Invisible man. – Leningrad: Prosveshenie, 2014. – P.354.
16. Greene G. The Queit American. – Leningrad: Prosveshenie, 1976.

17. Stem Lawrence. The lovely lady and other stories. – Moscow: Progress, 2002. – P.56.
18. Greene G. The Comedians. – New York: Penguin Books, 1967. – P. 521 .
19. Galsworthy J. The Apple Tree.//Modem English Short Stones. – Moscow: Progress, 1961. – 372 p.
20. Arthur Conan Doyle. The Adventures of Sherlock Holmes. –United Kingdom: George Newnes, – P. 307.
21. Maugham W.S. The Lion’s Skin (Rain and Other Short Stories). – Hueber: 1975. – P. 476.
22. SaroyanW. The Saroyan Special; Selected Short Stories. Published by Books for Libraries, – P. 368.
23. Aldridge J. The Hunter. – Moscow: Progress, 1963. – P.126.
24. Salinger J.D. Nine stories. – Moscow: Progress, 2000. – 240 p.
25. Dreiser T. An American Tragedy. –New York: Signet Classics: 2000. – 859 p.
26. Chase J.H. My Laugh Comes Last.– London:Palgrave MacMillan, 2002.–356 p.



DOI: **10.5958/2249-7137.2021.00043.4**

ONE OF THE PRECIOUS HERITAGES OF THE UZBEK PEOPLE "KHOREZM DANCE - LAZGI"

Davronov Bekzod Diyor ugli*

*Teacher,

“Folklore and Ethnography” department of “People’s creativity” faculty of Uzbekistan state
institute of arts and culture,
UZBEKISTAN
E-mail: bekdod.davr@mail.ru

ABSTRACT

In this article the history of Khorezmian dance-Lazgi, its formation in Uzbek music and dance, its inclusion in the Representative List of the Intangible Cultural Heritage of Humanity, as well as experts who have contributed to the recognition of Uzbekistan as an intangible cultural heritage are showed.

KEYWORDS: *National, Heritage, Dance, Music, Song.*

INTRODUCTION

The culture, national art and rich artistic traditions of each nation are largely determined by the richness of material and spiritual heritage inherited from their ancestors. The Uzbek people are the heirs of invaluable material and spiritual wealth. One of them is "Khorezm dance - Lazgi", which combines music and song and dance.

The inclusion of "Khorezm Dance - Lazgi" in the Representative List of the Intangible Cultural Heritage of Humanity once again proved that the territory of Uzbekistan is rich in intangible cultural heritage of the peoples of the world. At the same time, it is safe to say that this event is the result of the consistent cultural policy pursued in our country over the past three years at the initiative of the head of our state.

Main part

If you look closely, there are so many examples of tangible and intangible cultural heritage in the territory of modern Uzbekistan that you will be amazed at how the people, who lived in dependence for hundreds of years, survived. The main reason for the accumulation of such rich

material and spiritual wealth on this land is its location at the crossroads of the Great Silk Road of Uzbekistan. In the past, not only trade, but also cultural ties were established along the Great Silk Road.

In addition, the fact that the centers of the three Central Asian states in the period before the Russian invasion were located in the territory of Uzbekistan played a very important role in this process. As a result, separate schools and performing styles have been formed in the areas of music and dance of the intangible cultural heritage. In the field of music and dance, "Khorezm maqoms" and Khorezm dance schools were formed in Khiva khanate, "Shashmaqom" and Bukhara dance schools in Bukhara emirate, and "Fergana-Tashkent maqoms" and Fergana-Tashkent dance schools in Kokand khanate. While this figure is a hallmark of classical music and dance, additional schools and styles have been formed in the music and dance culture of the common people, which is evident in Karakalpak music and dance, as well as in the dance and folk music of the Surkhandarya-Kashkadarya oasis.

We have "business cards" that are regularly used to demonstrate the music and dance culture of Uzbekistan, the Uzbek people in foreign countries or to show our guests the music and dance of our country, among which the first is "Lazgi" music, song and dance. Well, the question arises as to what is the reason for this. In our opinion, this is due to the fact that "Lazgi" as music and dance is very simple, attractive, easy to remember, and most importantly, its popularity.

If we look at the history of Lazgi, we see that it was born primarily as dance music. Lazgi was performed only as a dance tune, until our famous singer, People's Artist of Uzbekistan and Turkmenistan Komiljon Otaniyazov adapted the poem "Kimni sevar yorisan[Who do you love]" to his tune. Even the appearance of his song type did not turn Lazgi into a separate (non-dancing) melody or a separate song. The performance of a Lazgi melody or song in any period marks the beginning of the dance, and it is fun with the dance.

It would be correct to look at what such magic of Lazgi has to do with its history, its essence. According to historians and experts, Lazgi is a *dorul fano*, that is, the birth of man into this world and the philosophy of life here. In fact, we observe that the dance begins with the shaking of the hands, then the sudden cessation of all movements, and then the gradual emergence of movements representing the revival of the body, followed by the acceleration of music, the acceleration of dance movements, and the end of extreme movements.

This development in music and dance movements leaves neither the listener nor the audience indifferent. As a result, he either joins in the dance, or tries to express his attitude by clapping. The multiple repetitions and step-by-step flow of the music in the square, which includes all four beats, also play a huge role in this process. That is, a piece of music that is repeated several times remains in the listener's memory, its gradual development and tempo acceleration makes the heart beat faster, and the listener begins to breathe along with the music and dance without obeying his will.

This feature of Lazgi ensures that it is performed not only in Khorezm, but also in all the joyous events and family ceremonies of Uzbekistan, and that men and women, young and old, dance at the same time.

Experts say there are nine types of Lazgi. In our opinion, such a strict classification, it would be wrong to make a limit. Because even after that time, when it was said that "Tuqqiztalazgibor

[there are nine Lazgi]", dozens of Lezgi appeared. For example, after the first Lezgi performed by Komiljon Otaniyozov as a song, many artists created new Lezgi in their interpretations. Among them are well-known artists such as Otajon Khudoyshukurov, Ortiq Otajonov, Rahmatjon Kurbanov, as well as young performers such as Gulsanam Mamazoitova, Bunyodbek Saidov, Hulkar Abdullaeva. After all, just as the artists of the Fergana Valley repeatedly "invented" "Tanavor", so the "Khorezmians" are creating their own "Lazgi". The main reason for this is the adaptation, development and transformation of intangible cultural heritage. If this process is not observed in the intangible cultural heritage, it is doomed to extinction.

Now, a word about the process of including "Khorezm Dance – Lazgi" in the Representative List of the Intangible Cultural Heritage of Humanity.

The first candidates from Uzbekistan to be included in this list (cultural environment of Boysun district, Shashmaqom music, Katta ashula, Askiya sozamollik art), in fact, documents were prepared and submitted at the request of experts and leaders in the field. The initiative of the Association of Chefs of Uzbekistan to register "Osh culture and traditions" was the first experiment in this area, and as a follow-up, a number of public organizations, government agencies began to propose to include this or that heritage in the list. The Khorezm regional branch of the Golden Heritage International Public Foundation also made a similar proposal, and with the support of the National Commission of the Republic of Uzbekistan for UNESCO, the Foundation's main office in Tashkent began organizational work.

Khorezm regional administration paid special attention to the preparation of nomination documents, and scientists from the Khorezm Mamun Academy, a number of local specialists led by People's Artist of Uzbekistan Gavhar Matyokubova, and experienced experts in the field of intangible cultural heritage were involved. Special mention should be made of Amirkul Karimov, Chairman of the Golden Heritage International Public Foundation, in organizing the process in Tashkent.

Alisher Ikramov, an experienced expert in the field of intangible cultural heritage, a specialist in the preparation of photo and video materials, and the former Secretary of the National Commission for UNESCO of the Republic of Uzbekistan, who is in charge of this work, contributed to the preparation of the documents. It is noteworthy that Professor of the Uzbek State Institute of Arts and Culture Urozali Toshmatov also took part in this process and contributed to the recognition of one of the invaluable heritage of our country "Khorezm Dance - Lazgi" as an intangible cultural heritage of Uzbekistan.

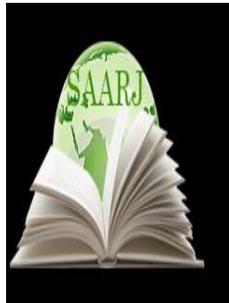
CONCLUSION

The registration of a candidate will start a new process. So now the question arises as to what to do. Now Lazgi has come to the attention of the whole world, his protection will be under the control of UNESCO. We have an honorable duty to preserve, promote and pass it on to the younger generation, to demonstrate to the world community that our country has such a heritage. The participation of not only experts and scientists, but all of us is very important in carrying out this work.

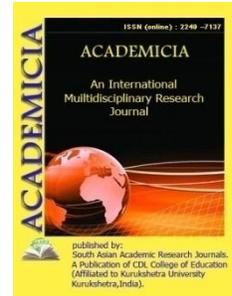
REFERENCES

1. VizgoT. MuzikalnieinstrumentiSredneyAzii [Musical Instruments of Central Asia]. Historical essays. M., "Music," 1980. pp. 25-26

2. Toshmatov O '., Turatov S. Antiquities (Ancient Instruments (Textbook on the Performance of Ancient National Instruments)] T., 2012.
3. Toshmatov O ' . Instrumentology. T., 2006.66p.
4. Akbarov II. Musiqalug'ati [Dictionary of music] - Tashkent: San'at, 1990. - 183 p
5. Belyaev V. Musical Instruments of Uzbekistan - Moscow: 1933 .-- 272s
6. Vyzgo T., Petrosyans A. Uzbekskiy orkestr narodnyx instrumentov [Uzbek orchestra of folk instruments]. - Tashkent: 1962. 233s
7. A'zamova M. O'zbek va hind cholg'ulari umumiyliklari [Commonality of Uzbek and Indian instruments]. T., 2010. 12 bet.
8. Saidiy Said Boltazoda. Percussion in Central Asian culture (on the example of Uzbek and Tajik musical traditions)]. Textbook. T., 2008.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00044.6

**MOTIVATION IN THE FORMATION AND DEVELOPMENT OF
 PROFESSIONAL COMPETENCE IN PRESCHOOL EDUCATORS BASED
 ON A PERSON-CENTERED APPROACH**

Mamadaliyeva Marxobo Xolmaymatovna*

*Senior Teacher,
 Department "Pedagogy, Psychology and Educational Technologies",
 Territorial Center of Retraining And Advanced Training,
 Public Educators of Surkhandarya Region,
 UZBEKISTAN

Email id: Mamadaliyevamarkxobo@Mail.Com

ABSTRACT

This article develops a model for the organization of the process of formation and development of professional competence of teachers of preschool education, and provides information on the use of this model in vocational training.

KEYWORDS: *Formation Of Professional Competence Of Educators Of Preschool Educational Institutions, Motivation, Motivation, Innovative Technologies.*

INTRODUCTION

Motives play a special role in the process of developing professional competence in educators of preschool education, because the development of professional competence in them is directly related to the effectiveness of the educational process and the process of educational relations, the effectiveness of these processes represents the effectiveness. Therefore, it is important to study the motives that affect the development of professional competence in teachers and educators, and it is appropriate to say that such motives are motives for the development of professional competence.

Main part

It is necessary to identify and motivate teachers and educators to study the ongoing reforms in the country and their results, scientific and technical achievements, innovative technologies for the organization and management of pedagogical processes, because Features of the

development of professional competence motivation of the process of the development of professional competence and educational relations have an impact on the efficiency of the processes, different motives, educational organization of professional competence either directing the development of educational raised can change the environment.

Wake fixed in the common interest of the organization in harmony determined the direction and needs to imagine the process of targeting and reach the specific role that educators develop their professional competence and the importance of motivating and driving motive the secret is tested by their imagination. Their validity and effectiveness play an important role in the perception of motives by educators. Influencing educators by substantiating the credibility, effectiveness, importance, and necessity of motives represents motivation.

In the psychological literature, motivation is broadly described as a complex, multifaceted manager of human life (his behavior, activities). Educators' activities can be managed using a variety of motives. Motives can be used to create voluntary behaviors.

Expressing the relationship between the results that can be achieved and the effectiveness of motivation in the development of professional competence in educators, determines the need to meet the following conditions to ensure effectiveness in the process of developing professional competence of educators;

- A scientific approach to the views and opinions of educators about their knowledge, skills and abilities, experience and effectiveness of their activities;
- To take into account the peculiarities of motives in the process of development of professional competence and educational relations;
- Formation of positive motives for continuous professional development of educators;
- creating a creative environment that creates the necessary and favorable conditions for the development of professional competence in educators;
- To take into account the interdependence and interdependence of the processes of development of professional competence;
- Approach to the process of developing professional competence in educators as a complex innovative pedagogical system;
- introduce a reflexive approach in the process of developing professional competence, which forms the skills of educators to study, analyze and objectively evaluate the effectiveness of their activities;
- To take into account the importance and specifics of person-centered education in the process of developing professional competence. Based on these conditions and the above data, we can say that it is appropriate to assess the effectiveness of motivation in the development of professional competence in educators in terms of the dynamics of development of professional competence in educators or the degree of formation of positive motivation.

One of the factors that need special attention in the organization of pedagogical processes in the development of professional competence in educators is the dependence on the motivation of the effectiveness of pedagogical processes. Motivation is necessary to ensure adequate activity in educators. It is necessary to take into account the characteristics of the motives, to know what

motives guide educators to continuous professional development and which ones allow them to be active, independent learning, independent learning and self-education, educators' knowledge, skills. It is important to determine in advance the level of skills and experience. Thus, the types of motives for achieving effectiveness in the process of developing professional competence in educators and their characteristics, the needs of educators, their level of knowledge, skills and experience, worldview and interests, the state of the environment in which educators live and work, educational relationships, personality traits, the need for reflexive and systematic approaches, as well as the need to innovate should be considered as factors influencing the effectiveness of the motivational process.

Taking into account the factors influencing the effectiveness of the motivational process in the development of professional competence in educators, it is possible to distinguish the following interrelated indicators of effectiveness:

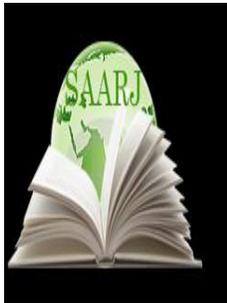
- Features that reflect the level of knowledge, skills and experience of educators, the perception of their goals, imagination, interests and capabilities;
- Specific features of the motives, factors and means that correspond to the results of successful achievement of the set goals;
- Necessary for educators and quality conditions, creating a creative environment characteristics;
- the development of the needs of the state, society and the individual, the needs of participants in the process of development of professional competence and the level of satisfaction;
- The level of scientific and methodological support of participants in the process of development of professional competence;
- Peculiarities of reflexive approach, systemic approach, innovative approach, person-centered approach and other approaches in the organization of processes of development of professional competence;
- Reliability and novelty of information.

CONCLUSION

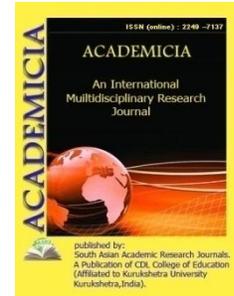
Based on the above considerations, it should be noted that the integrated educational process in the development of professional competence in teachers of preschool education, its essence, the study of its specific features and the motivation to apply in practice is aimed at achieving high professional results. allows the development of competence.

REFERENCES

1. The Constitution of the Republic of Uzbekistan. –T . Uzbekistan, 2017 . - 82 b.
2. "National Training Program" of the Republic of Uzbekistan. / A harmoniously developed generation is the foundation of Uzbekistan's development. –T .: Uzbekistan, 1997. - 214 p.
3. Shodmonova Sh. Pedagogical bases of moral education of small school age children in the family on the basis of national values. - T., 2001. - 23 p.
4. A great book for school preparation. / Edited by S.I.Gavrinava N.G.Kutyavina. –T .: Uzbekistan, 2012. –160 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00045.8

ACUTE BACK PAIN: DIAGNOSTIC AND THERAPEUTIC ALGORITHMS

Khalimova Dilrabo Jalilovna*

*Assistant,

Department of Internal Medicine of Bukhara State,
 Medical Institute named after Abu Ali ibn Sina,
 UZBEKISTAN

Email id: dilrabo.halimova@mail.ru

ABSTRACT

The problem of diagnosis and treatment of acute back pain is discussed. Information concerning the etiology, pathogenesis, classification, clinic, diagnostic methods and principles of treatment of this pathology is presented. Special attention is paid to non-selective non-steroidal anti-inflammatory drugs acting on both types of cyclooxygenase, which are the drug of choice for the treatment of vertebrogenic pain syndromes.

KEYWORDS: *Psychopathological Predisposition Of Patients, Radiculopathies, Inflammatory Diseases*

INTRODUCTION

In 50 % of patients with acute pain, pain regression occurs within 2 weeks, in 90 % of patients, acute pain regresses within 6 weeks. Such a favorable short-term prognosis should set the doctor on a complacent mood: no matter what he treats the patient, he will quickly achieve success. However, in practice, the situation is more serious: more than half of the patients have a painful episode repeated within a year or during this period, the formation of a persistent pain syndrome occurs. In some cases, the cornification of pain is an inevitable consequence of a degenerative process or a psychopathological predisposition of patients, but sometimes it is the result of suboptimal management of the patient at the stage of acute pain.

Such a diverse pathology can be divided into four main groups:

1. Pain caused by specific causes: vertebrogenic (tumors, osteoporosis, spondylitis, etc.) or reflected (aortic aneurysm, pancreatitis, etc.).

2. Non-specific, mainly axial pain (lumbalgia/lumboisshialgia), which can be caused by myofascial syndrome, disc protrusion, facet syndrome, psychogenic factors, etc.
3. Radiculopathy (radicular syndrome), caused by disc protrusion or stenosis of the radicular opening.
4. Spinal stenosis syndrome Kautokeino intermittent claudication.

Signs of radiculopathy are detected in about 5-10 % of cases of back pain. Its most common cause is a herniated disc, but it can also be associated with stenosis of the intervertebral foramen or spinal canal. In radiculopathies, pain is felt mainly in the extremity and radiates to the distal part of the innervation zone of the corresponding root. Pain limited to the back area excludes the root lesion. In practice, there are frequent difficulties in the differential diagnosis of radicular syndrome, accompanied by neuropathic pain, and reflex lumboisshialgia, which is a type of reflected nociceptive pain.

The clearest signs of a herniated disc with a lesion of the spinal root include dermatome irradiation of pain, increased pain when coughing, sneezing, and straining, signs of denervation in the myotome during electromyography. Lasagna's symptom can be a sign of radicular syndrome only with the corresponding irradiation of pain (as a rule, with the flexion of the foot in the ankle joint).

The main clinical manifestation of spinal canal stenosis is neurogenic (caudogenic) intermittent claudication. It is expressed in the appearance of bilateral pain when walking or standing for a long time, numbness, paresthesia, weakness in the muscles of the lower leg, less often – the hip, which decreases within a few minutes if the patient leans forward or sits down. Spinal stenosis accounts for about 5 % of cases of back pain.

There are no generally accepted convincing clinical or clinical-imaging criteria that would allow us to distinguish various sub-variants of pain associated, for example, with protrusion of the intervertebral disc, dysfunction of the facet joints or sacroiliac joint.

If a herniated disc is not accompanied by a lesion of the root, it is most pronounced in the lower back, but can also spread to the buttock and thigh. It can be constant or intermittent, and usually increases with flexion and sitting, whereas with extension it can either increase or decrease. When stretching exercises, you can note the phenomenon of "centralization" of pain, which is weakened in the leg, but increases in the lumbar region.

Osteoarthritis of the intervertebral (facet) joints (spondyloarthritis) is the cause of back pain in about 20% of cases. Clinically, spondyloarthrosis is manifested by bilateral pain, which, unlike discogenic pain, is usually localized paravertebral, and not along the midline. The pain is most pronounced in the lower back, but often radiates to the sacroiliac joint, buttock, hip; it is also possible to spread the pain more distally. As a rule, it has an intermittent character and increases with prolonged standing and extension, especially with simultaneous rotation (although this is not an absolute sign!), but decreases or at least does not increase with leaning forward, sitting and walking, as well as in the supine position.

Sacroiliac joint syndrome ("sacroiliitis") is manifested by pain in the joint area, radiating to the groin, large trochanter, and buttock. During the examination, it is possible to detect pain in the joint area with palpation, lateral pressure on the pelvis, hip retraction against resistance, overextension or external rotation of the hip.

Myofascial syndrome in the paravertebral muscles can develop against the background of a degenerative process in the spine or independently of it - due to prolonged stay in a non-physiological position, chronic micro traumatization, overload, overstretching or compression of the muscles, trauma, and prolonged immobilization. Myofascial syndrome is based on the formation of trigger points in the muscles, the irritation of which causes not only local, but also reflected pain (in a zone far from this point). Myofascial syndrome in the gluteal and piriformis minor muscles may mimic vertebrogenic non-radicular lumbosialgia. The trigger point corresponds to the area of local muscle compaction, palpation of which not only reproduces the pain experienced by the patient, but also causes local muscle contraction. Inactivation of active myofascial zones by injection of a local anesthetic into them, followed by passive stretching of the affected muscles, leads to relief of the pain syndrome.

On examination, weakness or numbness is also detected in the entire limb and does not fit into the anatomical zones of innervations, the soreness is superficial (the skin is painful) or is noted in unusual places (for example, above the sacrum). To detect psychogenic pain, special tests are resorted to. For example, Laseg's symptom is checked in a sitting position: patients with psychogenic pain who have demonstrated an inability to raise their leg above a few degrees in a lying position can fully straighten the affected leg in this position. In recent years, a group of signs called "yellow flags" has been identified, which indicate a tendency to chronic pain syndrome due to psychogenic factors and require a special approach to treatment.

The main task of radiography of the spine is to exclude traumatic or pathological fractures, congenital anomalies, infectious or inflammatory diseases, primary or metastatic tumors. It is indicated for all patients with trauma, persistent (more than 4 weeks) pain syndrome, as well as for all patients referred for physio - or manual therapy. Often, radiography is necessary to convince the patient of the benign nature of his disease. Lumbalization, sacralization, and spina bifida are usually not the direct cause of back pain. They are not the cause of pain and Schmorl's herniation (a herniated disc in the body above or below the recumbent vertebra), but they can serve as an indicator of a degenerative process in the spine. A compression fracture with no indication of injury may indicate metabolic osteoporosis, infection, or tumor. However, a tumor or spondylitis is detected on an X-ray only if more than 50% of the bone tissue has been destroyed. Because of this, radiography allows you to diagnose these diseases at a relatively late stage. Nevertheless, radiography is still indicated for suspected cancer, trauma, enclosing spondylitis, or infection, but if it does not reveal pathology, and the clinical suspicion is justified, a computer (CT) or magnetic resonance (MRI) tomography of the spine should be prescribed. If there are signs of compression of the caudal equine or other progressive neurological deficit, and radiculopathy (in the absence of the effect after a month trial of conservative therapy), especially when planning surgery or epidural injection of steroids and if there are signs of lumbar stenosis is preferable to MRI of the spine. CT scans better detect bone pathology and can diagnose disc herniation and spinal canal stenosis. MRI is more sensitive to soft tissue changes; In particular, it is good at detecting changes in the structure of the disc (by changing the intensity of the signal from it), the localization and size of a herniated disc, allows you to examine the state of the spinal cord and ponytail, the area of the intervertebral opening, and is more sensitive to infectious and tumor lesions of the spine, pathology of the spinal cord membranes. Visualization is also necessary when planning manual therapy in any of its varieties, but it is not necessary in

the absence of "red flags", pain reduction after trial therapy, as well as in the absence of a change in status after a previous pain episode.

In such situations (in the absence of alarming anamnestic or clinical signs), imaging does not improve the prognosis, but increases costs and is associated with potentially dangerous radiation exposure. The detected changes do not correlate well with the clinical picture and not only do not change treatment approaches, but may also lead to unjustified invasive interventions.

When interpreting CT and MRI data, it is important to take into account that in about 2/3 of people who have never experienced back pain, these methods of research reveal degenerative changes in the lumbosacral spine, often at several levels. Thus, the detection of a herniated disc, manifestations of spondylitis and spinal canal stenosis does not mean that they are responsible for the neurological disorders present in the patient.

A prerequisite for the diagnosis of a particular variant of vertebroneurological pathology is the correspondence of clinical and preclinical data. However, the size of the disc herniation in general does not correlate with the intensity of the pain. The analysis of MRI data does not allow us to differentiate a disc herniation that is asymptomatic or serves as a source of non-radicular pain, as well as to predict the effectiveness of conservative treatment. With radiculopathy correlates only extrusion of the disc, which is the extreme degree of protrusion when the length of protrusion exceeds the width of its Foundation or there is no connection between the protrusion and the base material of the disk.

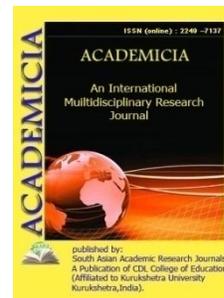
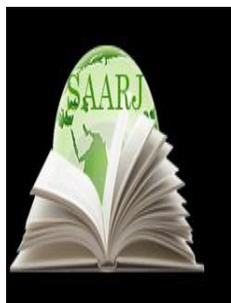
With radiculopathy, the predicted recovery time is extended to 6-12 weeks. Given the mixed nature of the pain syndrome seems to be a promising impact not only on nociceptive, but also on the neuropathic component of pain with early use of antidepressants (e.g., amitriptyline or venlafaxine), anticonvulsants (e.g. carbamazepine or gabapentin), patch with lidocaine. If the patient is treated in a hospital, in the acute period, epidural blockades with corticosteroids are advisable. There are no sufficient grounds for the use of diuretics or vasoactive drugs in vertebrogenic radiculopathy. Traditionally used and still popular lumbar traction has proved ineffective in controlled studies. Moreover, in some cases, it provokes deterioration, because it causes stretching of the unaffected blocked segment (and, accordingly, decompression of the root), and above and below the segments located.

The absolute indication for surgical treatment is the compression of the roots of the ponytail with paresis of the foot, anesthesia of the skin of the perineum, violation of the functions of the pelvic organs. An indication for surgery may also be an increase in neurological symptoms, such as muscle weakness. As for other cases, questions about the appropriateness, the optimal time and the optimal method of surgical treatment remain the subject of discussion. Prospective studies have shown a significant spontaneous reduction in disk extrusions and sequestration (in 75-100 % of cases) during the year.

Rational psychotherapy is of great importance, including the correction of ideas about the nature of pain, explaining the plan of treatment measures and the importance of each of the components of therapy, explaining the importance of dosed physical activity for pain relief, "adjusting" the patient's expectations.

REFERENCES

1. Veselovsky V. P. Practical vertebroneurology and manual therapy. Riga, 1991. p. 30-145.
2. Levin O. S. Diagnostics and treatment of neurological manifestations of spinal osteochondrosis // Consilium-medicum 2004. No. 6. pp. 547-54.
3. Podchufarova E. V. Pain in the lumbosacral region: diagnosis and treatment // RMZH 2004. No. 10. p. 581-4.
4. Back Pain: development of diagnostic and treatment algorithms at the level of primary health care in the Republic of Uzbekistan. Authors: Khalimova Dilrabo Jalilova, DOI: 10.37200 / IJPR / V24I6 / PR260396. Pages: 4132-413
5. Analysis Of Development Of Diagnostic Algorits In The Healthcare Union Of The Republic Of Uzbekistan. Halimova Dilrabo Jalilovna. JCR. 2020; 7(5): 848-849
6. Khalimova Dilrabo Jalilovna , "Algorithms For Diagnosing And Treating Back Pain", JournalNX - A Multidisciplinary Peer Reviewed Journal, IOCRTTA-2020, ISSN : 2581-4230, Page No. 47-51
7. Babadjanova Zamira Hikmatova, and Khalimova Dilrabo Zhalelovna. "MODERN PRINCIPLES OF management OF patients with LOWER BACK PAIN" Biology and integrative medicine, No. 2 (42), 2020, pp. 24-43.



DOI: **10.5958/2249-7137.2021.00071.9**

A STUDY OF CONSIDERATIONS FOR FORMULATING SUCCESSFUL M & A PROPOSALS

Thejo Jose*

*Department of Business Administration,
King Abdulaziz University, Jeddah, SAUDI ARABIA
Email id: Thejo11@gmail.com

ABSTRACT

Mergers and Acquisitions (M&A) holds a major role in corporate restructuring and growth of companies in the post-globalisation era. 'Most Mergers Fail' despite all efforts to make it successful. This study intends to study what all factors should be considered by Organisations while drafting the M&A proposal. Initially, it is studied why majority of the mergers fail as it may help policy makers to take of CSFs while drafting M&A proposals. Seven CSFs were suggested for consideration while drafting M&A proposals. The study ends with recommendations based on the study for successful M&A proposals.

KEYWORDS: *Mergers and Acquisitions (M&A), Critical Success Factors (CSF), Acquisition purchase premiums (APP), Merger wave, Value Gap (VG).*

INTRODUCTION

Mergers and Acquisitions (M&A) are a fundamental part of the growth and development strategies of companies across the world. Companies and industries are being restructured in response to globalisation, changes in technology, regulation and deregulation and are involved in the capacity of buyers, sellers or sometimes both. As Companies strive hard to upsurge market share, it drives businesses into Merger and Acquisitions. Managers generally regard purchasing a company for access to markets, products, technology, resources, or management talent as less chancy and faster than accomplishing the same objectives through internal efforts.

Evercore Partners' Roger Altman mentioned in 2013 that, "M&A cycles tend to last five to seven years and we are 2 years into it". According to him, the fourth and final post-1980 merger wave is already happening and is described as 'the 2011-19 merger megaboom'. "Most Mergers don't work' (Clarke,1991), based on the today's most defensible financial criteria: returns to the acquiring Company's shareholders. But new analysis frameworks and approaches aimed at

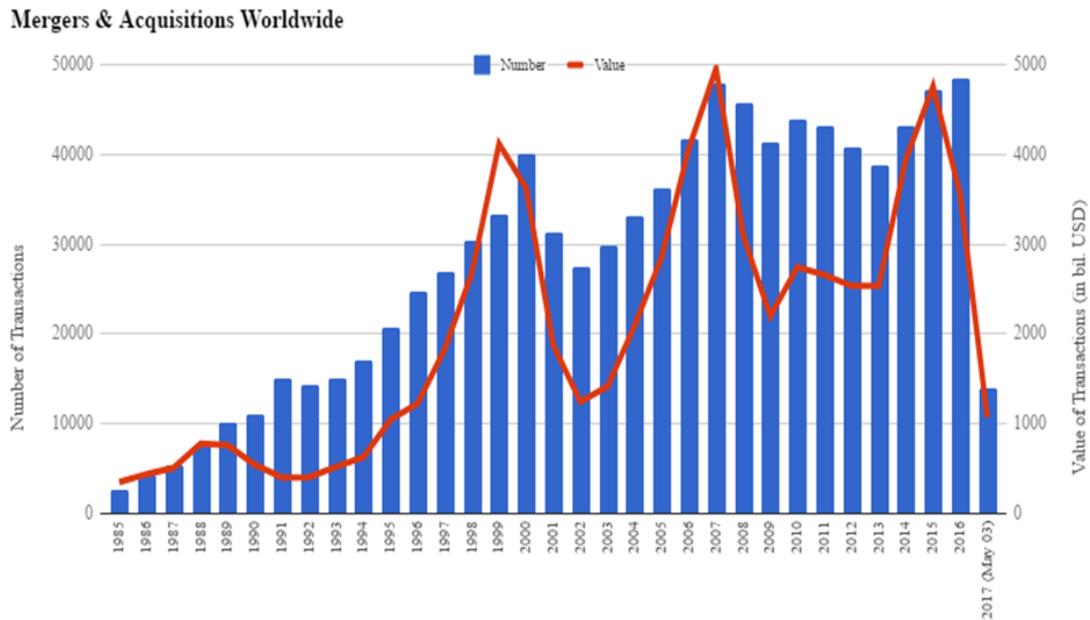
developing superior understanding of transaction timing within the merger cycle, segmentation of target opportunities, and bid limits based on realisable synergies, emerge to improve the odds of M&A success for the acquirer seeking to excel in this great merger boom.” (Clark and Mills, 2013).

“Study after study of past merger waves has shown that two of every three deals have not worked; the only winners are the shareholders of the acquired firm, who sell their company for more than it is really worth.” (The Economist, 1991). But in the opinion of Clark and Mills (2013), attempting to restrict mergers because of bad outcomes would be like arguing against the institution of marriage because of what happens at the divorce court. There is always an urge to merge as it is a permanent part of firms’ value growth strategies. Capacity augmentation through combined forces, achieving the competitive edge, surviving the tough times, diversification of operations, cost cutting etc. are some of the drivers of M&A. Lot of success stories of M&A across the world are available to support M&A as a fundamental growth and developmental strategies for Companies. Hence it is suitable to analyse why mergers fail and to identify what exactly are the ingredients of a successful M&A proposal. This study intends to critically analyse the factors contributing to successful deals and to come out with recommendations for pursuing a successful M&A journey.

Present Scenario

The year 2015 was a record-breaking year for M&A in terms of value followed by a near to 18% reduction in the year 2016. The predictions for 2017 remains uncertain due to politically driven factors like Trump’s presidency, Brexit negotiations, UK, Germany and France elections etc. The number of transactions increased in 2016 when compared to 2015 but the aggregate value of M&A came down. US remained as the most sought after location for M&A deals in terms of number and value of transactions. AT&T Inc's high profile acquisition of Time Warner was the largest deal of the 2016 and was worth US\$ 105.0bn. Another notable feature of the year 2016 was China’s voracious craving for overseas acquisitions with near to US \$185 Billion and 258 transactions. US topped the league tables with 4,951 deals worth near to US \$ 1.5 trillion. (Mergermarket, 2016). Analysts predict a UK and EU inbound activity from the US will continue like the previous years due to the perception of investors that UK and EU countries are an attractive investment alternatives supplemented by attractively priced credit. Notwithstanding the political turbulence, the M&A market looks in good shape and expect to perform like it did in the political shockwaves of 2016.

Figure 1



Source: <https://imaa-institute.org/mergers-and-acquisitions-statistics/>

According to researchers Martynova and Renneboog (2008), “It is a well-known fact that Mergers and acquisitions(M&A) come in waves”. Professor Rhodes-Kropf (2004) talks about six great merger waves during the past century as follows:

1. Late-1890s (followed by the Panic of 1901),
2. 1920s (followed by the Great Depression),
3. 1960s (during the Nifty Fifty Bubble),
4. 1980s (followed by the Savings & Loans Crisis),
5. Late-1990s (during the Tech Bubble), and
6. Mid-2000s (followed by the Subprime Mortgage Crisis).

The 7th one as we are in now, is referred to as a ‘Merger Megaboom’ by Roger Altaman (2013).

Clark and Mills (2013) identified there were four post-1980 merger waves and the following table indicates the name of the waves and signature events associated with each wave.

TABLE 1

Period	Wave Name	Signature event
1982-90	LBO	RJR Nabisco Acquisition
1996-00	Dot Com 1	Netscape, WorldNet IPOs
2002-08	Subprime	Countrywide financial Acquisitions in US
2011-2019?	Dot Com 2, Megaboom	Facebook, Linked In IPOs

Why mergers fail?

While endeavouring to explicate the constituents for drafting proposal for a successful M&A, it is of utmost importance that we understand why majority of mergers fail. Some of the notable busted M&A deals include AOL Times Warner, Sprint and Nextel Communications, Daimler Benz & Chrysler, New York Central & Pennsylvania Railroad, Quaker & Snapple etc. Deloitte CFO insights (2016) explains the mistakes during merger waves as unclear growth strategies, overpaying and lack of options. Vincent Ryan (2000) identified integration of culture, information system and organisational culture, less than optimal handling of integration and issues, lack of an executive champion and focus, lack of clear plan and strategy for integration and leaving employees without a sense of goals and objectives of merger as reasons for failure of mergers. The McKinsey quarterly (2001) elucidated how failure to focus on revenue can be an important factor in explaining why so many mergers didn't pay off. Their study on 193 high profile mergers found that revenue growth was elusive and the belief that mergers drive revenue could be a myth. Only 12% percent of companies under study could accelerate growth over the 3 years following merger. Kose John et.al. (2010) observes many firms experience dramatic value destruction during and after M&A transactions citing the example of ATT acquisition of NCR. It was observed that the "joint "overconfidence" of AT&T"s and NCR"s CEOs played a major role in the massive overpayment and value destruction that occurred". The study gave evidence that overconfident CEOs pay more than non-overconfident ones in merger deals. Paul J Siegen haler (2010) in his article in telegraph pointed out 10 reasons why mergers and acquisitions fail.

1. Wasting time awaiting clearance from regulatory authorities
2. Absence of common vision of merged company
3. Poor due diligence
4. Underestimation of resource requirements
5. Poor governance and unclear resolution process
6. Poor communication
7. Insufficiently detailed implementation plans
8. Lack of courage to take tough decisions
9. Weak leadership and
10. No clarity regarding the company culture after merger.

Considerations in formulating an M&A proposal

Academicians and practitioners came out with studies relating to critical success factors (CSFs) for Mergers and Acquisitions proposal. Rockwell (1968) explains the 4 must-do factors for M&A as pinpointing the objectives, specifying gains for owners, checking management ability and seeking a good fit. DiGeorgio (2002, 2003) in his article on 'Making M&A work' divides the factors for success into 2 stages as selecting the right target and achieving combination objectives. In selecting the right target section, he identifies leadership, climate within the stakeholder team, time, resources and tools for M&A analysis, learning mechanisms and cultural fit as the CSFs. Selecting the right leadership, structuring the integration team and detailed

planning regarding communication, integration and people are identified as the CSFs for integration success in his studies. Gadiesh et al. (2001) gives an outline of 6 golden rules for successful M&As as setting 6 key rationale, letting the 'why' inform the 'how', sense of urgency, keeping customers at the forefront, communicating the vision and managing 3 phases of integration viz. Set the stage, design the new company and make the integration happen. Epstein (2005) in his 'study on determinants and evaluation of merger success' come up with 6 keys to merger success. Strategic vision and fit, deal structure including the price paid and structure of financing, due diligence, pre-merger planning, post-merger integration and identification of external factors that damage the long-term merger value are those factors.

Hoang et.al. (2008) in their study on CSFs of Mergers and acquisitions gave 10 success factors for M&A based on literature till date. Complete and clear objectives, goals and scope of the project, Client consultation and acceptance, Project manager's competence and commitment, Team members' competence and commitment, Communication and information sharing and exchange, Project plan development, Resource planning, Time management and tight secrecy, Price evaluation and financing scheme and risk management were those CSFs.

The recognition and critical analysis of the ingredients of successful Mergers and Acquisitions in this study is based on the 'seven keys to M&A success' proposed by Clark and Mills (2013) as the following:

TABLE 2

No.	Seven keys to M&A success
1	Following the right merger success criteria
2	Optimal timing within the merger cycle
3	Exploiting superior understanding of merger segmentation
4	Adhering to absolute and relative limits on Acquisition purchase premiums (APPs)
5	Bid pricing integrated with in-depth four synergy type PMI investigation
6	Synergy elements: real distinguished from vapor, offsets included
7	Avoidance of transaction by 'wounded quail' acquirers, overreaching egos

Source: Clark, Peter; Mills, Roger. Masterminding the Deal: Breakthroughs in M&A Strategy and Analysis. Chapter-8, Kogan Page.

The main content of this study which is the description and critical analysis of the above seven factors are as follows:

- 1. Following the right merger success criteria:** It was rightly said about the criteria measurement in M&As that 'You can't manage what you can't measure'. There is always a debate as to whether qualitative or quantitative criteria should be used to determine whether merger or acquisition is a success or failure. For acquirers, quantifiable financial returns are considered as the prime MergVal criteria. The following question will which of the financial valuation criteria is more acceptable. Event studies (ES) and Total shareholder returns (TSR) had its own strengths and weaknesses which led to the dominance of discounted Cash Flow (DCF) methods. Value gap (VG) which is the APP (Acquisition Purchase premium) minus NRS (Net realisable synergies) and IVE (Incremental value effect) which is DCF Company value for standalone vs combined are the most preferred DCF valuation techniques.

It was identified that Merger excuses and motivations was confused with merger valuation criteria in many cases. It was observed by majority of the researchers that the acquirer shareholder's gain was zero or in some cases negative. (Mueller and Sirower, 2003).

TABLE 3: FOUR ALTERNATIVE MERGER VALUATION METHODOLOGIES

Alternatives	
1. Event studies (ES)	
Description	Acquirer's pre-vs post- announcement share price trend relative to index and/or industry comparables
Positives	Inertia and ample availability of base data
Negatives	Both long term and short term event studies are subject to distinct distortions
Future role	Marginal use due to distortion disadvantages, Absence of explicit APP leads to M&A overpayment
2. Acquirer Total Shareholder Return (TSR)	
Description	Return based on increase in Market capitalisation over time, sometimes compared to WACC.
Positives	Easy statistical calculation for a completed round turn, Reflect financial market impact of Company's performance
Negatives	Multiple potential distortions including dividend effect, biased towards divestment and opportunistic short term turns
Future role	Measure is limited to acquirers for whom round turn and return per transaction important
3. Value Gap (VG)	
Description	APP Minus PV of NRS i.e. Net realisable merger related synergies
Positives	Debunks the 'Good acquisition, even though we overpaid' illusion, Recognition that prevailing APP may not result in viable deal, Potential for improved bid pricing.
Negatives	Potential illusionary synergy assumptions, Zero or negative VG do not ensure successful acquisition due to other factors
Future role	Increasing use and visibility as a second financial measure to IVE.
4. Incremental value Effect (IVE)	
Description	Comparison of DCF of target and acquirer as future standalone and future combined Companies
Positives	Consistent with leading company valuation basis, Reliance on ultimate source of Company's worth, correctly developed and incorporates APP.
Negatives	Possible inaccuracies due to non-futuristic projection model, components, unrealistic synergies.
Future role	Prime role in DCF analysis of internal investment and synergy assessment

Many experts add a 5th method also along with 4 major primary merger valuation methodologies which is termed as 'multiples'. Many acquiring company CEOs and CFOs looks at prospective targets and bids in term of multiples. Multiples refers to share price to earnings per share ratio (P/E Ratio). There is another infamous multiple called the price to revenue (P/R Ratio) which

contributed to the rise and crash of Dot-com companies in the late 90s. Despite all the limitations, multiples are considered as a fall back method due to future uncertainties. “Corporate bidders have access to all publicly available information, but only imperfect information about the target company’s future cash flow. (Varaiya and Ferris, 1987). Six safeguards are devised to support multiples in Merger Valuation analysis. They include: Cycle-normalised price, Trend comparisons rather than spot, Price/FCF, dynamic sub-categorisation including SBU analysis by distinct product or service, Performance and solvency adaptation of preliminary analysis, and triangulation from fundamental investigation.

2. Optimal timing within the merger cycle: It cannot be guaranteed that nimble timing will increase the prospects for acquisition success but mistiming may reduce the chances of merger success based on the VE-IVE two-method merger valuation approach. As we assume that we are in the fourth post-1980 merger wave, understanding the patterns and characteristics of the three earlier merger waves will help us to understand more about the relevance of timing.

Clark and Mills (2013) gives the following features of three post-1980 merger waves:

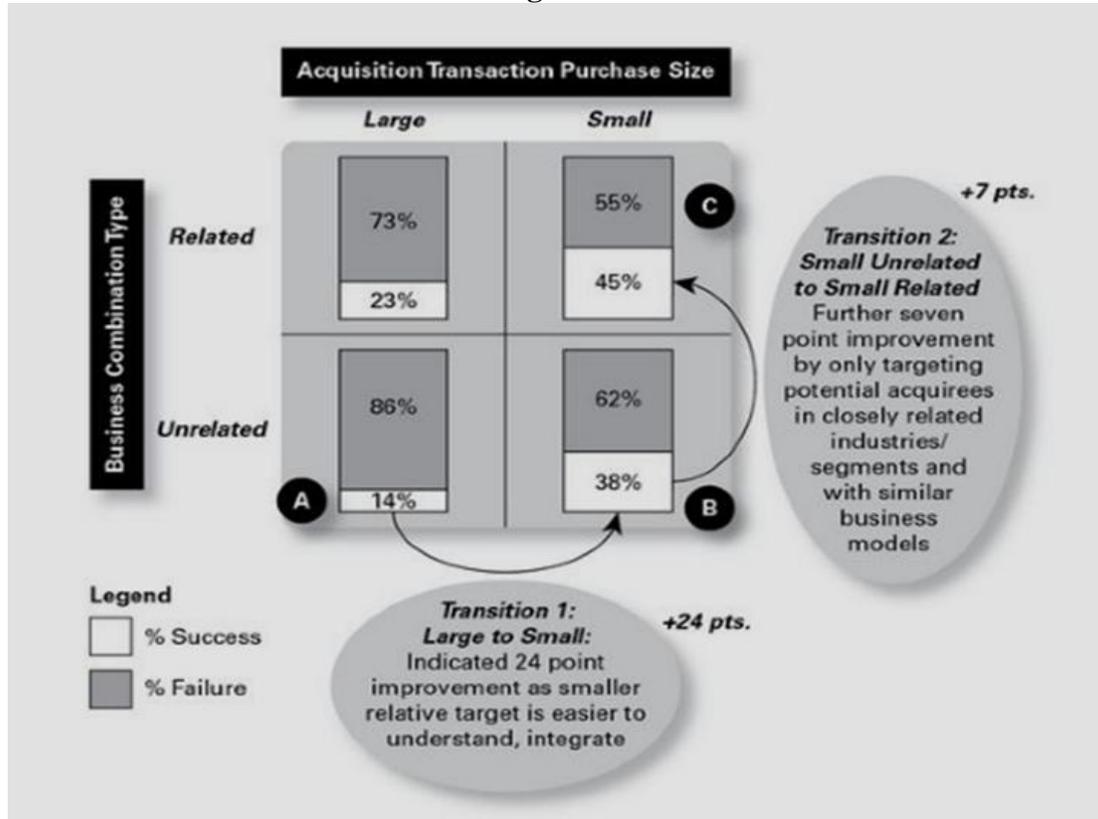
- *“Identify early phase opportunities for those acquirers not highly dependent on external acquisition financing.*
- *Understand M&A whipsaw: by the time that the merger boom is widely acknowledged, a) the waves’ ‘sweet spot’ has already been underway for longer than a year and b) the cycle’s end is just over the horizon.*
- *Comprehend and respond effectively to landmark events over the course of the new merger wave: the signature event (IPO), indications of approaching maturity, specific indications of imminent merger wave climax*
- *Avoid the value-destruction from mid-phase 4 onwards- Do the extreme risk of end-of-wave deal closings exceed the realistic returns?”*

An acquirer must be extremely cautious while phase 3 transition to final phase. It would have been several years since the merger boom started. Cheaper availability of merger financing in plenty may lead to miscalculation of merger cost of funds. Target companies that were not taken by anyone in the initial stages will be available at a higher price with no added synergies. Only very few firms get out before the bubble burst without much harm.

3. Exploiting superior understanding of merger segmentation: The CEO of the acquiring firm who pursues external growth through acquisition assumes that he/she is in control and gulps in the advice of banker of the deal is at no mistake unless they are steered by the base objectives and business models of other firms. “Differences between types of acquisitions may, however, be an important factor in determining which deals are likely to work.”. (Pautler, 2003). Despite the perceived reality of ‘Most Mergers Fail (MMF), there is a persistence in the failed deal behaviour. Researchers attribute some of these failures to poor learning from past deal failures (Tuch and O’Sullivan, 2007) and acquiring Company’s CEO’s hubris which results in overpayment (John et.al, 2007). Cultural disparities contributed to cultural meltdowns post-merger at DaimlerChrysler, AOL TimeWarner and PennCentral. It also happens like the investment bankers bring up Companies those were rejected in the initial stages and present them

to their customer companies eliminating the due diligence concern regarding such overlooked Companies. Coley & Reinton (1988) comes up with a 4 quadrant details from 116 merger transactions to explain the impact of segmentation on M&A performance.

Figure 2



Source: Clark, Peter; Mills, Roger. Masterminding the Deal: Breakthroughs in M&A Strategy and Analysis. Chapter-4, Kogan Page.

In figure 2, it is clarified that when target companies for acquisition are larger than acquiring firm and unrelated, only 14% M&A success was observed. But when the target company is made smaller than the acquiring company the success rate improves by 24% to 38%. This explains that a smaller target is less complex and results in fast and easy mergers. Further a 7% improvement was observed when related companies are integrated. Seven dimensions of merger research into target company differences was identified in the study. They are 1) relatedness and 2) relative size of the merger partners as mentioned in the previous study along with 3) Domestic vs International mergers, 4) Horizontal vs Vertical merger, 5) Overpayment by acquirer due to timing, 6) Overpayment due to hostility and 7) Phase timing in the merger wave. The 4 categories of mergers were identified as follows:

- I. Opportunistic- Related to timing
- II. Operational-Related to core businesses
- III. Transitional- Related to consolidation mature and consolidation emerging
- IV. Transformational- Looking in a dramatic new direction.

The deal types were classified into 9 where bottom-trawlers (Actively seeking companies in distress) has highest deal success probability of 87-92%. They were followed by Bolt-Ons (Target business that fits seemingly into the acquirer's existing product service range) who have an 80-85 percent success profile. Speculative strategic deals secure the bottom position in the merger type list with minimal profile success of 15-20%. This type of mergers is characterised by "desperation and/or enticed by the siren song of a dramatic, visionary ego-acquisition". Clark and Mills (2013). San Miguel's purchase of 49% stake in Philippines Airlines as a move away from food and beverages was a perfect example of speculative strategic deal.

4. Adhering to absolute and relative limits on Acquisition purchase premiums: The price paid for target company is an integral element in the success or failure of merger transaction. High APP was considered as the reason for dramatic failure of many merger transactions, a perfect example being AT&T's acquisition of NCR. (Kose John et.al., 2010). Many experts were left scratching their head when Microsoft agreed to pay \$26.2 billion to acquire LinkedIn wondering why they would pay such a high premium for a money losing Company with slow growth. Even though they claim to gain massive synergies in return for high purchase premium, it is highly probable that the deal may end with a value destruction as in the case of Nokia and a Quantive.

The MMF theory proves that bid-first myopia results in completion of deals that should not happen at any price and value destroying purchase bases in case of completed transactions. High APP means that the post-merger synergies are never going to match up with the extra money paid and will end up in value destruction. Researches by Andrade et.al. (2001) and Azofra et.al. (2007) came up with some practical APP ceilings which suggests that APP percentages more than 37-38% means a failed transaction. There is another concept of 'relative APP' which advocates for reasonableness of bid by making sure that premia are in line with comparable transactions.

5. Bid pricing integrated with in-depth four synergy type PMI investigation: There is a need of transition from bidding to synergy-informed bidding which places more standing on performance in terms of VG-IVE criteria and independent information gathering. It depends on quality of pre-close synergy analysis. Hence the question we are trying to answer is "*What is the present value of realisable synergies, adjusted for offsets, synergy duration and/or feasibility adjustments, implementation of delays, relating to expense (e-), revenue (r-), tax (t-) and other financial (f-) categories?*" (Clark and Mills, 2013)

It is assumed that synergy intelligence issues arise over 4 M&A periods

- a) **Announcement date:** In this period, the prospective acquirer express interest in the target firm when synergy guidelines are extremely limited. The number of bidders and bid cycles are expected to have an impact on the purchase premium at this stage. Early diagnosis to ensure that APP can be justified based on expected NRS is needed to avoid wasted costs and pains of going for lengthy vain bid chases.
- b) **Pre-bid acceptance period:** It is known as the active chase period where bidders have expressed their interest in target companies formally. Experts and research analysts may come up with APP-NRS VG math to prove that increased bid range is warranted and will result in value creation. Prospective acquirers may demand substantial justification regarding NRS due to the widening awareness regarding MMF.

- c) Exclusivity period: A significantly high bid from the prospective acquirer can exclude the other bidders from getting an inside track even if the transaction can be undone at this stage. The threat of high APP leading to value destruction is still persistent unless eliminated by credible synergy calculations. Garnering more synergy intelligence is anticipated to be limited till this stage.
- d) Initial days following the close: In this stage, the synergy gap- the gap between acquiring companies projected synergies and actual NRS- is realised.

6. Synergy elements: real distinguished from vapor, offsets included: One of the dreadful situation for acquiring company's executives, analysts and advisors is distinguishing real synergies from illusions. Insufficient PMI NRS to cover bidder's APP will lead to a failed deal joining the other transactions in MMF category. There should be clear demarcation between real from the illusionary synergies based on vague or non-existent factors and imaginary visions in each of the four synergy categories. (e-, r-, f-, m-). NRS is measured as discounted incremental cash flow associated with the nominated synergies and not only with incremental revenue, incremental expense or incremental customer base. It is arrived at after deducting all cost including start-up costs. The gross prospective synergies are to be adjusted for the offsets that accompany them like the cash flow attributes that generate the synergies.

Some synergies are realised immediately on merger while some are realised over a long period post-merger. The relevant discount rate for synergy purpose is same as the WACC for IVE calculation. The scope of synergies available for consideration should not be too broad as it may lose focus on critical factors. Synergy scope should not be too narrow too as unexpected and false indicators may arise and the NRS can never match upto the APP. The smaller the universe of net synergies, less likely that projected NRS can match APP. e- and r- synergies are considered as the major categories and any synergy calculation which do not consider the critical difference between the four categories are susceptible to failure.

7. Avoidance of transaction by 'wounded quail' acquirers, overreaching egos: "Desperate acquirers contribute to buyers' panics and may destabilise the M&A market overall because of: a) acquisition decisions made on a non-economic basis; and b) extreme overbidding-far beyond levels suggested either by realisable synergies or comparables." (Clark and Mills, 2013). "The high-ego acquisition means a deal made on the most indefensible of qualitative reasons (Temporarily boosts struggling management's image), increases threat of winner's remorse caused by hubris." (Roll, 1986). ATT-NCR acquisition is normally given as a perfect example of where acquirer and target CEOs manifest a high level of hubris. Malmendier and Tate (2005a and 2008) explains how CEO overconfidence have an impact on corporate investment policy and ability to create value in Forbes 500 firms. Doukas and Petmezas (2007) showed that overconfident bidders resulted in lower announcement returns of M&As by using a large sample of UK firms.

Distracted CEOs ignore trouble signals in target companies due to his/her enthusiasm as target appeal and lives in misperception about his/her management aura. A type of 'saviour acquisition' leads managers to sincerely believe that the proposed business combination is essential to protect the interests of acquiring company's shareholders. Typically, company shareholders are helpless and dispersed to avert the value destructions instigated by charismatic leaders and hence the board of directors are in a better position to alleviate their firms from value destruction.

CONCLUSION

1. The MMF reality is demanding the firms targeting value creation through M&As to stand aside and do nothing to prevent value destruction. Putting aside the egos and prioritising the shareholder's wealth maximisation may need the manager to be at the other side of acquisition i.e., as a seller as MMF theory identifies that even in failed mergers there is value creation happening in case of seller company shareholders.
2. Careful and patient acquirers can take advantage of promising targets which may come their way later in the form of non-continuing units divorced from the first acquirers, sellers who missed the first or best offer but still want to exit and last man standing companies that believe that consolidation and contraction will create less value.
3. Self-assessment and identifying the priority pathways is required in finding good opportunities and maintaining a competitive edge resulting in value creation. The strengths, weaknesses and opportunities for growth and development are to be assessed. A strategy should be developed to complement the strength of the acquiring company while trying to overcome the weaknesses for gaining a competitive edge rather than being a reactor.
4. Improving the performance of the target Company is one of the major value creation strategy. Targeting a company which has potential to generate more revenue and reduce cost will be ideal than one which is generating high revenue and profits.
5. Consolidations should be aiming at removing excess capacity from the industry through consolidation rather than creating spare capacity which results in supply more than demand.
6. Consolidation should aim at increasing market access for innovative products of target companies. Additional sales force and market reach of acquiring firm will result in value creation through consolidation.
7. M&As should aim at acquiring the technology faster than the time they take to build it. Apple acquisition of speech recognition pioneer Novauris in 2014 and Cisco systems acquiring Key technologies in 2013 are perfect examples of acquiring technology through M&A than development.
8. Exploit the economies of scale to create value through M&As. Higher economies of scale can be achieved through integration of small companies than large companies as large ones might have already achieved the maximum possible economies.
9. Picking the winners early and helping them develop the business is another suitable strategy for value creation. This is in contradiction to the earlier recommendation to stay patient and cautious because of MMF theory. But right choices made like Johnson and Johnson acquisition Depuy in 1998 resulted in annual growth rate of 17%. Acting before the competitors will be the key in this case.

It is appropriate to end this study with the merger rules given by Peter F Drucker (1981) which seems relevant even after years of research and analysis.

1. *“Acquirer must contribute something to the acquired company*
2. *A Common core of unity is required*

3. *Acquirer must respect the business of the acquired company.*
4. *Within a year or so, acquiring company must be able to provide top management to the acquiring company*
5. *Within the first years of merger, managements in both companies should receive promotions across the entities.” (Weston et.al., 1990)*

REFERENCES

Websites

- <http://www.economist.com/node/181251>, "After The Deal". *The Economist*. N.p., 2017. Web. 12 June 2017.
- <http://www.telegraph.co.uk/finance/businessclub/7924100/Ten-reasons-mergers-and-acquisitions-fail.html>, Siegenthaler, Paul. "Ten Reasons Mergers And Acquisitions Fail". *Telegraph.co.uk*. N.p., 2017. Web. 14 June 2017.
- <https://hbr.org/1986/03/acquisitions-the-process-can-be-a-problem>, N.p., 2017. Web. 12 June 2017.
- <https://www.bloomberg.com/professional/blog/managing-regulatory-risk-mergers-acquisitions/>, "Managing Regulatory Risk In Mergers & Acquisitions | Bloomberg Professional Services". *Bloomberg Professional Services*. N.p., 2017. Web. 12 June 2017.
- <https://www.mergermarket.com/info/research/2016-global-ma-report-press-release>, "2016 Global M&A Report Press Release". *Mergermarket*. N.p., 2017. Web. 13 June 2017.
- <https://www2.deloitte.com/us/en/pages/finance/articles/cfo-insights-be-an-advantaged-acquirer.html>, "What It Takes To Be An Advantaged Acquirer | Deloitte US | CFO Program". *Deloitte United States*. N.p., 2017. Web. 14 June 2017.

Books

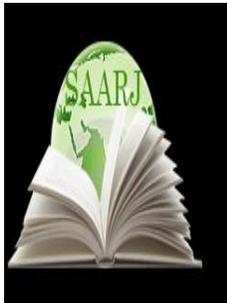
- Clark, Peter J. *Beyond The Deal*. 1st ed. New York: HarperBusiness, 1991. Print.
- Mills, R. W, and Peter J Clark. *Masterminding The Deal : Breakthroughs In M&A Strategy And Analysis*. 1st ed. Kogan Page, 2013. Print.

Journals

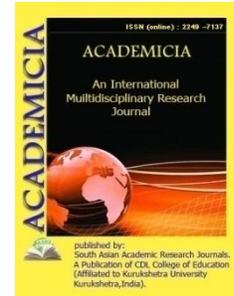
- Andrade, G., Mitchell, M., & Stafford, E. (2001). New Evidence and Perspectives on Mergers. *The Journal of Economic Perspectives*, 15(2), 103-120. Retrieved from <http://www.jstor.org/stable/2696594>
- Azofra, S.S., Díaz, B.D. and Gutiérrez, C.L.,(2007). Corporate Takeovers in Europe: Do Bidders Overpay? In *7th Global Conference on Business and Economics*.
- Bekier, M.M., Bogardus, A.J. & Oldham, T. 2001, "Why mergers fail", *The McKinsey Quarterly*, no. 4, pp. 6.
- Coley, S. C.; Reinton, S. E. 1988. The hunt for value. *The Mc Kinley Quarterly*.

- DiGeorgio, R. M., 2002. Making mergers and acquisitions work: What we know and don't know – Part I. *Journal of Change Management*, 3 (2), 134-128.
- DiGeorgio, R. M., 2003. Making mergers and acquisitions work: What we know and don't know – Part II. *Journal of Change Management*, 3 (3), 259-274.
- Doukas, J. A., and D. Petmezas, 2007. Acquisitions, Overconfident Managers and Self-attribution Bias. *European Financial Management* 13, 531-577.
- Drucker, Peter F. 'The five rules of successful acquisition', *Wall Stret Journal*, 15 October 1981, p. A28.
- Epstein, M. J., 2005. The determinants and evaluation of merger success. *Business Horizons*, January/February, 48 (1), 37-46.
- Fryer, K., Antony, J., and Douglas, A., 2007. Critical success factors of continuous improvement in the public sector. A literature review and some key findings. *The TQM Magazine*, 19 (5), 497-517.
- Gadiesh, O., Ormiston, C., Rovit, S., Critchlow, J, 2001. The 'why' and 'how' of merger success. *European Business Journal*, 13(4), 187-193.
- Gilman, J. (1992). Broken Sticks-Why Mergers May Fail to Garner Market Share. *Managerial and Decision Economics*, 13(5), 453-456. Retrieved from <http://www.jstor.org/stable/2487779>
- Hoang, T.V.N. &Lapumnaypon, K., 2008. Critical Success Factors in Merger & Acquisition Projects: A study from the perspectives of advisory firms. Dissertation. Umeå.
- John, K., Liu, Y., Stern, L.N., &Taffler, R. (2010). It Takes Two to Tango: Overpayment and Value Destruction in M&A Deals.
- Koi-Akrofi, G.Y. 2016, "Mergers And Acquisitions Failure Rates And Perspectives On Why They Fail", *International Journal of Innovation and Applied Studies*, vol. 17, no. 1, pp. 150.
- Malmendier, U., and G. Tate, 2005a. CEO Overconfidence and Corporate Investment. *Journal of Finance* 60, 2661-2700.
- Malmendier, U., and G. Tate, 2008. Who Makes Acquisitions? CEO Overconfidence and the Market's Reaction. *Journal of Financial Economics* 89, 20-43.
- Mueller, D. C. and Sirower, M. L. (2003), The causes of mergers: tests based on the gains to acquiring firms' shareholders and the size of premia. *Manage. Decis. Econ.*, 24: 373–391. doi:10.1002/mde.1103
- Paine, F. T. and Power, D. J. (1984), Merger strategy: An examination of Drucker's five rules for successful acquisitions. *Strat. Mgmt. J.*, 5: 99–110. doi:10.1002/smj.4250050202
- Pautler, Paul. "Evidence on Mergers and Acquisitions." *Antitrust Bulletin* Vol. 48. (2003), pp. 119-207.
- Rhodes-Kropf, M. And Viswanathan, S. (2004), Market Valuation and Merger Waves. *The Journal of Finance*, 59: 2685–2718. doi:10.1111/j.1540-6261.2004.00713.x

- Rockwell, W.F. (1968), How to acquire a company. Harvard Business Review, 46 (5),121-132.
- Roll, Richard, (1986), The Hubris Hypothesis of Corporate Takeovers, *The Journal of Business*, 59, issue 2, p. 197-216, <http://EconPapers.repec.org/RePEc:ucp:jnlbus:v:59:y:1986:i:2:p:197-216>.
- Tuch, C. and N. O’Sullivan (2007). The impact of acquisitions on firm performance: a review of the evidence. *International Journal of Management Reviews*, 9: 141–170.
- Varaiya, N.P., and K.R.Ferris (1987) , “Overpaying in corporate takeovers: The winner’s curse”, *Financial Analysts Journal*, 43, no.3, pp 64-70.
- Weston, J. Fred, Kwang S. Chung and Susan E. Hoag, 1990. *Mergers, Restructuring and Corporate Control*, Prentice Hall.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00008.2

HISTORICAL SYNCRETISM OF FOLKLORE AND MEDIA

Aygul Akhmedova*

*Professor,
 Candidate of philological sciences,
 Uzbek National Institute of Music Arts named After Yunus Rajabiy,
 UZBEKISTAN

ABSTRACT

This study highlights the importance of information sharing and interaction, the essential prerequisite for the existence and development of society, ancient journalism - protojournalism and the syntax of folklore, folk carriers, ancient mythology, archaic religions as primitive media, and common and distinctive features of journalism and folklore. Journalism has been theoretically explored in terms of the classification of mass communications in two periods.

KEYWORDS: *Folklore, Journalism, Protojournalism, Syncretism.*

INTRODUCTION

The creation of material and spiritual riches are inherent in human nature forever and ever. Because, as a child of nature, he cannot live without material possessions, and as a child of society he has no future without moral values. In the primitive times, the material and spiritual world of man was not as inseparable as that of the twins of Siam. From ancient times it is clear that a person can be formed only in the community, in the community. Examples of fossilized children losing their human characteristics are fiction.

The church and society cannot exist without messages and dialogue. Today, the idea that society is communication, as John Duye, a US scientist, can say is anyone who has witnessed the importance of information in human life.

It is well-known that the term communication comes from the Latin word communication / communicate, etymological meaning is to make, to link¹. In journalism, it means communication, message, communication. Also, journalism has historically been classified into two periods: "1st stage - Mass Communication to the Press;

II - The Emergence and Development of Press, Radio and Television "².

One of the authors of the textbook "History of World Journalism" FA Muminov divides each epoch into four stages, the fourth stage being a mythological creature, and the socialistic, poetic - dramatic - prose creation inseparable from the syncretism in the history of mass communication explains³.

Syntheticism is derived from the Greek word sykretismos, which refers to the integrity of religious-philosophical and artistic thinking (for example, mythology) in the seed system in art theory. He used theory as a term and, mainly, an academic A.N. Veselovsky's case was settled. In primitive society, literature, philosophy, and mythology were mixed. People danced while singing, and at the same time sang.

"Ancient songs sung with music and movements are in the form of chorus," says Veselovsky, "and still retains some of its ancient traces in some forms of modern poetry. They were ritual, agrarian, domestic and heroic songs."⁴

Today, synchronicity in arts, including folklore, usually refers to the simultaneous dance of dance, music, and song in primitive culture. "Although such a state of affairs remains to this day, music, dance and song are considered as independent arts."⁵

Mass communication, media - communication in its own name, means. In this sense, the content is of the utmost importance, both in ancient and modern times, by means of information.

Since the term syntheticism of primitive art is embedded in scientific use, we should always refer to ancient art, painting, ceramics, embroidery, sculpture, drawing, music, song, oral art and more. Because primitive art is closely connected with the life, work, and religious beliefs of the primitive man. In this sense, the above point of view of AN Veselovsky is quite perfect. Because ceremonies were associated with religious beliefs, agrarian and domestic songs were associated with rituals and labor activities.

It is true that in Bible times some stone or animal object was used. But without mythology, the person remains an object without leaving any mark on it. It cannot be an information source, that is, it does not store or transmit it. But the inscriptions, paintings, myths and legends written on it can be the object of folklore and journalism. This is what we mean when we call folk syncretism with primitive culture media.

Journalists say that the common syncretic character of primitive communications is witchcraft, cave and rock images, patterns in objects, banging, ringing, fire, smoke, music, song, symbolic communication - rings, rings, specials. bound belts, headdresses, seals, merchandise letters, picture letters, birds, skin, bones, wood, clay, stone, cloth, and more. Ancient journalism is also called protojournalism, the earliest journalism, and primitive journalism⁶.

The fact that protojournalism and ancient folklore existed at the same time, more precisely, their syncretic character has been significantly preserved in the folklore patterns as far as artistic and poetic details and images.

Stones: stones, inscriptions, inscriptions not only carry information, but also play an important role in the primitive culture and the ancient world. In ethnographic literature, stone is more overused and diverse among fetishistic beliefs. For this reason, GG Stratanovich has in the past six stages of the development of stone theology⁷.

In Uzbek folklore, in the fairy tales of the Three Brothers, or in the Lamé Wolf and the Gulombachcha, the heroes see a stone with instructions that "if they come," "go away," "don't come," when they make three separations.. In Uzbek folklore, the three figures are magical and represent the ancient view that the universe is made up of three parts (sky, earth, and underground). The Orkhon-Enisei inscriptions on the stone are a striking example of folklore and ancient media.

As we have already mentioned, Weselowski, who proved the synchronicity of primitive art, says that the belief in the divine power of the song is very ancient in many peoples, and that motive has gone through the stages of the song, from cosmic effects to emotional and psychological effects. He says that a bird's cock is the messenger of the morning, while in Christianity it is often interpreted as a symbol of Christ.

Screaming, cock, screaming, cock

Wake up my love

Culture historians testify that China has a unique "bird's letter" in ancient times. Farididin Attor's poem "Logic Ut-Tayr" proves that birds played an important role in the mythological and religious views of Asia in ancient Asia.

In the Uzbek folklore, such details as crates, stones, rings, earrings, bird images were not studied. But there are works in which only a few poets of protojournalism are included in the poem. For example, in the Ravshan poem, Jonah gives his grandson a "special government brigade" to enjoy. "Ravshanbek read: ... there is a band on the feathers on the ground ... some of the finest rings have a horse and a picture." So, Ravshan read Zulkhumor's name from the ring and looked at his picture. And the bird mayna that sends letters from Shirvan to Chambil is as smart as the human:

The creature mayna had forgotten himself,

With two eyes staring at the chambil.

In the dark a creature mayna flies away,

To justify salt of Zulkhumor

To bring joy to the daughter of Korahan,

Remember what he said,

As an ambassador to Chambil,

To justify salt of Zulkhumor

The messenger symbols of folk songs and the goose image in the Alpomish also belong to this system.

In mythology, families are unique to animals and birds, whose totals are to do good, save lives, and at least help. In the "Farhad and Shirin" fairy tale, Farhad sees glimpses of Guliqahahah in the world first, and then and then he sees a girl flying on a swing.

Comparative analysis of these passages in terms of protojournalism and folklore, we can come to the following conclusions: The artistic expression of the ancient royal ring, the symbol of power,

is the symbol of power. "The name has a long history. And the picture is a folk picture of a pictographic picture. In our second example, the ring was replaced by a mirrored world. We think that the historical basis of both is ancient caves, paintings, inscriptions (pictographs).

According to Dr. Drachuk, the Indians had once sent an interesting picture to the Congress to Washington. It consists of a bird, some animals, a big fish, and a human being. These creatures are intertwined with lines drawn from their eyes and hearts. Below them is a serrated line similar to the road and the river, and below it is depicted four crooked circles, with a thin line attached to the bird.

Members of Congress do not understand the meaning of the letter. Experts found that the seven shapes represent the seven tribes of North American Indians, the large bird - crane, the totem of the leading tribe; as the Indians demand the restoration of their land rights.

We can say that there is a significant unity between the Indian letter and the ring in the Ravshan epic and what is evident in it. The difference is that the Indians' letters are in reality, and the ring is in the poem. Cranes and fish also carry many meanings in Uzbek folklore. The above analogy gives us an analogy to the fact that our ancient ancestors were also pictographs, and that they were embodied in Uzbek folklore. It is well-known that the pictograph is a primitive type of sign that illustrates objects, events, and actiin conventional icons.

Name: As for the names that appear in the ring and in the objects of protojournalism, names from the primitive culture were closely related to the development of human history.

The name of the person meant a lot of information, meaning: his totem, seeds, ancestors, sex, and so on. Like other nations around the world, Turkic peoples believed that the person's name was coded in his name. It is believed that a person's name is magical.

Among the six girls, your name is Anor,

To save you I have to buy a talisman

Uzbeks usually give birth to natural girls like Anorol, boys Anorboy, Holboy. The talisman is a magical object that is believed to protect its master from evil forces. The important magical ritual importance of the name is reflected in folk epics, including the Alpomish. In it, Shoimardon Pir will be named after the hero in a special ceremony. Also, a person familiar with the Uzbek folklore, after hearing the name Gorgogo, remembers much of the epic fate of the hero.

There are still signs of magical belief in a man's name. Making a call to a child's name and calling him a decent name is a serious ritual and a parent's first duty. Also, if a baby is born during fasting, it is called Orozgul, Orozboy, if he is at a wedding, Tuychiboy, if he is a guest, he is a guest. When older people come across such names as Tursunoy, Stop, Turdihol, and Ogiloy, they immediately realize that they were born into a family where no children were born or girls were born.

The history of the object of onomastics, which deals with names and names of philology, is also linked to primitive times. This is a good example for a journalist that the material, headline or series that he or she produces is very important, and the need to provide as much information as possible is already proven in journalism.

Such comparisons of media communications and folklore syntax in the primitive culture can be summarized as desired. The important thing is that the syncretism of the folklore and the media during the primordial art is still in its present form. Let us come up with a question to explain this point. As you know, folklore:

Ancient Folklore.

Traditional folklore.

Contains contemporary folklore.

Ancient folklore is in many ways synonymous with the era of protojournalism. For comparative convenience, we recommend classifying journalism history as follows:

Protojournalism.

Traditional media - newspapers, magazines, brochures and so on. - Traditional journalism.

Modern media - radio, television, computer, internet. - Modern journalism.

This classification not only assumes the storage and transmission of the main material of the traditional media, but also the use of modern media by the technical means that have emerged at different historical stages, but also the syntax of folklore and the media. Because only newspapers and magazines can provide folk texts, radio can preserve their music and text. Television, the computer and the Internet have the ability to broadcast both dance, music, speech, and ceremony, as do syncretism of primitive art. At the same time, radio, television, computers, and the Internet are very different from traditional media. At the same time, Professor Muminov's opinion deserves special mention: "The mass communication scheme is the same in both the primitive tribe and in today's society. This conditional image consists of four main parts: media producers - the finished product - the broadcast media - the audience. "

From the point of view of cooperation between folklore and the media, this scheme is as follows: folk - folklore - media - audience.

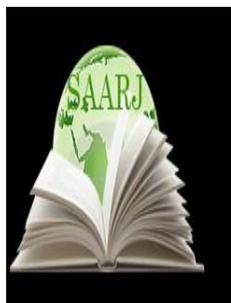
Based on our analyzes and observations, we have come to the following conclusions:

1. The creation of material and cultural values, the exchange of information and communication are the most important conditions for the existence of society since the primordial community system. Ancient journalism - protojournalism and folklore were syncretic, with folk carriers, ancient mythology, archaic religions, folklore primitive media.
2. In ancient times, traces of folklore syncretism with primitive media communications were preserved in dozens of artistic details such as stone, rings, earrings, bones, birds and many other mythological images, interpretation of dreams, folklore and folk songs.

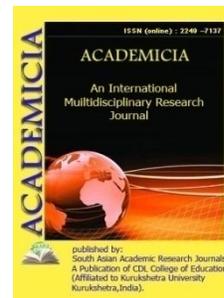
REFERENCES

1. Annotated dictionary of the Uzbek language. J.III. N - Orderly / Editorial Board: T.Mirzaev et al. Institute of Language and Literature of the Academy of Sciences of the Republic of Uzbekistan. - Tashkent: National Encyclopedia of Uzbekistan, 2006. - B. 395.
2. History of World Journalism. Textbook./F.A.Muminov, A.Nurmatov, M.O.Solliyeva and others. - T.: Publishing House of the National Society of Philosophers of Uzbekistan, 2006. - B. 8.

3. That source. - B. 9.
4. Veselovskiy A.N. Historical poetics. - M.: Vysshaya shkola, 1989. - C. 81.
5. Hotamov N., Sarimsoqov B. Russian-Uzbek Explanatory Dictionary of Literary Terms. - T.: Teacher, 1979. - B. 281.
6. History of World Journalism. Textbook./F.A.Muminov, A.Nurmatov, M.O.Soliyeva and others. - T.: Publishing House of the National Society of Philosophers of Uzbekistan, 2006. - B. 24-42.; 52-56.
7. Stratanovich G.G. Narodnye verovaniya naseleniya Indokitaya. - M.: Nauka, 1978. - C. 51.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00009.4

THE INFLUENCE OF CORONA VIRUS INFECTION ON FAMILY DEMOGRAPHY

Tashpulat B. Matibaev*; Abbos Gulmurodov**

*Research Institute «Mahalla va Oila»,
 UZBEKISTAN
 Email id: tashpulat@mail.ru

**National University of Uzbekistan,
 UZBEKISTAN

ABSTRACT

The article analyzes the influence of corona virus infection on family demography in Uzbekistan. It also focuses on other demographic indicators, such as comparing population growth in CIS countries between 1991 and 2011, as well as the interregional distribution of population in the country and the structure of working-age population. It allows to observe the variations of demographics in the country since the independence to date. It also allows identifying the accumulated demographic issues, namely the overpopulated regions with the high level of unemployment, the imbalance between supply and demand in labor market, the increase of working-age population, and the rise of elderly employable population which creates pressure on the pension system. Therefore, a high priority task for today is the elimination of these problems as the corona virus pandemic may worsen the situation in the country because the well-being of family demography and the well-being of country are closely connected.

KEYWORDS: *Coronavirus Infection, Family, Uzbekistan, Population Growth, Birth Rate, Demographic Issues*

INTRODUCTION

Population is seen as a productive force and main consumer in the development of society. In this regard, the history of mankind requires study of problems related to population. The science that studies the problems associated with population displacement is called demography. "Demography" comes from the word "demos" – people, "graphy" – writing, which means study of populations.

Demography is not a new science; it has been studied for more than three hundred years. Population growth depends on natural, economic, social conditions, national customs, and traditions. Developing countries account for a share of the world's population growth. Uzbekistan is also one of the fastest growing countries. Population growth causes social and economic problems throughout the country. However, through the authorities' efforts, in Uzbekistan all conditions are created for a peaceful and prosperous life of people. The country's demographic policy is aimed at creating a strong family, supporting maternal and child health, and effective use of labor resources¹. For Uzbekistan, priority is the human factor – criterion that determines the main direction and effectiveness of all reforms. This means pursuing a strong social policy, considering demographic and other national characteristics. In Uzbekistan, the family is seen as a part of society, as a small independent “country”. It is in the family that the processes of generational change take place: birth, death, marriage, divorce. After all, family is the first stage of the mental and physical formation of population. In this regard, the inviolability of family is enshrined in Articles 63, 64, 65 of the Constitution of the Republic of Uzbekistan². The strength of family is not only the basis for population growth, but also the basis for the formation of mentally and physically mature workforce.

The level of economic, social, and political development of country influences demographic processes. Researchers studying demographic, economic, social, and political sciences should know about this. The subject of demographic statistics should be known to both businessmen and entrepreneur. Because a businessman or entrepreneur must plan for whom and in what quantity to produce their product. To study this need, it is necessary to know average age of population; average size of families and average number of children in a family; national customs and other relevant data on population. Studying demographics in the United States of America is the starting point for entrepreneurs³. Therefore, the subject of demographic statistics should be known not only to students, but also to businessmen and entrepreneurs – or everyone who participates in the development of society. The purpose of studying science is to analyze information about demographic processes, develop measures to solve problems, assess demographic situation in a society, which are fundamentals of determining socio-economic prospects.

Imbalance between Population Growth and Labor Market

It is known that one of the factors influencing a sustainable and effective development of the country is a stable demographic situation. Even though natural population growth in Uzbekistan has slowed down in recent years. It remains the leading country in Central Asia and CIS in terms of population growth. According to data, over the 20 years (1991-2011), population of Uzbekistan increased by 8.9 million people, while in neighbor countries: Tajikistan by 2.2 million, Azerbaijan by 1.9 million, Turkmenistan by 1.2 million, Kyrgyzstan by 1.0 million, and Kazakhstan by 0.8 million. On the contrary, in some CIS countries there was a decrease in population: Armenia by -0.3 million, Belarus -0.7 million, Moldova -0.8 million, Russia -5.4 million, and Ukraine -6.0 million⁴ (Figure 1).

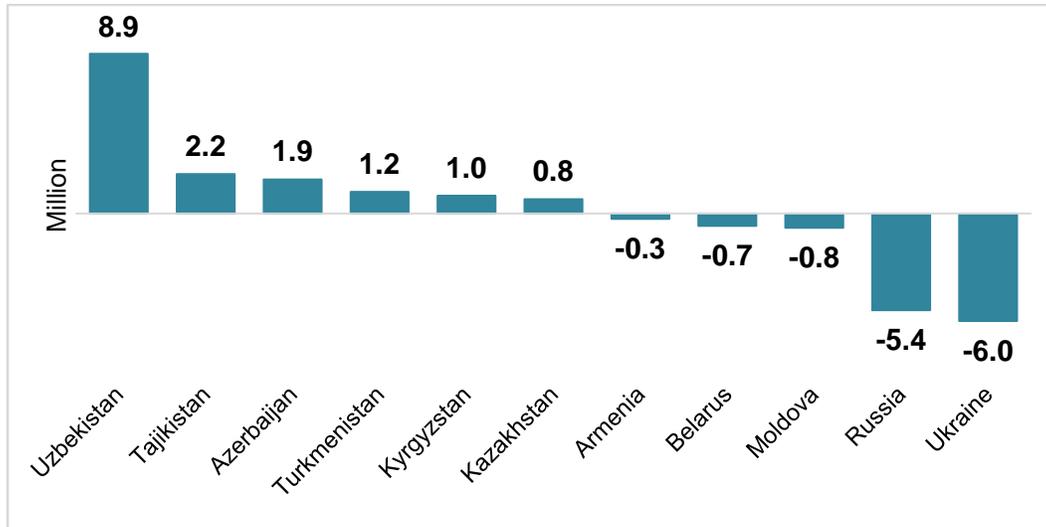


Figure 1. Population growth in the CIS countries, 1991-2011 (Voloshin & Yakushkin 2012)

Significant changes are also observed in the interregional distribution of population in Uzbekistan. According to data, the largest share of population currently lives in the Fergana Valley (Andijan, Fergana, Namangan) – 28.6% and the Zarafshan Valley (Samarkand, Navoi, Bukhara) – 19.8%. Kashkadarya and Surkhandarya oases accounted for 17.3%, Tashkent region and Tashkent city – 16.5%, the Republic of Karakalpakstan and Khorezm region – 11.2%, Jizzakh and Syrdarya regions – 6.6%⁵ (Figure 2). In this situation, it is important to develop targeted government programs to increase employment rate and efficient use of available labor resources. These programs require a decent redistribution of available labor resources for the prospect of innovative development of the regions. Also, the program includes the construction of affordable housing for young families in internal migration, and the construction of new social infrastructure in the regions. These programs have been being implemented in the country since 2016.

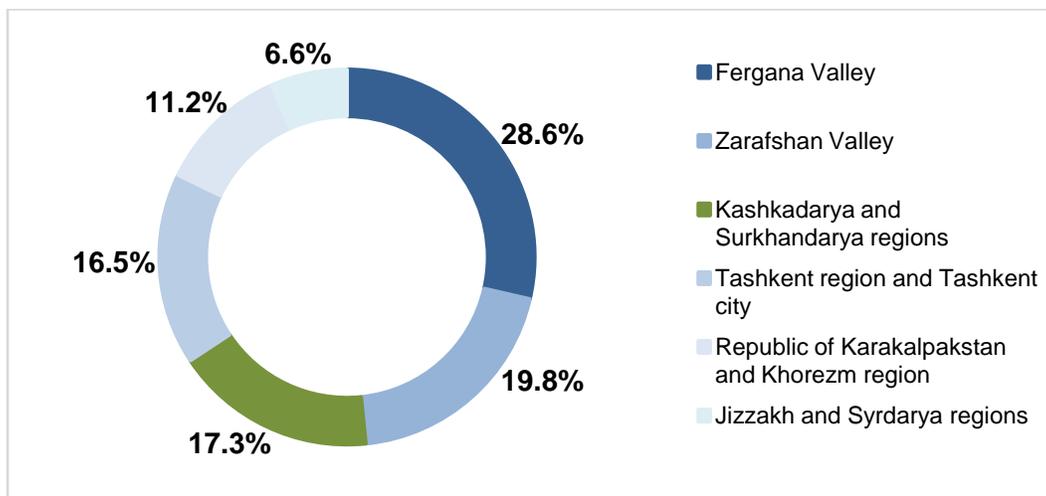


Figure 2. Interregional distribution of the population in Uzbekistan (Stat.uz, 2020)

Change in quality of country's population is related to a change in age structure of population. The current age structure of population of Uzbekistan is young, despite the decline in birth rate that began in the 1990s. According to State Committee of the Republic of Uzbekistan as of 1st January of 2017, share of young people under 30 years old was 56.5% – of which share of youngsters under 16 years old is 30.1% and share of young people 16-29 years old – 26.4%⁵ (Figure 3). Also, analysis of data show that in recent years the absolute number of people aged 0-15 years has decreased (in 2010, the share of youngsters under 16 years old was 31.2%).

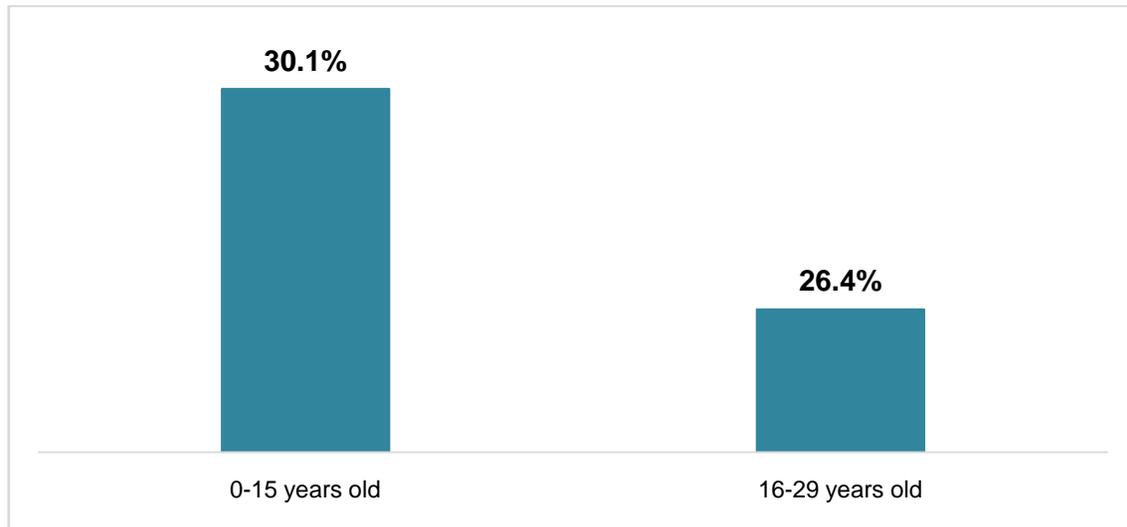


Figure 3. Age structure of the population under 30 in Uzbekistan (Stat.uz, 2020)

From 2010 to 2016, share of employable population in the country decreased from 31.3% in 2010 to 30.1% in 2016⁵ (Figure 4). In the last 20 years birth rate was dropped, namely birth rate in the country decreased from 34.5% in 1991 to 23.2% in 2010⁵ (Figure 5). Currently, this indicator tends to decrease. In general, based on the experience of developed countries, the size of working-age population will continue to decline by 2050¹¹, while the older generation will grow from the current 10-12% to 18-22%¹².

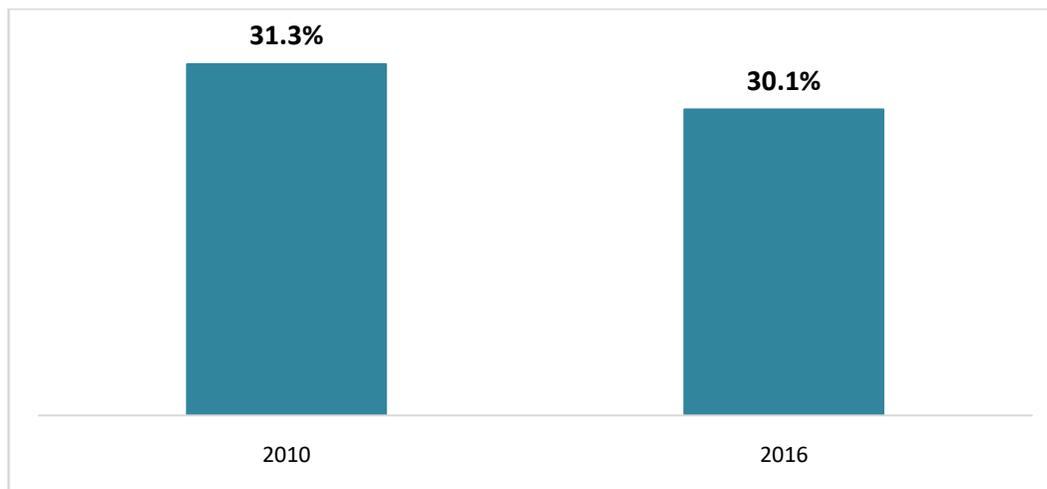


Figure 4. Structure of the working-age population in Uzbekistan, 2010-2016 (Stat.uz, 2020)

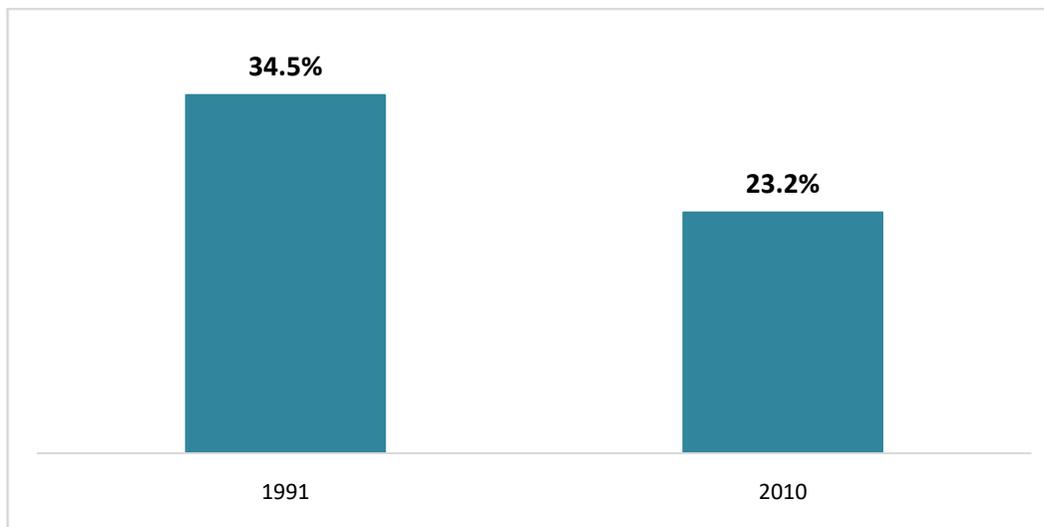


Figure 5. The birth rate in Uzbekistan, 1991-2010 (Stat.uz, 2020)

Impact of Coronavirus Pandemic on Family Demography Today the world is witnessing unprecedented events. Apparently, due to the coronavirus (COVID-19) epidemic, everyday life appears to have come to a standstill because of the global crisis. The pandemic has paralyzed activities in many areas, the virus continues spreading around the world, causing thousands of deaths.

Given the abstractive and unpredictable world situation, the Uzbek government had to take new precautions to protect its citizens. A decision was made by the Republican Special Commission on the timely identification of patients or persons with suspected disease and prevention of the disease spread in the country. The decision imposed the number of restrictions and certain measures were taken⁸.

To protect the healthcare of Uzbekistan citizens, especially those over 65 and with chronic diseases, were advised not to leave their homes and suggested to wear personal protective masks while going outside. In all trade and farmers markets, measures were taken to prevent population from being in a close proximity in order to stop the disease spread. As a result of quarantine measures, shopping and entertainment centers were closed. Kindergartens, schools, and universities have been closed in accordance with the recommendations of medical professionals. In order to prevent a new wave of disease, the Presidential Decree of March 19, 2020 “On Priority Measures to Mitigate the Negative Impact of Corona virus Pandemic and the Global Crisis on the Sectors of Economy” identified the immediate, urgent and critical tasks to mitigate the negative consequences of impending crisis on a global scale⁹.

The spread of corona virus pandemic, which is expected to lead to a reduction in the source of population’s income, could negatively affect the demographic process and affect the birth rate. The global economy could contract by 4.4% in 2020¹⁰, this could provoke a chain reaction that will lead to depression in both developed and developing countries. However, Uzbekistan is taking effective measures to reduce the impact of pandemic. The goal is to prevent a drop in income and living standards of population.

It should be noted that, despite the existing difficulties associated with the pandemic and quarantine, Uzbek people did not fall into depression. Not a single system working in Uzbekistan has stopped. Activities related to mental work, learning are carried out remotely and online.

Accumulated Demographic Issues and Their Solutions

At the same time, the goal was set to effectively continue working of agriculture and construction industries; other priority sectors of economy; and business entities in the country. Today's wasted time and opportunities cannot be recovered tomorrow. In addition to feeding 34 million people, the country is faced with the challenge of exporting domestic products. At the same time, the spread of corona virus in other developed countries has a strong impact on the demographic situation, but the virus has not spread widely in Uzbekistan due to precautions since the outbreak. The mortality rate has not increased. Therefore, the corona virus might not have a strong impact on the demographic situation in the country.

It should be noted that in 2007-2016, the working-age population in Uzbekistan increased by 20.7%, while the number of employable elderly people increased by 55.0%⁵. The results of analysis show that the older working-age population grew faster than the working-age population. This can be explained by the fact that population born during the period of "demographic replenishment" after the World War II is now included in the group of elderly people, whereas the average age of population is growing.

World demographers' forecasts show that the aging process is accelerating. According to UN experts, by 2050 the aging rate in the world is expected to be 16% in comparison to 9% in 2019¹³. The aging process will negatively affect the development of national economy, and it is expected that this process will lead to the following socio-economic consequences: (1) an increase in share of elderly people among population will reduce the economic activity of citizens and (2) older person might be less active and less productive in their labor participation.

Last 30 years in Uzbekistan, the number of demographic indicators of population – birth and mortality rates – have seen a change. In the past period, we saw both growth and decline of these indicators.

If we first analyze birth and mortality rates, we can observe a certain trend from the first year of independence to present. While total number of births from 1991 to 2003 declined at almost the same rate, from 2004-2010 it increased significantly⁶.

It is not hard to understand that there have been changes in size of families. However, for a more complete analysis of changes, it is advisable to focus on other demographic indicators as well. These are the cumulative birth, marriage and divorce rates, maternal and infant mortality etc. Aggregate birth rate is an average number of children born by women. This ratio does not consider the mortality rate in this age group and change in the age structure. If the cumulative birth rate is above 4.0 or 4 children per woman, the birth rate is high, and if the total birth rate is less than 2.15, the birth rate is low. During the study years, the total birth in Uzbekistan decreased along with the birth rate. Thus, there were more than 4 children per woman in 1990s, and now it is less than 2.5.

After 2016, special attention is paid to the demographic situation in the country. In particular, the concept of integrated socio-economic development of the Republic of Uzbekistan until 2030 also describes demographic processes and prospects for the development of labor market⁷. In the

future, the high birth rate, which began in 2009-2010 and continues to this day, will be reflected, albeit less quickly, in 2020-2030. In the future, the total birth rate per 1000 people will decrease from 21.7 to 17.1 births.

As a result, the average annual growth rate of the resident population in 2018 is projected at 32.6 million, and the average annual growth rate of 1.3%. By 2030, population will reach 38.6 million. At the same time, due to the intensification of urbanization, it is expected that the share of urban population in the country by 2030 will increase from 50.8% to 60.0%. In the forecast period, compared to 2018, population under the age of 16 is expected to increase by 7.5% or 743.4 thousand people. The population of working-age will increase by 14.4% or 2,841 thousand people, and population of older working-age will increase 1.6 times or 2,050.3 thousand people.

Migration rates are expected to change over the forecast period. If in 2017 the overall level of migration was -0.6%, then by 2030 it is expected to be -0.5%. It is expected that the labor force migration to foreign countries will decrease in comparison with labor resources. However, there may be the number of risks associated with the gradual aging of population in the forecast period. By 2030, the proportion of people aged 65 and over will reach 8%, with a maximum value of no more than 7%. This trend, associated with processes in the age structure of population, is putting an increasing pressure on the pension system. This requires preventive measures aimed at developing an appropriate infrastructure for the elderly⁷.

Supporting the population's plans – creating a family with an average of 2-3 children, introducing institutions of family planning and reducing divorce rates among young families – are important tasks in the development of demography for the forecast period until 2030.

The decision to conduct a census in 2022 will solve the number of pressing issues. The results of census make it possible to conduct a deeper analysis of formation of population, as well as to draw up a comprehensive and realistic forecast of demographic development in the country.

According to the forecast, because of population growth, the average annual labor force will increase by 1.15 times by 2030 compared to 2018, reaching 21.8 million people. The average annual per capita growth will be 1.2%, the share of labor resources in the total population by 2030 will be 56.4%. At the same time, the number of people employed in the economy will reach 14.6 million by 2030. The average annual increase in the employed population is 2.1%. However, there are the number of problems and risks that negatively affect the stability of labor market. In some parts of the country there is a shortage of specialists, especially doctors and teachers. The imbalance between supply and demand in the labor market often leads to the fact that graduates of educational institutions do not find work in their specialty. The Republic of Karakalpakstan, Surkhandarya, Samarkand, Fergana and Jizzakh regions have a high level of unemployment, which requires a creation of additional jobs⁵. The country maintains a high level of informal employment (about 40%), which negatively affects the revenues of state budget. Therefore, important public policy measures have been developed to ensure the stability and sustainability of labor market until 2030.

CONCLUSION

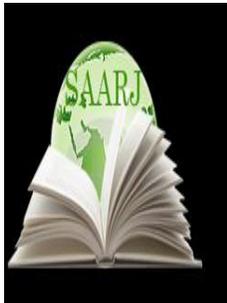
Firstly, it is required to revise the Labor Code in line with the requirements of market economy to encourage employers to hire more labor. Secondly, it is suggested to develop and implement

investment in development programs. Also, it is advised to create clusters, free economic and small industrial zones, parks of innovative technologies and accelerate the creation of new jobs through continuing practice. Thirdly, it is highly recommended the partial redistribution of the labor force, freed from inefficient production, to new enterprises using new technologies and characterized by high productivity and competitiveness. Fourthly, mainly in those regions where the situation on the labor market is tense, it is planned to locate new enterprises for a specific purpose. A creation of conditions for employment is mandatory to create new jobs and support small business and entrepreneurship, promoting employment in rural areas. It is also required to implement several measures to increase regional labor mobility, increase competitiveness of a labor force, improve career guidance and psychological support for population through the development of system of continuous vocational training. These solutions will serve to improve the demographic situation in the country.

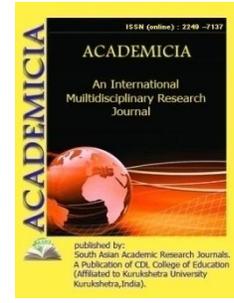
REFERENCES

1. National database on the legislation of the Republic of Uzbekistan. Retrieved October 15, 2020 (<https://lex.uz/docs/4766082>)
2. National database on the legislation of the Republic of Uzbekistan. Retrieved October 15, 2020 (<https://www.lex.uz/acts/20596>)
3. PR Newswire Association LLC, (2020). More Than 31 Million People in the United States (15.6% of the Adult Population Ages 18-64) Are Engaged in Early Stage Entrepreneurial Activity, according to the 2018/2019 United States GEM Report Produced by Babson College. Retrieved October 15, 2020 (<https://www.prnewswire.com/news-releases/more-than-31-million-people-in-the-united-states-15-6-of-the-adult-population-ages-18-64-are-engaged-in-early-stage-entrepreneurial-activity-according-to-the-20182019-united-states-gem-report-produced-by-babson-college-300970674.html>)
4. Voloshin V.I. and Yakushkin V.S. 2012. *Socio-economic development of post-Soviet countries: results of the twentieth anniversary*. Russian Academy of Sciences Institute of Economics, M: IE RAN.
5. The state committee of the Republic of Uzbekistan on statistics. Report data for 2020. Retrieved October 15, 2020 (<https://stat.uz/en/181-ofytsyalnaia-statystyka-en/6383-demography>)
6. Oila scientific and practical research center. Retrieved October 15, 2020 (<https://oilamarkazi.uz/scientific-articles/y20200420>)
7. Discussion of draft regulatory documents of the Republic of Uzbekistan. Retrieved October 15, 2020 (<https://regulation.gov.uz/uz/document/9413>)
8. Order of the President of the Republic of Uzbekistan of January 29, 2020 No. R-5537 “About formation of the special republican commission but preparation of the program of measures for the prevention of delivery and distribution of new type of coronavirus in the Republic of Uzbekistan”.
9. Decree of the President of the Republic of Uzbekistan of March 19, 2020 No. UP-5969 “On priority measures to mitigate the negative impact on the economic sectors of the coronavirus pandemic and global crisis phenomena”.

10. The Washington Post, (2020). IMF envisions a sharp 4.4% drop in global growth for 2020. Retrieved October 15, 2020
(https://www.washingtonpost.com/business/imf-envisions-a-sharp-44%-drop-in-global-growth-for-2020/2020/10/13/694ce556-0d50-11eb-b404-8d1e675ec701_story.html)
11. International Monetary Fund, (2020). *The long, good life. Demographics and economic well-being*. March 2020
12. World Health Organization, (2020). *Global health and aging*. October 2011
13. United Nations, (2020). Ageing. Retrieved October 15, 2020
(<https://www.un.org/en/sections/issues-depth/ageing/index.html>)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00057.4

**THE FIRST COMMENTARY WORK ON HIKOYATS OF RUMI'S
 «MASNAVI-YE MA'NAVI»**

Khamidov Khusrav Sadulloyevich*

*PhD,

Head of Department Uzbek Literature,
 Languages and humanities,

Institute of the Uzbek National Music Art named after Yunus Radjabiy,
 UZBEKISTAN

Email id: khusrav-81@mail.ru

ABSTRACT

The article deals with Mavlono Yokub Charkhiy and his commentary work entitled "Risolayi noiya" (A book about Flute). This work is distinguished with its detailed and meaningful comments. As Yokub Charkhiy was the follower of Hazrat Bahouddin Naqshband, he interprets the symbol of flute based on the ideas of Nakshbandiy tarikat. The article also presents brief information about the author of «Risolayi noiya» for describing a bigger picture about the work. If we consider Kamoluddin Husayn Khorazmi's commentary work "Javohir ul-asror" for «Masnavi-ye ma'navi» written in verse, Youkub Charkhiy's «Risolayi noiya» is thought to be the first commentary work of «Masnavi-ye ma'navi» written in prose. The author wrote comments mainly for three hikoyats, but those selected three are regarded to be famous and rich in meaning. The author proves his opinions by quoting and including stories related to the life of Hazrat Bahouddin Naqshbandin hikoyats entitled "The King and the bondwoman", "Sheikh Daquqi", "Sheikh Muhammad Sarrazi".

KEYWORDS: Youkub Charkhiy, Nakshbandiya, «Masnavi-Ye Ma'navi», Hikoyat, Spirit, Daquqi, Sarrazi.

INTRODUCTION

RESULTS OF THE RESEARCH AND THEIR DISCUSSION

Yokub Charkhiy, who is considered as one of the respected representatives of Nakshbandiy sect was born in 1363 in Charkh village of Afghanistan. There he received his primary education then

went to Gazna to further his studies. His grandfather lived in village Sarraz. Charkhiy talks about his origin in the introduction of Shaykh Muhammad Sarraziy's narrative poem "Risolayi noiya" (A book about Flute) and mentions his name as Yokub bin Usmon bin Mamhmud al-Gaznaviy al-Charkhiy as-Sarraziy[1:1].

Yokub Charkhiy visited city Hirat and Egypt. Later he went to Bukhara to study and on his way back he made his pilgrimage trip to KhodjaBahouddinNakshband by becoming one of his followers. He belongs to 18th row in line of Nakshbandiy sect. After the death of HodjaBahouddinYokubCharkhiy went to Chagoniyon to enrich his knowledge by taking part in the discussions of AlouddinAttor which was mentioned in the chronicles of Doroshukuh "Safinatul-avliyo": "...by being involved in the conversations with AlouddinAttor, he gained experience and enriched his knowledge" [2:80].

All his life hazratCharkhiy followed the views of Bahouddin Nakshbandiy and Alouddin Attoras their ideas became the motto of his life and in his works hazratCharkhiy worships them.

It is worth mentioning that YokubCharkhiy was the follower (murshid) of HodjaAhrorValiy. Khalilulloh Khalilidescribed the first conversation between the teacher and the pupil in the following extract: "When (*XojaAhror*) came to serve *Mavlono*(Yokub Charkhiy), *Mavlono* first showed himself in his angry look with a kind sign that was expressed on his face. Seeing that *KhojaAhror* was not happy with that presence. *Mavlono* did not shake his hand. When *Mavlono*Charkhiy showed his presence differently second time, *HodjaAhror* realized that he was unwilling to shake his hand, but still took his hand. Noticing this behaviour, *Mavlono* said:

– Once my great leader *BahouddinNaqshband* holding my hand, said: "Your hands are our hands, if someone takes your hand, it means that he is taking our hands." By saying this at that time he explained one of the principles of *Nakshbandiy* sect (*tarikati*) [1:116].

Based on the words of Abdurakhmon Jomiy he also used to say that: "Any person, who is coming to see him like *Hodja Abdulloh Ahror*, was supposed to come with fire, oil and candlewick, then he only needed one match" [1:116].

Charkhiy passed away in 1447. His burial is located in the place which is close to Dushanbe (capital city of Tajikistan).

Though there is information about the life of MavlanaYokubCharkhiy in A.Jomiy's «Nafahotul-uns...», Ali Safiy's«Rashahotul-aynul-hayot» and Doroshukuh's «Safinatul-avliyo», the poets do not mention anything about the works of this great poet.

Charkhiy wrote more than 10 works on various topics. Based on the information about Charkhiy works kept in the fund of manuscripts, researcher IbromkhimUsmonov does not say any word about the work "Risolayi noiya" (A book about Flute)[3:140]. However, KhalilullohKhalililists the three works of Charkhiy[1:111-112]. They are –«Tafsiri Charkhi» (Charkhiy's comments), "Risolayi noiya" (A Book about Flute), «Risolayi mukhtasarl fhisbotivujudiavliyovamartabayionho» (A Complete book on the existence of the great men and their respect).Khalilulloh Khalili proves that "Risolayinoiya" (A Book about the Flute) belongs to Mavlono Charkhiyand provides 5 evidences[1:113-114].

«Tafsiri Charkhi» – is more famous than the other works of Charkhiy. The work is translated into Turkish language in the XVI century [3:141]. The followers of Nakshbandiy had written lots

of explanation (tafsir) to the works of Charkhiy. Yokub Charkhiy had explanations for «Fotiha» sura and 67 («Mulk»)– 114 («Nos») – suras, which tells that he selected only short suras. One of the reasons of translating them into Turkish language was dealt with the size of suras, as in the areas of Islam religion majority knew those suras by heart. Besides that, they were written in simple and familiar style to people. «TafsiriCharkhiy» made YokubCharkhiy as the knowledgeable commentator (муфассир) of Koran.

As Charkhiy was one of the followers of Hazrat Bahouddin Naqshbandiy, the teacher of Khoja Ubaydulloh Ahror Valiy. He lived and studied for a short period of time in Bukhara, Chagoniyon. Several research works had been written about his life and works during the last years in Uzbekistan. M.Razzokova's work, KoryogdiJumayev and Ibrokhim Usmonov's[4:112, 5:www.ziyounet.uz, 3:140].articles focus on Mavlonocharkhiy's life and his philosophy of thinking in which authors explore his works from various perspectives. But, still his life and creative works are not explored and analyzed enough.

In his work ParvinNohidiyincludes the conversation between Hazrat Bahouddin Naqshband and Yokub Charkhiy: "After taking permission from the great, wise and respected men to start my activity, I decided to return to my Motherland. One day I was in conversation with Hodja hazrat. *"Please, let me be close to you" –asking him many times with modesty. He asked: "After you dared to leave, why did you come to us?". I said: "I love serving you!" "What is the reason?" – he said. "The reason is that you are the great men and people love and respect you," – I said. "Give another reason, this might be satanic decision." – he said. "there is a veracious hadis that states when the Creator loves one of his creatures, he instils his feeling in his soul," – I said. The great Hodja smiled.He presented me his blessed skullcapas a memory of him"* [6:43].

Yokub Charkhiy expressed the inner human feelings and experiences skillfully. He was very much familiar with the sufi views of J.Rumi. For this reason, in each of his work he makes good use of Rumi's poems in order to prove his opinions. Not only in «Най рисоласи», but in «Tafsiri Charkhi»and «Risolayabdoliya» he successfully uses poems from «Masnavi-ye ma'navi» to support his views along with oyats and hadis. Charkhiy's familiarity with Rumi's «Devonikabir» and «Masnavi-ye ma'navi» is proven in the examples he has provided in his works. In Jomiy's work «Nafahotul-uns...» according to hikoyat by KhojaUbaydulloh, after Yokub Charkhiygot a message, he fainted, and when he regained his consciousness, he recited the following poem by Rumi:

Chu g'ulomi oftobam, hama z-oftob go'yam,

Na shabam, nashabparastam, kihadisikhobgo'yam[7:259].

Meaning: "Am I the slave of the Sun, I speak of the Sun. Am I the night or lover of the night. I speak of my dreams."

"Risolainoiya" – is the work that includes comments and notes for Rumi's «Masnavi-ye ma'navi».KamoliddinHusaynKhorazmiy wrote his notes and comments for«Masnavi-ye ma'navi» before Charkhiy, following the poetic style. YokubCharkhiy's work «Risolayi noiya» is considered to be the first commentary of hikoyats as he provides explanation for each hikoyat. This work plays an important role in the studies of «Masnavi-ye ma'navi». All researchers of «Masnavi-ye ma'navi»address this work. The work «Risolayi noiya» is thought to be the second work of comments of «Masnavi-ye ma'navi» in Khurasan and Maveraunnahr after the work

«Javohir ul-asror...» by Shaikh Kamoliddin Husayn Khorazmiy. According to the author the comments were written by the requests of his several friends. [1:1]. This tells that writing this work is similar to the process of writing «Tafsiri Charkhi» as Charkhiy also wrote «Tafsiri Charkhi» by the requests he had.

The work “A Book about the Flute” includes notes on the beginning of «Masnavi-ye ma’navi» , poem «The King and the bondwoman» (the first notebook), «SheikhDaquqi» (Short novel of Dakukiy) (the third notebook) and «SheikhMuhammad Sarrazi» (the fifth notebook). According to KhalilullohKhalili’s views,the traditions about the universe of OrifNaqshbandiy from Charkh, prove that the flute consists of the human spirit. The work “A Book about the Flute” includes the analysis of figurative and direct meaning of the words from «Masnavi-ye ma’navi»[1:113].KhalilullohKhalilistates that the copy he used during his work was brought to the village Barnobod in Hirat in 1096.[Қарағ: 1:114].

Though the manuscripts of Charkhiy’s other works are kept at the Institute of Oriental Studies named after Abu RaykhonBeruniy, Academy of Uzbekistan Science, there is no any copy of «Risolayi noiya».

In 1336, KhalilullohKhalili published Yokub Charkhiy’s and AbdurahmonJomi’s “Naynoma” works as one book. Yokub Charkhiy’s work consists of 70 pages. There is no information about when he wrote it. The work is written in prose and poetry style in Persian-Tajik language with some texts written in Arabic.

Following the traditions of that period, the author included oyats from Koran, hadis and several citations of famous poets in Arabic language.

The commentator supports his opinions, views by providing examples from poems by Rumi and Hakim Sanoiy when necessary. Some other researchers consider that the verse lines “*To dartalabijavharikoni, koni*”,–which starts rubayi, belong to YokubCharkhiy. It is proven that Yokub Charkhiy was also a talented poet. But, this ability does not explain the view that extracts of poems with no names of the author belong to Charkhiy. It needs to be researched, as we do not have any collection of poems by Charkhiy, and there was tradition to include well known verse without mentioning its author.

The commentary for the introduction of «Masnavi-ye ma’navi»consists of 29 pages. Each comment includes hikoyat, oyat, hadisandpoems that make them easy to understand the meaning of the texts for the reader. Usually the commentator explains the primary meaning of the verse in several words. Moreover, the ideas are expressed laconically and what is understood in the poem is described in details. The work is not written for the ordinary reader audience, but is aimed at writing for the reader audience with high degree of thinking and world view. Severalufi terms can be understood only by people who are familiar with the theory of tarikat.

Some lines from poems that express the main meaning are interpreted in the notes of three epic poems. The author explains the extracts from poems which he considers important for the reader and it does not cause any problem in understanding the message implied in the poems.

There was a purpose of why Чархий started writing comments for «Masnavi-ye ma’navi». Especially writing comments for “Найнама”(Book about Flute) was one of the important issues in that period. For that literary period, Rumi took a new, unusual approach to writing his famous work «Masnavi-ye ma’navi» and this new style of writing of Rumi needed explanation to explain

the meaning of hikoyats. After more than one century in Maveraunnahr and Khurasan, there was no one except Sheikh Kamoliddin Husayn Khorazmi who explained the purpose of the author and the meaning of hikoyats of «Masnavi-ye ma'navi» in written form.

Yokub Charkhiy was Rumi's countryman. If we consider city Balkh of Afghanistan as the place where Rumi was born and spent his childhood, and his motherland, then Charkhiy was one of his first countrymen who started working on notes for «Masnavi-ye ma'navi», that marks it as a historical event. Later, after Charkhiy Abdurahmon Jomi, ShohDoiySherozi, Khusayn Voiz Koshifistarted writing notes for «Masnavi-ye ma'navi» during the same period. Especially Jomiy's book entitled “Найнама” is important from the perspective of literary studies. It is important to state that Yokub Charkhiy and Abdurahmon Jomianalyzed and interpreted the concept of flute based on the requirements Nakshbandiyatarikat.

Hikoyat “Podshohvakanizak” (The King and the young bondwoman) is closely related to «Naynoma» with its idea and meaning. It is a logical continuation of introduction. Every symbol in hikoyat “Podshohvakanizak” express specific meaning in sufi literature. In this hikoyat Yokub Charkhiy considers the healer (doctor) as a perfect human being who is being sent by Allah.

In this hikoyat a young bondwoman, jeweler, king, and spiritual healer have their own status. In its direct meaning it resembles a detective story, but when it is explored deeper, we realize different meaning. This hikoyat focuses on the relationship between a teacher and a pupil. A spiritual healer (doctor) – teacher helps his pupil – a young bondwomen, to relieve her of Jeweler's love. YokubCharkhiy states: *“It is difficult to find Allah's saint man, only by his will we can recognize him: Because Allah prevent him doing ill deeds, and if he does it by mistake, Allah gives him chance to regret.*

But if someone thinks to possess the saint features, he world fails as Bal'am and Barsiso” [1:33].

“Sheikh Daquqi” is considered to be one of the main dastans of the work. It depicts spiritual experiences of Rumi. YokubCharkhiy could deeply understand the issues related Naqshbandiyatarikat. For this reason he could laconically explain the meaning of dastan that was full of symbols. Charkhiy was very much familiar with hikayat “Sheikh Muhammad Sarrazi”. He wrote comments paying attention to all its details and explained it from different perspectives as his grandparent and all relatives lived in Sarraz. This dastan is included in the fifth book with its rich content.

It is unknown where and when the work was written. Charkhiy, who was very much familiar with sufi theory and practice, could have ability to write comments and explain the other dastans of «Masnavi-ye ma'navi». But it seems that there was no need to write complete notes for «Masnavi-ye ma'navi». Besides that, there might have been other issues such as educating people, writing other works, and giving lectures on religion that could prevent him working on «Masnavi-ye ma'navi». In the introduction of «Masnavi-ye ma'navi» Yokub Charkhiy explains the meaning of some verses through other hikoyats and legends, interprets the concept of flute as the symbol of human sincerity.

In the international arena there is still interest in studying the life and creativity of Yokub Charkhiy. In Iran, Tajikistan, Afghanistan, Pakistan, Turkey and other countries translated and published Charkhiy's works in different years that could prove the interest in Charkhiy. Especially, «Risolayi noiya» with the introduction by KhalilullohKhalili was published twice in

Afghanistan. In Pakistan Muhammad Nazir Ronjkho translated the work into Urdu language and published it in 2004 in Lahur. Several years ago in Tajikistan this work was published in Cyrillic alphabet for the readers.

Unfortunately «Risolayi noiya» was not translated into Uzbek language and no article was written.

Majority readers of «Masnavi-ye ma'navi» can only understand the primary meaning of verses. For example:

*Чунки гул рафту гулистон даргузаит,
Нашнави з-он нас зи булбул саргузаит [8:1/29].*

is understood in the following meaning: “*You will not hear any story about nightingale as there is neither flower nor flower gardens.*”

But Yokub Charkhi also wrote about other meanings of that verse: “*The perfect sheikh is similar to flower and his devoted pupil resembles a nightingale. If there is no flower, the nightingale will not sing [1:21].*”

At the beginning of the work he writes about his origin. It tells us that according to the tradition the author information was given not after its end, but at the beginning of the work. This tradition is observed in “Тафсири Чархий”.

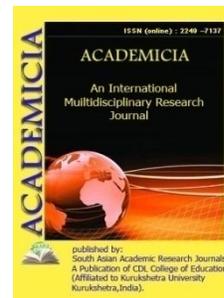
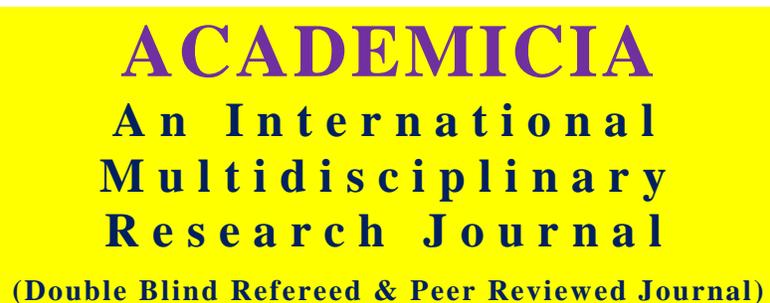
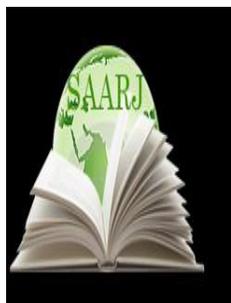
The work is ended with the following two lines of the verse:

Meaning: “*Your kindness is as much as the river water, its one drop is enough for us. If you Almighty clean sinners of their sin, that river will be purified and thus the world*”.

In summary it can be stated that Yokub Charkhi's «Risolayi noiya» is considered to be an important source in the studies of Nakshbandiya tarikat history, theory and practice. Charkhi explains and analyzes the meaning of every verse line and hikoyat through the wisdom and life experience of Khoja Bahouddin. This way the events explain theories of mysticism in the work.

REFERENCES:

1. Maulana Yaqub Charkhi. *میدانی فرسال*. Maulana Jami. *عن فرسال*. Introduction, commentary and commentary by Khalilullah Khalili. - Kabul:
2. *مجدد ارا شكوه*. Ship of the saints. Lithography .
3. Usmonov I. Türkic translation of the tafsir of the Naqshbandi tarikat "Tarjimaitafsiri Charkhi". - Oriental studies. 2013, No. 1-2.
4. Razzova M. Mavlonoyojub Charkhiy. Masulmuharrir M. Kasaniy - T. : "Muharrir". 2013. 112-bet;
5. Koryogdi Jumaev. A worthy student of the great peer. /http://www.ziyonet.uz;
6. Parvin Nahidi. Maulana Yaqub Charkhi Naqshbandi. The Sun of Secrets. First year, winter 2007, number 4
7. Abduraxmoni Ч about m ĩ. Nafaxot ul-uns min Kazarot al-Ouds. Bo tasxexi Muxammad Obidĭ. - Theuron: Ittiloot. 1370.
8. Mavlono Jaloliddin Muhammadi Balkhi. Spiritual Mastery. Based on Nicholson's text and contrasted with other versions. - Tehran: "Zamon", 2001.



DOI: **10.5958/2249-7137.2021.00058.6**

POETRY IN THE FORM OF MUHAMMAS: SIMILARITIES AND DIFFERENCES

Ruziboev Tolibjon Kholmatjonovich*

*Researcher,
Independent Applicant,
State University of Fergana,
UZBEKISTAN

ABSTRACT

The article analyzes the similarity of form and distinctive features of the content and features of verses with five-line stanzas of muhammas, tehmis, tashtir, tardia, which belong to the category of muhammas, a series of musammates in the literature of different peoples.

KEYWORDS: *Poetry, Rhyme, Muhammas, Gazelle, Takhmis, Tashtir, Tardiya, Poetic Form, Poetic Metric Aruz, Muhammas Mutakarrir (Muhammas, The Last Verse Of Which Is Repeated), Muhammas Muzdavij (Muhammas, The Last Verse Of Which Is Not Repeated).*

I. INTRODUCTION

In literary criticism, great attention has always been paid to the study of a number of lyrical forms of Uzbek classical poetry and their stages of development. Today, a deeper study of this problem has become one of the requirements of the time. This is primarily due to the content of form-specific research in the poetry of the independence period. Second, classical poetry, in particular, plays an important role in the study of the evolution of national thinking through the history of literature, which is rich in a number of literary and aesthetic phenomena. Because, «to say that artistic space and artistic time will be the basis of lyrical composition of any work, to say that the remaining elements, such as plot, structure, detail, image, etc., will exist in this space and time»(Thus, the artistic time and the artistic space can be the compositional bases of any work, the other elements as the plot, text forming, details and image exist in the time and space. Supposing there are no time and space, there will not be abovementioned elements) based on the principle that, any poetic form is renewed and changed and perfected over time [2,20]. In particular, muhammas and tahmis, like other classical poetic genres, have gone through a very long stage of historical development. This explains the relevance of the study of these genres.

II. MATERIALS AND METHODS.

The history of the origin of the features of any artistic and aesthetic phenomenon is also reflected in its naming. Therefore, in determining the genesis of the genres of muhammas and tahmis, it is necessary to first think about the terms that describe them. In a number of scientific sources the term «muhammas» is used in relation to a poem, each stanza of which consists of five lines. The word «Muhammas» comes from Arabic (مخمس) and formally combines poetic genres with a five-line stanza and is interpreted as a type of poetic genre belonging to the category of musammat. In particular, Sheikh Ahmad Tarazi wrote in the chapter «Al-nav'u-s-sobeun fil bayanu-l-musammat» of «Funun-ul baloga»: «Musammati muhammas will be five lines. At the end of four lines, rhyme is used, and in the fifth line, the original rhyme is applied.

An example of this would be:

G'amzango'qinaqildisiparhur-uparijon,
 Ko'kahlibo'lurko'rsaqoshingyosiniqurbon,
 La'lingg'amidako'zdinoqarshom-usaharqon,
 Bu javr-u jafo kim qiladur jonima hijron,
 O'lmak bu tiriklikdin o'lubtur manga oson...[21,84]

(Angels and fairies shield their souls to the axis of your flirtations,
 When those in heaven see the bow of your eyebrows, they will be sacrificed,
 Blood flows from my eyes from night to morning thinking of your lips,
 These sufferings put separation into my soul,
 It's easier for me to die than to live like this.)

Alisher Navoi also describes his tehmis as «a pleasant muhammas decorated with five lines» [3,22]. At the beginning of the twentieth century, Abdurauf Fitrat also used the terms muhammas and takhmis without distinction. Speaking about Muhammad, he cites as an example two stanzas of Takhmis, written by Husseini to the gazelle of Alisher Navoi [1.42]. Literary critic Yakubjon Isakov agrees. [10,126-127] He also gives an example of five-line poems such as muhammas-kaside [10,128], muhammas-muvashshah [10,100-101], mulamma-muhammas [10,104-105], tahmis-mustazod [10,125].

In a number of other scientific sources and dictionaries of Uzbek literature, muhammas is recognized as the name of the genre belonging to the category of musammat. [5,221] The National Encyclopedia of Uzbekistan has a similar interpretation. [16,882] An explanatory dictionary of the Uzbek language states that muhammas means «pentagon», «five», «five» in the sense of Arabic geometric shape, as well as an example of classical poetry. [15,656] This term is also referred to in some Tajik sources as «five» (quintuple), and each stanza is composed of five lines. [7,76] It is also interpreted in «Tajik language dictionary» as «beshlik» (five), five corners (panjgosh), five-sided (panjpahlo'). [17,781] In Arabic sources, the term muhammas means a geometric figure, meaning «a figure consisting of five columns», «a geometric figure consisting of five equal sides», as well as a «lifting device». [23,522] In Russian literary criticism, muhammas (tahmis) is translated from Arabic as «brought to five.» [6] Literary critic D.

Yusupova also notes that the takhmis was created on the basis of bringing the stanza of gazelles to five lines. [22,53] In Turkish literature, muhammas is also considered a poem, the stanza of which consists of five lines, tehmis is called: «Its dictionary meaning is «bring to five», «bring to five lines». [24]. In Tajik literary critic, tahmis is interpreted as «the creation of a poem in the form of a muhammas.» [18,342]

Literary critic A. Khodziakhmedov divides muhammas into two types according to their form: muzdavij muhammas (muhammas with a non-repeating last line) and mutakarrir muhammas (muhammas with a repeating last line). [20,75] The scholar does not divide them into such types as tehmis and muhammas. In Uzbek literature, muzdavij says that muhammas are common. Turkish scholar Nihad Sami Banarlı also divides muhammas into these two types and cites the example of Fatih Sultan Mehmed's (Avni) mutakarrir muhammas. [4,208] Nihad Sami Banarlı also speaks of poems in a form similar to muhammas - tahmis and tashtir. Another name is tashtira mutarrafi, which means a black horse with a white line in the middle. In a tashtir of five lines, the middle three are written by another author. [4,209] Nihad Sami Banarlı says that the best example of tashtir is in the book of Nodim (1681–1730) and gives an example of his tashtir written in the ghazal of Izzat Ali Pasha:

Derdin nedir gönül sana bir hâlet olmasun

Bimâr eden bu gûne seni râhat olmasun

Bizden tesettür etme abes külfet olmasun

Bicâ tabibe varmağa biç hâcet olmasun

Sad el-hazer sevdiğin ol âfet olmasun. [4,210]

(What's your problem, heart, let nothing happen

Don't enjoy this day that made you sick

Do not hide yourself from us, lest there be a useless calamity,

So that we do not seek a doctor in vain

Watch out a hundred times so that your beloved does not become a disaster for you)

Nihad Sami Banarlı also gives information about a poem in which each verse is called a five-line tardiya. The difference between tardiyah and muhammas is that tardiyah is written in only one rhyme of aruz. The difference between tardiya and muhammas is that tardiya is written in only one dimension (maf'ulu / mafoiyulu / faulun) of the aruz poetic system. In each stanza of the five-line tardia, four lines rhyme with each other, the last fifth line does not rhyme: (a-a-a-a-b, c-c-c-c-b). The last lines rhyme with each other. [4,186]

Bashkir scholar S. Iskandarova also believes that it originated from muhammas ghazal. She also claims that muhammas are created in five-line stanzas and rhyme according to the following scheme: a-a-a-a-a, b-b-b-b-a ...; or: a-a-a-b-b, c-c-c-b-b. He also says that muhammas are written in two ways. According to him, a few five-line poems are muhammas, and if three lines are added to two lines of a ghazal, it is a tahmis.

She says that in the bashkir poetry of the twentieth century there was also a poem called tashtir. Tashtir is formed by adding two poetic lines between two poetic lines of gazelles. Tashtir rhymes according to the scheme: a-a-b-b, c-c-a-a ...

Ey kaya ul ko'nki bezde shen toroular bar ide

Ber vakitta nindey bezneng kungelle chaklar bar ide

Shad idek, bez shunday shad idek ki hayran kalarlik bar ide

Emme doshmanlarda g'emler ech poshoular bar ide...[9,131]

(Where are the happy days that we had.

We had very happy days.

We were so glad we were surprised

Our enemies have had sad days.)

Thus, the way of constructing a stanza tashtir, where two new poetic lines are inserted between the poetic lines of the *beit* of the gazelle of another author by the poet. [8,342] Another source states: "The origin of the Arabic *musammāt* and its types such as *tahmis* and *tashtir*, both terms have five parts, and the second also means the division of one thing into two, which first appears in Andalusian Spanish literature in Arabic. Most scholars say that the appearance of the *Musammāt*s in Arabic literature began at the end of the ninth century with the emergence of the Andalusian genre «*muwashshahot*» Until then, this form of poetry was foreign to the Arabs. Its founder is the Spanish poet *Mukaddam ibn Mouafa*, who wrote in Arabic". [2,209]. From this point of view, we are convinced that the *tashtir* in Turkish literature also appeared in this way. Only in this, as we saw above, the poetic lines rhyme like in *tahmis*.

Information about *tashtir* can be found in other sources. In Arabic literature, it is said that with *tashtir*, two lines of a gazelle are divided into two parts and one line is added to each, while preserving the rhyme and the size of the verse in the poem of another poet. At the same time, the need to pay attention to the originality of words and meanings is emphasized, will not allow slight subtlety or rudeness in a byte when dividing it into lines, but strive to give more clarity and meaning to the original. [23,472]

According to sources, the origin of the *tashtir* is largely related to the literature of the Mamluk period. *Safiddin al-Hilli* (1278–1349) was one of the most talented poets of the Mamluk period. It is said about him that "... his poems are free from unnecessary embellishments, abstraction and ineffective wordplay. The poet changed the traditional form of the poem, boldly upset their balance, widely used new forms - *tashtir*, *tahmis* and folklore, introduced the forms of *muwashshah*, *kumo* and left his mark on the pages of Arabic poetry as a poet-innovator». [19,56]

Another source on the literature of the Mamluk period claims that since the time of the «*Burda*» of the *Kaaba ibn Zuhair*, the tradition of writing «*Burda*» has become a separate branch of Arabic literature. It is said that the poets of that time wrote in this direction in such poetic forms as *muoraza*, *tazmin*, *tashtir*, *tahmis*, *tasdis*, *tasbi*, *tasmin*, *tatsi* and *tashir*. [14,216] This tradition is widespread among Muslim poets. This fact is confirmed by the fact that «*Anis al-Wahd Taxmis al-Burda*» *Abbas al-Fauzi al-Dagestani* was translated into the Avars language under the name «*Anis al-Wahda bi Tashtir Tarjimat al-Burda*». [13,254]

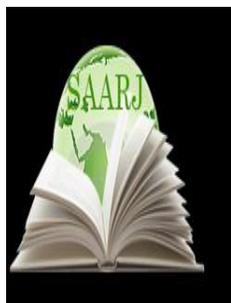
III. CONCLUSIONS.

1. From the above information, we understand that in the poetry of a number of peoples there are poems consisting of five verses, which belong to the category of musammat. The most widespread of these in Uzbek classical poetry is independent muhammas and tahmis.
2. Although in literature poems consisting of five stanzas are interpreted as muhammas, taking into account their formal aspect, their origin is also divided into types such as muhammas, tahmis, tashtir, tardia, which differ in some formal and semantic features.
3. In particular, unlike tahmis, it is possible to write in tashtir in such forms as murabba, muhammas, musaddas, musabba, inserting verses between the verses of the gazelle. And the tardia is written in only one poetic meter of aruz and is distinguished by a unique system of rhymes. It must be admitted that each of them, as a separate genre, occupies a special place in the development of oriental written literature.

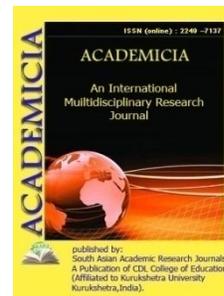
REFERENCES:

1. Abdurauf Fitrat. Literary rules. Selected works in 5 volumes. Volume 4. - Tashkent: Ma'naviyat, 2006. – P. 336.
2. Abdusattarov A. Arabic-Spanish origins of musammat. Scientific-theoretical journal "АХБОРИ ДДҲБСТ" ("News of the Tajik State University of Law, Business and Politics") Series of humanities. October - December №4 (52), 2012, – P. 270.
3. Alisher Navoi. Badoyi' ul-bidoya. a collection of perfect works. 20 vols., 1 vol. - Tashkent: Fan, 1987. – P. 22.
4. Nihad Sami from Banar. Illustrated history of Turkish literature. I. - Istanbul: National education printing house, 1983. – P. 670.
5. Boboev T. Fundamentals of Literary Studies. - Tashkent: Uzbekistan, 2002. – P. 221
6. Great Soviet Encyclopedia. <https://dic.academic.ru/dic.nsf/bse111639/Myxammac>
7. Vohidov A. (compiler) The word and its meaning. - Samarkand, 2019. – P. 76.
8. Zubairova I.G. Literary terminology in the Bashkir language. Dissertation for the degree of candidate of philological sciences. - Ufa: Bashkir State University 8. Zubairova I.G. Literary terminology in the Bashkir language. Dissertation for the degree of candidate of philological sciences. - Ufa: Bashkir State University, 2016. –383 p.
9. Iskandarova S.A. Strophic forms of aruz in Turkic-Bashkir poetry of the early XX century Ural-Altai: through the centuries into the future: Materials of the IV All-Russian scientific conference dedicated to the III World Kurultay of the Bashkirs. - Ufa, 2010. – P 131.
10. Isakov Y. Dictionary of word art. - Tashkent: "Uzbekistan", 2014. – 320 p.
11. Yulchiyev Qahhor Vahobovich. The problems of space and time in literature. EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal, February 2020. – P. 17-20.
12. E.R. Musurmanov. New information about Rahimbobo Mashrab. Monograph. - Samarkand: SamSU, 2015. – 160 p.

13. Osmanova M.N. Kazan Arabic-language old printed book in Dagestan (based on materials from archaeographic expeditions). Religious themes in the Tatar printing of the middle of the 19th century. Scientific notes of the V.I.Vernadsky Crimean Federal University. Series "Philological Sciences". Volume 2 (68), № 3. 2016 г. – P. 254.
14. Sattorov I.Kh. Factors of origin and popularity of Qasidatu-l-burda Al-Busiri. - Dushanbe: Message of the Pedagogical University Publication of the Tajik State Pedagogical University named after Sadridin Aini. – P. 216
15. Annotated dictionary of the Uzbek language. The letter M. - Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan". – Б. 656.
16. 16. National Encyclopedia of Uzbekistan. The letter M. - Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan". www.ziyouz.com library. - P. 882.
17. Culture of the Tajik language. Consists of two volumes. Volume I. - Moscow: Soviet Encyclopedia Publishing House, 1969. – P. 781
18. Culture of the Tajik language. Consists of two volumes. Volume II. - Moscow: Soviet Encyclopedia Publishing House 1969. – P. 342.
19. 19. Xodjaeva R. Literary environment in the Mamluk period. The first collection of Oriental classical philology. Tashkent: Tashkent State Institute of Oriental Studies, 2009. – P. 56.
20. Hojiahmedov A. Dictionary of Classical Art. Literary genres, poetic arts, aruz and rhyme. - Tashkent: New Century, 2008. – P. 240.
21. Sheikh Ahmad Tarazi. Funun ul-baloğa.// Uzbek language and literature. – 2002, № 2. – P. 84.
22. Yusupova D. Uzbek classical and national revival literature (Alisher Navoi period). - Tashkent: Tamaddun, 2016. – P 53.
23. Gibran Masud. Leader. Modern dictionary. Beirut - Lebanon, House of Science for Millions, 1992. - p. 722.
24. <http://www.mehmeteminturkyilmaz.com.tr/i/2011/divan-siirinde-kullanilan-nazim-sekilleri-ve-turleri/>



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00059.8

CRITERIA FOR DETERMINING THE QUALITY OF PUMPKIN FRUITS BY TECHNOLOGICAL PROPERTIES

Umidov Shavkat Ergashevich*; Matnazarov Atajan Seytjanovovich;
 Temurov Temurbek Shuhratugli*****

*Doctor Philosophy of Agricultural Science (PhD),
 Tashkent state Agrarian University,
 Tashkent, UZBEKISTAN
 Email id: umidov_shavkat@mail.ru

**Student,
 Tashkent state Agrarian University,
 UZBEKISTAN

***Student,
 Tashkent state Agrarian University,
 UZBEKISTAN

ABSTRACT

The technological properties of pumpkin fruit are an important indicator and serve as a key factor directing it to storage and processing. The main quality indicators include: the mass of pumpkin fruits, mass fraction and thickness of the pulp.

KEYWORDS: *Pumpkin, Pulp Thickness, Weight, Consistency, Degree Of Tenderness, Technological Indicators.*

INTRODUCTION

Numerous developments have been made in the processing of pumpkin fruits around the world. These studies have been conducted mainly in areas such as pectin secretion in pumpkin fruits, oil extraction in pumpkin seeds, and study of the pharmacological properties of pumpkin. Especially in European countries and China, developments for the extraction of pumpkin seed oil have been widely introduced. However, in these countries the weight of agrobiological and technological characteristics of juicy varieties of squash, their storage, as well as the technology of juice production is not high. Pumpkin cultivation and consumption in Uzbekistan is not as widespread as other vegetables. Its regionalized varieties allow to produce and sell this

commodity in many regions of the country at a level that meets the needs of the population. Little is known about the marketability and nutritional value of different types and varieties of squash grown in different regions, their storage regimes and processing methods by type and variety¹.

The basis of the results obtained for a detailed examination of the indicators that determine the variability of the quality of pumpkin fruits to a certain extent is a complex indicator - a certain level of quality, at the same time the specific indicators of each variety are expressed as a percentage. Using such a method of analyzing the quality of pumpkin varieties, it is possible to observe which indicators are stable during the ontogeny of a particular variety and species, and which are subject to change.

The fruits of the squash are widely used both for consumption in fresh form and for processing. The bulk of the produce is used to process various canned goods on an industrial scale. The mass of pumpkin fruit, the mass fraction and thickness of the flesh are also important for the processing industry as it is consumed fresh. The given indicators also describe the technological features of pumpkin fruits.

Technological properties of pumpkin are determined by the structure of its fruit. Pumpkin fruit - a multi-seeded pseudo-fruit - consists of a shell, flesh and seeds, and has a placenta and seed-filled cavity. The crusty parenchyma above it forms the flesh of the fruit.

Studies have shown that pumpkin fruit consists of 17% peel, 73% flesh and 10% seeds. This figure was found to vary in proportion to species and varieties of squash.

Thus, hard-shelled squash fruits have a thick skin and, consequently, have the highest yields compared to large-fruited squash varieties.

The mass of the fruit and the thickness of the flesh are important technological features. These indicators depend primarily on the type and navigation of the pumpkin, as well as the conditions of cultivation. Large-fruited and thick-skinned varieties are of the greatest importance for both fresh consumption and processing.

TABLE 1. TECHNOLOGICAL COMPOSITION OF PUMPKIN FRUITS STUDIED (2016-2018)

Variety name	Fruit mass, kg	The amount of flesh, %	Flesh thickness, cm	Level of flesh, LF
<i>Cucurbitamaxima Duch.. – cultural type of pumpkin - large-fruited</i>				
Ispanskaya 73	8,20	77,18	5,0-6,0	0,73
MichurinskayaSladkaya 13	3,50	71,33	2,5	0,68
VolzhskayaSeraya 92	13,5	77,26	5,0	0,72
Rossiyanka	4,80	74,05	5,5	0,66
Medovaya	3,45	72,65	3,5-4,5	0,65
Stofuntovaya	10,7	74,69	3,5-4,5	0,68
<i>Cucurbita Pepo L. – cultural type of pumpkin-hardy</i>				

Non kadi	6,20	77,45	4,0	0,68
Shirintoy	5,32	74,15	3,5-4,0	0,64
Biryuchekutskaya 27	4,80	74,18	3,0-3,5	0,64
Kustovayaoranjev aya	2,93	68,91	2,0-3,0	0,61
Mozoleevskaya	7,59	74,27	5,0-6,5	0,66
Vegetable Spaghetti	1,50	70,02	2,0	0,62
<i>Cucurbita moschata – Muscat squash cultural type</i>				
Palov Kadu 268	6,30	78,45	4,0	0,73
Kashgarskaya 1644	4,72	74,15	3,5-4,0	0,66
Korean Pumpkin	2,80	74,18	3,0-3,5	0,64
Vitaminnaya	3,93	68,91	3,0-3,5	0,61
Gapvutradiny (Корея)	4,20	74,27	5,0-6,5	0,68

To describe the structural features of the studied varieties of squash, we selected the most significant indicators in our opinion:

- mass of fruit;
- the amount of meat;
- thickness of meat;
- Level of flesh, (LF).

To determine the ripeness, it is necessary to measure the height and diameter of the fruit and its chamber. Among these indicators, the degree of maturity is one of the indicators that increases the juicing properties. The table above shows the technological composition of squash varieties belonging to three cultural types of squash.

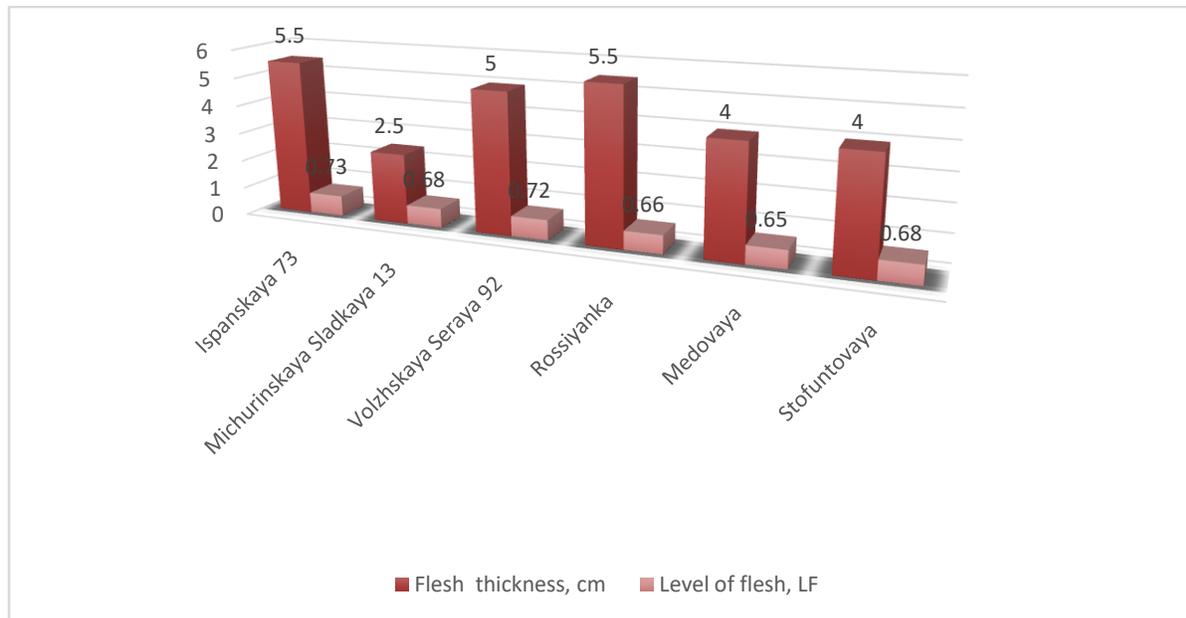


Figure 1. Technological indicators of varieties belonging to the cultivar type of large-fruited squash (2016-2018)

The most important technological indicator that determines the application of pumpkin fruit in the processing industry is the amount of waste: peel and seeds. According to the technical requirements, the amount of losses and waste at all stages of production should be up to 32%. Therefore, the amount of meat should be close to 70%.

In describing the technological properties of the studied varieties, it is expedient to analyze in the section of those groups, which we have identified as organoleptic analysis.

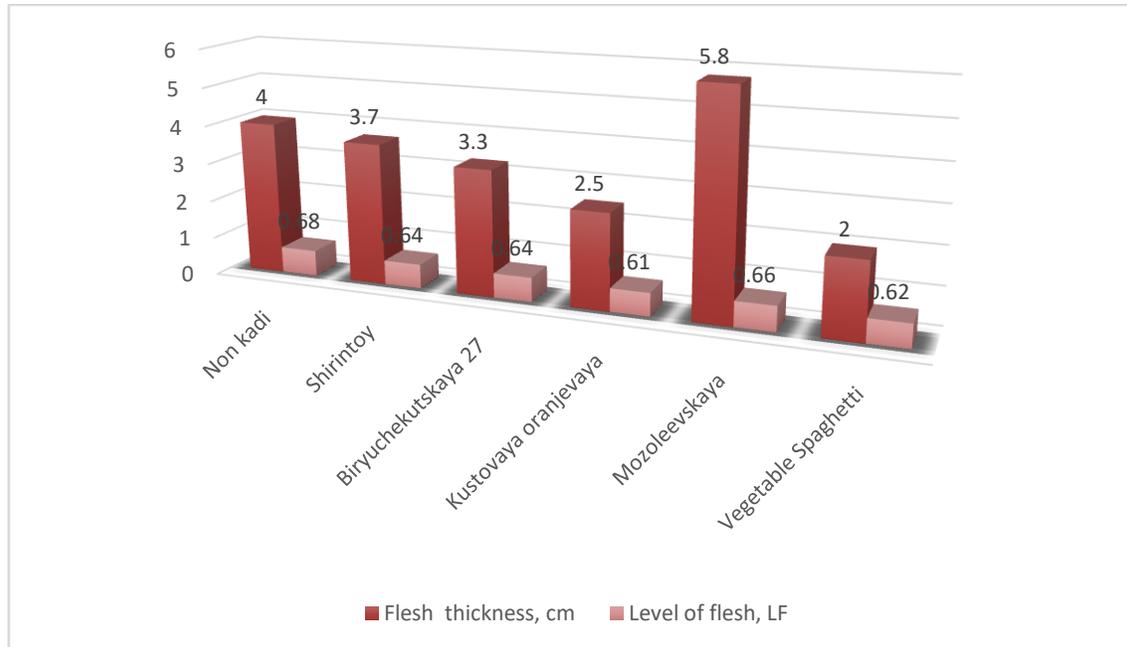
According to Table 1, the meat content of large-fruited squash Ispanskaya 73, Volzhskaya Seraya 92 varieties of the first group of excellent quality level is 77.18, - 77.26% (see Figure 1). In addition to the large fruits in the varieties belonging to the large-fruited squash culture type, it was found that their maturity level is also higher than other species.

Thus, the meat yield in large-fruited squash varieties varies from 65.21% to 79.28%, and in hard-skinned varieties from 68.91% to 76.81%.

Meat yield in the hard-shelled Non kadi variety was 72.45% (see Table 1).

But, Despite the thickest rind due to the highly developed puff pastry layer of the pepo L. varieties, the large-fruited and hard-shelled varieties of squash did not show clear differences in terms of fruit yield (see Figure 2).

When analyzing the varieties belonging to the cultivar type of nutmeg squash (see Fig. 1), out of 5 cultivars in the experiment, 268 cultivars of Palov kadi showed more juicing properties.



All varieties, except Vitamnaya, also had relatively good performance. The meat content of squash was higher than 74% (78% in 268 varieties of pilaf).

Figure 2. Technological indicators of the varieties belonging to the cultivated type of hard-shelled squash (2016-2018)

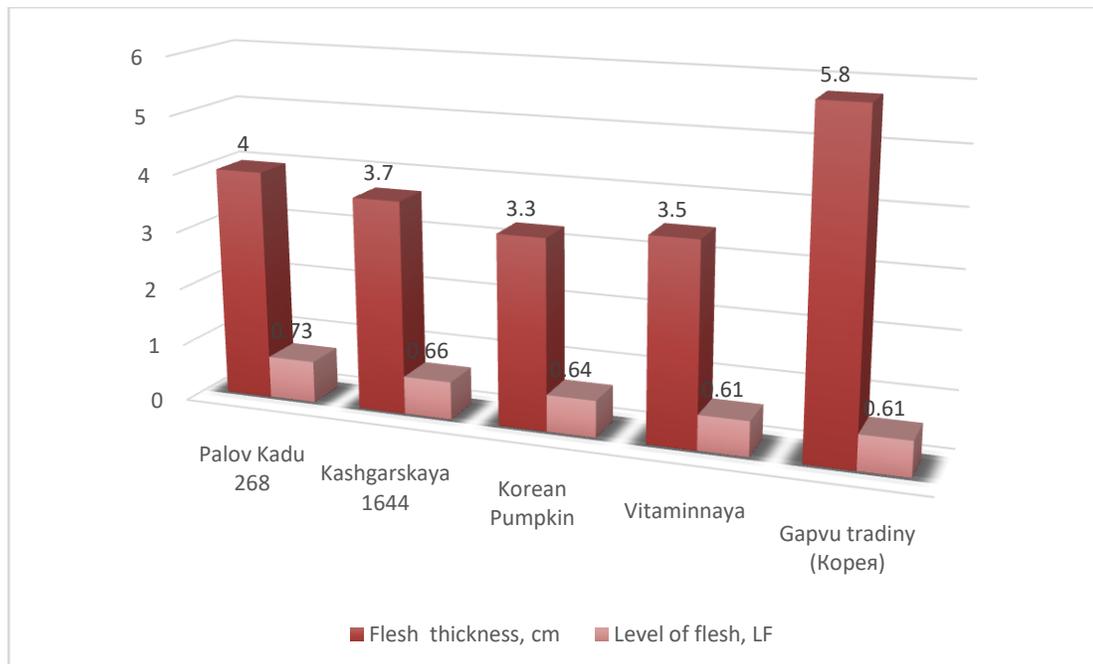


Figure 3. Technological parameters of the cultivars belonging to the cultivated genus Muscat squash/

An important indicator of the quality of fruits and vegetables is the size and size, which in some goods is determined by the mass. Nevertheless, mass is an important indicator characterizing the technological and brand characteristics of squash fruits, where fruits of different sizes and varieties of the same size may have different meat quantities, as well as correspondingly different consumption characteristics.

In our opinion, the thickness of the flesh of the pumpkin is an important indicator that determines both the brand and technological characteristics of the pumpkin. Meatiness is a quantity that is closely related to the thickness of the flesh and characterizes its contribution to the total volume of the fruit. This figure is relative and, in our opinion, most accurately determines the technological advantages of the studied varieties.

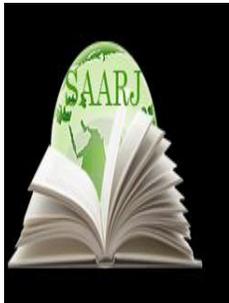
The maturity values of large-fruited squash varieties ranged from 0.54 to 0.89 and were very gypsum-related with the thickness of the flesh ($r = 0.63 \pm 0.13$).

In hard-shelled squash varieties, the carcass values ranged from 0.44–0.82 and were also directly and strongly correlated with the thickness of the flesh ($r = 0.70 \pm 0.14$).

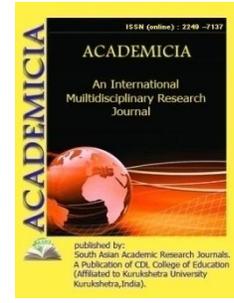
One of the important features of pumpkin fruit is its technological feature, which determines its suitability for processing. Indicators such as "Meat quantity" and "Meat thickness" play an important role. The high content of these indicators increases the level of suitability of fruits for consumption and processing.

LIST OF REFERENCES

1. Mirziyoev Sh.M. PF-4947-son. "On the Strategy of actions for further development of the Republic of Uzbekistan". - Tashkent, February 7, 2017. <http://www.Lex.UZ/2017/1-3-b>.
2. Organoleptic methods otsenok pishchevyx products: Terminology. - M.: Nauka, 1990.-38 p.
3. Polegaev V.I. Method otsenki quality of fruits and vegetables (Metodicheskie razrabotki). M.: - 1978.- 66 p
4. Umidov Sh.E. Selection of juicy squash varieties and technology of obtaining juice from them. // Journal of Agrochemical Protection and Plant Quarantine. - Tashkent, 2019. - № 3. - B.57-58 (06.00.00; № 11).
5. Umidov Sh.E.. Agrobiological and Technological Peculiarities of Juicy Pumpkin Varieties. // International Journal of science and research (IJSR). – India, 2019, – Volume 8, – Issue 11, – P.1227-1231 (№12-Index Copernicus ICV=79.57; №23-SJIF, IF=7.426; №40-Research gate, IF=0,28).
6. Umidov Sh.E., Buriev X.Ch. Recommendations for storage and extraction of juicy squash varieties. - Tashkent, Editorial and Publishing Department of Tashkent State Agrarian University, 2019. - 16 p.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00046.X

APPLICATION OF STATUS PATHS IN THE OPERA "LAYLI AND MAJNUN" BY REYNGOLD GLIER AND TOLIBJON SADIKOV

Muyassarkhon Achildieva*; Bekhzodbek Tursunboyev;**

*Teacher,
 Department "Music education",
 Faculty of "Art studies", Fergana State University,
 UZBEKISTAN

**Student-Composer,
 Faculty of "Art of music",
 Department of "Composing and instrumentation"
 State Conservatory of UZBEKISTAN

ABSTRACT

In this article, a comprehensive overview of the application of status traditions and ways was reflected in the Opera "Laylyand Majnun", belonging to the pen of Geyngold Glier and Tolibjon Sadikov. The article can be useful for researchers in the field of Music Arts. The Opera "Layli and Majnun" is based on the work of Alisher Navoi with the same name. The libretto, which is the basis of the novel-made play by Hurshid, brilliantly showed the intellectuality of the main hero. Since opera is one of the most complex genres in music, it has made it much more difficult for young Uzbek composers. Uzbek demanded to be a nationalist while preserving all the rules of this generous genre.

KEYWORDS: *Symphony, Opera, Folklore, Libretto, Status, Traditional Music, Musical Culture.*

INTRODUCTION

In the Uzbek music industry, it would not be an exaggeration to say that the first half of the 20th century was the period of the construction of a new music culture. During this period, the Uzbek music culture develops traditional music and composer's creativity. The culture of music begins to penetrate into the creative means of European Music. In particular, there are musical societies, creative communities, musical theaters. On the basis of them, new genres begin to

enter the Uzbek music culture. Among these genres, the opera, which is considered a major stage work, is also important.

The peoples of the East, including the Uzbek people, had a rich musical heritage from ancient times. Since that time, two huge layers of our musical heritage, namely the oral creativity of the people (folklore) and a new look at traditional music, begin the process of their collection, recording and application in practice. Young Uzbek composers begin to learn a new musical art, which is completely unfamiliar to them, to create effective in these genres. Opera was also a new genre, which entered the life of the Uzbek people during this period. Since opera is one of the most complex genres in music, it has made it much more difficult for young Uzbek composers. Uzbek demanded to be a nationalist while preserving all the rules of this generous genre. In this regard, young Uzbek composers were very closely assisted by Russian composers. M. Ashrafiy, T. Uzbek composers like Sadikov S.N.Y. Vasilenko, R. They cocreated with Russian composers such as Glier and the first Uzbek operas "storm" (1939), "Ulug' kanal" (1941) (S. Vasilenko, M. Ashrafiy), "LaylivaMajnun "(1940), "Gulsara" (1949) (R.Glier, T.Sadigov) operas were created.

During this period, due to the construction of a new musical culture in Uzbekistan, great attention was paid to the opening of musical theaters. In particular, in 1918-th year in Tashkent the russian opera theater began its activity. In 1929, the Uzbek musical drama theater was opened in Samarkand, and the first Uzbek musical drama began to be staged on its stage. In 1939, the Uzbek musical theater was divided into two theaters. 1 - Uzbek Musical drama Theatre, 2-Uzbek opera Theatre. In 1948 Russian and Uzbek theaters merged,

The opera and Ballet Theater named after Navoi is organized and starts working with the Opera "storm". The goal of the opening of these theaters was to promote through them new genres of musical art among the general public. Uzbek composers appealed to the National Institutes for the purpose of giving their operas a national paint. The symphonic orchestras included a group of Uzbeks, such as a trumpet, drum, dust, circle. Along with this, they have benefited from folk and traditional music as a source of discord.

The genre of opera is one of the genres that still attracts attention today. In the early years of independence, "Uzbek opera is needed?" articles appeared. Unfortunately, now it is possible to observe that both by composers and by listeners, attention to this genre is diminished. Before proceeding to the chosen topic, we find it permissible to mention a number of problems of the Opera. One of the problems facing the opera is the libretto problem. Not a single educational institution does not prepare a librettochi. Many European composites (M. Musorsky, R. Vagner and h. k) they themselves wrote libretto. Some composers, however, wrote libretto to other composers. For Example P.I. His brother M. Tchaikovsky's opera "Pikovayadama" Chaykovsky writes. Everyone knows that the role of libretto in the successful performance of the opera is incomparable.

If the Libretto is not written perfectly in a charismatic way , it sends the whole drama, The essence of the artistic source, changetirib. Unfortunately, such cases are also three in Uzbek operas. For Example: R.Hamraev gave the opera " over the darkness "on the basis of Oybek's novel" kutluggan". The full libretto wrote. In the opera, we can witness that the content of the work has changed. M.Ashrafi's opera "Dilorom" was written on the basis of Kamil Yashin libretto in the work"Sabbayisayyor" by Alisher Navoi. But libretto was included in the game no

events at all. In addition to such shortcomings, among the Uzbek operas, works written perfectly from the libretto side are also numerous. For Example, "Storm" (K.Yashin libretto) and "Layli and Majnun" (Khurshid libretto) operas were the first Uzbek operas, we can say perfect works from the literal side.

Another of the opera problems is the issue of execution. If the music does not have a professionally perfect performance, be it a good libretto, a good tone, the opera will not turn out to be full. Briefly touching on the problems of Opera, we will outline the main goals and objectives of our course work. In this work we will focus on traditional music in the work of Uzbek composers, in particular R.Glier and T.Sadikov named to illuminate the issue of status paths used in the Sadikov opera "Layli and Majnun", we tried to illuminate the process of its implementation at the level of our capabilities on this topic.

As mentioned above, in the creativity of Uzbek composers, two major layers of our musical heritage are equally addressed. And the reason for this was through the show of European music genres, in which they used melodies familiar to the people. In our view, this factor can be understood as the movement of the work to arouse interest in these genres among the general public. When it comes to Uzbek operas, they rely on two layers of our musical heritage, and are used as a feature of folk and traditional music samples. Some of the operas (for example, "Storm") were created only on the basis of folk melodies, while in some they were used only traditional music. (for example, the Opera "Leyli and Majnun"). In some operas, folklore and traditional music were widely used.

We will dwell on them in detail:

Folk songs and the first Uzbek composer at the first Uzbek opera "storm" H. Niyazi's songs were used as a metaphor. In particular, folk songs of Khamza "Working grandfather", "Flower game", "Girya Kazak", "Chamandagul" and "Tanovar" were used.

In addition, in the Opera "Ulugbek" (A.Kozlovsky 1959) one of the folk tunes "rose over the face" was used in the chorus of girls on the IV cardboard.

In the opera "Ulug' kanal" (A.Vasilenko, M.Ashrafi 1949) youth song was created on the basis of the melody "Savti Munojot" Part II.

In the opera "Gulsara" (R.Glier, T. Sadikov 1949) the famous Khorezm song "Feruz", in addition, it can be noted that the tunes from the Segoh status roads were used. The musical language of the image of Abraham is based on the tunes of the status of the Navo.

Opera "Farhod and Shirin" (V.Uspensky, G.Most of the content of Mushel 1941 is based on single numbers, seven Arias of the chief gakhramon Farhod on Fergana-Tashkent status roads. In particular, along with the ways of such status as "Dugoh-Husyan", "Dugoh-2", "Chorgoh", "Miskin-2", "Bayot I", "Suvora", folk songs such as "water kelar step", "Fergana", "young Sun", "Flower game" were used.

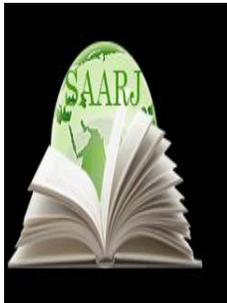
"Tahir and Zuhra" (B.TheBrovsin. T.The characteristic of the Khorezm Queen Mohim in the Opera "Jalilov" is written from the status of "Buzruk" on the basis of "Qashqarchai Mog'ulchai Buzruk". The presented examples demonstrate the effective use of Uzbek traditional music in operas. Having analyzed the first Uzbek operas, we come to such a conclusion that although they are widely used in Shashmakom and especially Fergana-Tashkent

status roads, mkhurojaat to Khorezm status is almost imperceptible. Below is another masterpiece that we used as itibos from traditional music - R.Glier and T.We are talking about Sadigov's opera "Layli and Majnun".

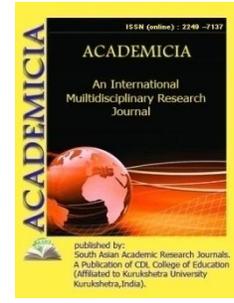
The Opera "Layli and Majnun" is based on the work of Alisher Navoi with the same name. The libretto, which is the basis of the novel-made play by Hurshid, brilliantly showed the intellectuality of the main hero. Before the creation of this opera, a musical theater, then as a musical drama, took place in the hearts of the people. In 1940-th year he begins a new life. The different sides of the opera from the musical drama, The characteristic of the image of the chief qakhramon "Qays" in the musical drama are very different from the image created by Navoi. Tolibjon Sadikov writes in his memoirs: "I always looked with a critical eye at the image of the musical drama "Qays", and in the opera I tried to give this image a characteristic, as in the work of Navoi. But even in the opera, The Musical characteristic of this hero is a the work of Navoi could not be the same.

REFERENCES

1. R.Glier, T.Sodikov. «Layli and Majnun» piano klavirs.
2. «Layli and Majnun» CDdisk.
3. Yan.Pekker. «Uzbek opera» Moskow 1984 y.
4. History of Uzbek musicIvol.Tashkent 1972 y.
5. History of Uzbek musicIIvol.Tashkent 1973 y.
6. IshaqRajabov . «Makoms» Tashkent 2006.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00047.1

**PREPARATION OF E-LEARNING COMPLEX FROM THE
 DEPARTMENT OF ELEMENTARY PARTICLE PHYSICS-THE FACTOR
 OF INCREASING EDUCATIONAL EFFICIENCY**

Davletniyazov Salamat Paluaniyazovich*

*Assistant,
 Nukus State Pedagogical Institute Named After Ajiniyaz,
 UZBEKISTAN
 Email id: s.davletniyazov@ndpi.uz

ABSTRACT

In this article, the development of computer technology-based content of the section "physics of elementary particles", the development of a description of difficult topics to be mastered on the basis of Information Technology, on the basis of which the effectiveness of its teaching is increased. In this sense, the fact that these questions are given from different points of view serves to the full assimilation of subjects. Due to this need, in a short time, educational programs, textbooks and manuals for various stages of the educational system on the subject of physics have been developed and are being created.

KEYWORDS: *Elementary Particle Physics, E-Learning, Science, Communication.*

INTRODUCTION

The development of society the reforms carried out in the field of education in our country are due to the training of mature and highly thought-provoking personnel in accordance with the world standards. This requires both teaching and content to rise to a higher level in terms of style. Such a demand for continuous education system is reflected in the law of the Republic of Uzbekistan "on education" and "National program of training of personnel", reports of the president of the Republic of Uzbekistan in the field of Education.

In this regard, it is necessary to conduct scientific and methodological research, including the creation of a new generation of programs and textbooks, writing manuals. Due to this need, in a short time, educational programs, textbooks and manuals for various stages of the educational system on the subject of physics have been developed and are being created.

MAIN PART

Today, the analysis of curricula, textbooks and manuals created in the field of physics has shown that at different stages of the system of continuous education, low-level aspects of the continuity and continuity of teaching of physics are also considered. At the qualitative stage of the "National Program of training of Personnel", which is being implemented in our republic, it is envisaged that such aspects will be improved qualitatively. In this regard, it will be of great importance to ensure the continuity and continuity of training of the "Elementary particle physics" section of physics at various stages of the continuous education system.

It is known to us that the main goal of teaching physics is, first, to explain the fundamental laws of nature on a scientific basis, to develop the abilities of students to develop a scientific worldview and philosophical reasoning, to formulate ideas about the physical processes that explain the printing of equipment and tools used in technique and living, and secondly, to continue.

In recent years, in this area, data have appeared that make radical changes to the nature of fundamental Interactions, the structure of particles and their views on the concept of "elementary". A new generation of accelerators, which are the main "instruments" of particle physics, has been launched, and as a result, apart from the particles we now know, when we say elementary particles, it has become customary to refer to such types of matter as "Black Matter", "Black Energy" and gravitational waves [1-3]. In addition, radical changes are taking place in the field of nanotechnologies. Such directions as nanophysics, Nano medicine, and Nano chemistry are at the stage of formation. To understand these changes as well as reflect them in our educational system, it will also be necessary to have a good knowledge of the basics of "elementary particle physics".

MATERIAL METHOD

To this end, the improved content of the section "elementary particle physics" was developed [4-5]. In order to carry out this task, the content of this department at various stages of the continuous education system, the state of teaching were studied. On the second hand, the achievements in the field of elementary particle physics of the world scale, as well as the state of education of this department were also thoroughly studied. In order to increase the effectiveness of this department, research work is currently being carried out on its content based on the principle of science communication [5]. At the same time, great work is being done on the creation of the material technical base of the educational system, rapid implementation of information technologies in education both on the scale of the world and our republic. In this regard, the development of computer technology-based content of the Department "elementary particle physics", the development of a description of difficult topics to be mastered on the basis of Information Technology, on the basis of which the increase in the effectiveness of its teaching is also a requirement of the period. In this sense, the creation of the electronic educational complex of the Department "elementary particle physics" is also one of the important tasks on the agenda. Currently, extensive research in this direction is being carried out [6-8].

The e-learning complex of the Department "elementary particle physics", in which many years of research will be created, should consist of the following organizers:

1. Electronic textbook, which includes theoretical knowledge.

2. Electronic textbook with practical knowledge
3. Tests that serve to strengthen theoretical knowledge.
4. A system of tests and questions aimed at self-assessment.

The theoretical information in the first section should contain the content of the topics that are difficult to master on the basis of computer technology and on the basis of the principle of science communication. This position serves to ensure the effectiveness of the assimilation of the section "Physics of elementary particles". [9-10].

Tests that serve to strengthen theoretical knowledge should also ensure that the foundations of particle physics are well reconciled by its learners. In this sense, the fact that these questions are given from different points of view serves to the full assimilation of subjects. Self-assessment tests and questions on this place are also desirable to be structured in different directions, in the cross-section of topics, in the linkage to science and in different perspectives.

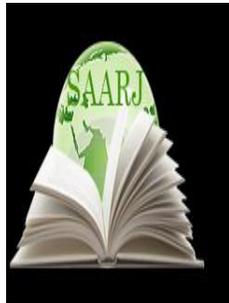
CONCLUSION

In conclusion, the e-learning complex of the Department "elementary particle physics" serves the effectiveness of the assimilation of this department. At the same time, it serves to organize the Independent Education of students, as well as the organization of distance education, which is now one of the urgent tasks. In the process of creating an e-learning complex, its proposed components can be increased in quantity and improved qualitatively.

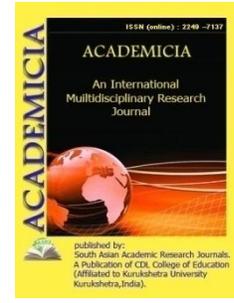
REFERENCES

1. Srednicki M., Spooner N. Dark matter // Phys. Rev. 2002.D66, 1. – P.196-198.
2. Baudis L. Dark matter searches. Proc. of the XXII Int. Symp. "Lepton and Photon Interactions at High Energies". Uppsala University, Sweden, 30 June-5 July, 2005. –P.350-363.
3. Hannestad S. Dark energy and dark matter from cosmological observations. Proc. of the XXII Int. Symp. "Lepton and Photon Interactions at High Energies". Uppsala University, Sweden, 30 June-5 July, 2005. –P.364-376.
4. Mansurova M.No, it's not. Content of elementary particle physics in higher education and its teaching methodology: dis... ped. fanl. to obtain a candidate's academic degree. T. T.: TDPO, 2009. p
5. Nasriddinov K., Davletniyazov S. Teaching of elementary particle physics department on the basis of science // pedagogical education 2011. -№6. - p 43-48
6. Allamberganova M.H. Creation of interactive educational complexes from Informatics and their use in the educational process: dis... ped. fanl. to obtain a candidate's academic degree. T. T.: TDPO, 2012.
7. Zaynutdinova L. H. Creation and application of electronic textbooks. // Astrakhan, LLC "TSNTEP", 2003, p. 364.
8. Mambetniyazov M. T. Possibilities of using web-technologies in the learning process // ACADEMICIA: An International Multidisciplinary Research Journal. 2020. Vol. 10 Issue 5, India., pp 737-740

9. Mambetniyazov M. T. Use of Web 2.0 technologies in organizing the independent learning progress // Theoretical&Applied Science. № 08(88) 2020, Philadelphia, USA., pp 36-38
10. Raspberry E. V., Diakonova V. I. Technology development and the method of using an electronic textbook on a vigorous physics // Educational experiment in education 2011, vol. 1 p. 43-44



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00048.3

EARLY DIAGNOSIS OF RENAL FUNCTION RECOVERY IN WOMEN WITH ACUTE RENAL FAILURE

Toqsonova Dilbar*; Radjabov Ramz**

*Head of the Department,
 Obstetrics and Gynecology N2 of the Abu Ali ibn Sino Bukhara State Medical Institute,
 UZBEKISTAN

**Department of Surgical Resuscitation Anesthesiologist resuscitator,
 Republican Scientific Center of Emergency Medical Care Bukhara Branch,
 UZBEKISTAN

ABSTRACT

The most commonly used methods include hemodialysis daily or every other day, as well as continuous therapy methods (hemofiltration and hemodiafiltration). Renal replacement therapy is initiated in conditions that can be modified as a result of such treatment, and depending on the nature of changes in laboratory results, and not on the basis of strictly defined thresholds for serum creatinine and urea levels.

KEYWORDS: *Metabolic And Clinical Disorders, Metabolite Production, Hypotension*

INTRODUCTION

A cute kidney injury (AKI) is a clinical syndrome, defined (according to KDIGO 2012) as an increase in serum creatinine by ≥ 0.3 mg/dl (26.5 mol/L) for 48 hours, or an increase of ≥ 1.5 mg/dl for the last 7 days, or diuresis < 0.5 ml/kg/h for 6 hours. It is characterized by a wide range of disorders — from a temporary increase in the concentration of biomarkers of kidney damage to severe metabolic and clinical disorders (acute renal failure (AKI) requiring renal replacement therapy.

1. Perennial AKI is a consequence of impaired renal perfusion. Reasons:

1) Reduction of effective circulating blood volume (hypovolemic) — hemorrhage, fluid loss through the gastrointestinal tract (vomiting, diarrhea, surgical drainage), fluid loss through the kidneys (diuretics, osmotic diuresis in diabetes mellitus, adrenal insufficiency), fluid loss into the

third space (acute pancreatitis, peritonitis, extensive trauma, crush syndrome, burns, severe hypoalbuminemia);

2) Low cardiac output — diseases of the myocardium, heart valves and pericardium, cardiac arrhythmia, massive pulmonary embolism, mechanical ventilation of the lungs with positive pressure;

3) Disorders of vascular tone of the kidneys and other vessels — systemic vasodilation (sepsis, hypotension induced by antihypertensive drugs, including drugs that reduce afterload, general anesthesia), selective renal vasoconstriction (hyperkalemia, norepinephrine, epinephrine, cyclosporine, tacrolimus, amphotericin B), cirrhosis of the liver with ascites (hepatorenal syndrome);

4) Renal hypo perfusion with impaired auto regulation-cyclooxygenase inhibitors (NSAIDs), ACE inhibitors (ACE inhibitors), angiotensin receptor blockers (ARBs);

5) Increased blood viscosity syndrome — multiple myeloma, Waldenstrom's macroglobulinemia;

6) Obstruction of the renal vessels (bilateral or single kidney) - occlusion of the renal artery (due to atherosclerosis, thrombosis, embolism, delaminating aneurysm, systemic vacuities), occlusion of the renal vein (due to thrombosis or compression from the outside).

2. Renal AKI (parenchymal) is a consequence of damage to the structures of the kidneys due to inflammatory or non-inflammatory causes.

Reasons:

1) diseases of the glomeruli and small renal vessels — glomerulonephritis, systemic vacuities, thrombotic microangiopathy (hemolytic-uremic syndrome, thrombotic thrombocytopenic purpura), embolism with cholesterol crystals, disseminated intravascular coagulation (DIC), preeclampsia and eclampsia, malignant arterial hypertension, systemic lupus erythematosus, systemic scleroderma (scleroderma renal crisis);

2) Acute renal tubule injury — impaired renal perfusion (prolonged perennial AKI), exogenous toxins (X-ray contrast agents, cyclosporine, antibiotics [e.g. aminoglycosides], chemotherapy [cisplatin], ethylene glycol, methanol, NSAIDs), endogenous toxins (myoglobin, hemoglobin, monoclonal protein, [e.g., light chain secretion gamma globulin in multiple myeloma]);

3) tubulointerstitial nephritis — allergic (beta-lactam antibiotics, sulfonamides, trimethoprim, rifampicin, NSAIDs, diuretics, captopril), bacterial infection (e.g., acute pyelonephritis), viral (e.g., cytomegalovirus) or fungal infection (candidiasis), infiltration of tumor cells (lymphoma, leukemia), granulomas (sarcoidosis), idiopathic;

4) Crystallization inside the tubules (rarely) - uric acid, oxalic acid (a metabolite of ethylene glycol), acyclovir (especially when administered intravenously), methotrexate, sulfonamides, indinavir;

5) Other rare causes-acute cortical kidney necrosis, nephropathy after the use of Chinese herbs, acute phosphate nephropathy, warfarin-induced nephropathy, removal of a single functioning kidney;

6) Acute rejection of the transplanted kidney.

Subjective and objective symptoms of the painful condition that caused AKI usually dominate. Common symptoms of advanced kidney failure are weakness, loss of appetite, nausea and vomiting. Oliguria / anuria develop in $\approx 50\%$ of AKI cases, usually with perennial AKI, renal cortical necrosis, bilateral renal artery embolism or single kidney artery embolism and thrombo-microangiopathy, DIC. Renal AKI may occur with normal or even increased urine output. In the natural course of AKI, 4 periods are allocated:

- 1) Initial — from activation of the harmful factor to kidney damage; duration depends on the cause of AKI, usually from several to 10-20 hours;
- 2) oliguria/anuria — in $\approx 50\%$ of patients, usually lasts 10-14 days;
- 3) Polyuria — after a period of oliguria/anuria for several days, the volume of urine excreted increases rapidly. The duration of the period of polyuria is proportional to the duration of oliguria or anuria, it can last several weeks or even months. During this period, dangerous dehydration and loss of electrolytes, especially potassium and calcium, can easily develop.
- 4) Recovery, i.e. full recovery of kidney function-it takes from a few months to a year. In some patients, AKI is the beginning of chronic kidney disease.

Blood tests:

- 1) Increased creatinine and urea levels — the rate of growth depends on the degree of kidney damage and the rate of metabolite production, which is significantly increased in catabolic conditions. In renal AKI, the daily increase is 44-88 mmol / l (0.5-1.0 mg / dl). A daily increase in creatininemia of more than >176 mmol / L (2 mg/dl) indicates increased catabolism in long-term compression syndrome or sepsis; usually there is severe acidosis and significant hyperkalemia. GFR assessment (e.g. Cockcroft and Gault formulas or MDRD, CKD-EPI) is not suitable. When assessing the dynamics of AKI, the most important thing is to monitor daily changes in creatinine in the blood and the volume of diuresis.
- 2) hyperkalemia-usually occurs in cases of reduced diuresis. May be life-threatening (>6.5 mmol / l). Evaluate the potassium concentration in the context of acid-base balance, since acidosis causes K^+ to escape from the cells.
- 3) Hypocalcaemia and hypophosphatemia are sometimes expressed in rhabdomyolysis;
- 4) Hyperkalemia — in AKI associated with neoplasms (e.g., multiple myeloma);
- 5) hyperuricemia — may indicate gout or tumor lysis syndrome;
- 6) An increase in the activity of CPK and the concentration of myoglobin — with prolonged compression syndrome or rhabdomyolysis (e.g., triggered by statins);
- 7) study of blood gases-metabolic acidosis;
- 8) Anemia is a characteristic feature of CRF, in AKI it can be the result of hemolysis, blood loss, or an underlying disease (e.g., multiple myeloma);
- 9) Thrombocytopenia-occurs in hemolytic-uremic syndrome, thrombotic thrombocytopenic purpura, DIC syndrome.

2. Urinalysis:

- 1) The specific gravity of urine can be more than >1.023 g / ml in prerenal AKI, with renal AKI, isostenuria mainly develops;
- 2) Varying degrees of proteinuria, especially when the cause is inflammation of the kidneys (glomerulonephritis or interstitial nephritis);
- 3) Abnormal components of urine sediment may indicate the cause of AKI:
 - a) Tubular cells, granular cylinders formed from them, and brown pigmented cylinders - in renal AKI;
 - b) dysmorphic or leached red blood cells, or red blood cell cylinders indicate GN;
 - c) The presence of eosinophil in the blood and urine (requires special staining of the drug) - indicates acute tubulointerstitial nephritis;
 - d) leukocyturia with a positive urine culture — may indicate acute pyelonephritis;
 - e) Fresh red blood cells and white blood cells-may be present in post renal AKI.

3. ECG: there may be signs of electrolyte imbalance-hyperkalemia.

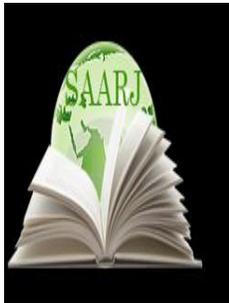
4. Instrumental studies: usually ultrasound of the kidneys (with AKI-the kidneys are usually enlarged) and chest X-ray (can reveal signs of stagnation in the small circle of blood circulation, fluid in the pleural cavities); other studies only when there are specific indications.

5. Kidney biopsy: performed only in the case of an unclear diagnosis or suspicion of GN, systemic vasculitis or acute interstitial nephritis, when the result may affect further treatment.

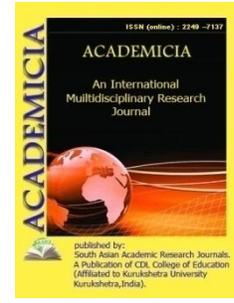
More often occurs during pregnancy, usually at the end of pregnancy-as a result of accidental hemorrhage or premature separation of the placenta, less often as a complication of intrauterine fetal death, sepsis, preeclampsia or amniotic fluid embolism. Triggered by an event is likely to be DIC or severe ischemia of the kidneys. OCNP is manifested by a sudden decrease in diuresis or anuria; often there is hematuria, pain in the lumbar region and hypotension. The presence of a triad of symptoms — anuria, hematuria, and lumbar pain-distinguishes OCNP from other forms of AKI during pregnancy. In the acute phase, imaging studies reveal hypo echoic (ultrasound) or hypotensive (CT) zones in the cortical substance of the kidneys. After 1-2 months. On the overview page, you can see calcification in the cortical substance of the kidneys. In < 40 % of women, partial recovery of renal function occurs, while in other cases, renal replacement therapy is required.

REFERENCES

1. N. Bakuleva RAMS with the All-Russian Conference of Young Scientists, 2009. - p. 142.
2. Vdovin V. A. Frequency of acute renal failure after heart surgery /Vdovin V. A., Bayalieva A. Zh., Taneev T. S. // XII Congress of the Federation of Anesthesiologists and Resuscitators, 2010. - p. 83.
3. Vdovin V. A. Early predictors of acute renal failure in cardiosurgical patients in the preoperative period // Proceedings of the All-Russian conference of certified specialists "Young scientists in Medicine", 2010. - pp. 11-14.
4. Bayalieva A. J. Predictors of acute renal failure in high-risk patients in cardiac surgery / Bayalieva A. J., Vdovin V. A., Taneev T. S. // XVI All-Russian Congress of Cardiovascular Surgeons, 2010. - p. 204.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00072.0

**UNORGANISED BEEDI WORKERS IN INDIA-PROBLEMS,
 GOVERNMENT POLICIES AND SCHEMES: A REVIEW**

Nagaraja. M*; Mahesh Kumar B*

*Assistant Professor
 Department of Commerce
 Dr. P. Dayananda pai & P. Sathish pai Govt,
 First Grade College, Car Street, Mangalore,
 INDIA
 Email id: nagarajullody@gmail.com

*Guest Faculty
 Department of Commerce
 Government P.U College, Gurupura, Mangalore,
 INDIA
 Email id: Mahimaheshvishwakarma@gmail.com.

ABSTRACT

The present study is made an attempt to analyze the specific problems faced by the beedi workers and to examine the legislative and policy frame work and Government Schemes for unorganized women beedi workers in India. Beedi rolling is one of the major unorganized sector activities in India, which employs a large number of women. As per the estimation of the India's Ministry of labour majority of them are home based women workers; creating alternative income and employment opportunities for them. For the study purpose, information is gathered from secondary sources such as research articles, websites, e-journals, other published reports and newspapers, etc.

KEYWORDS: *Unorganized Beedi Workers, Unorganized sector, Legislative and Policy Framework, Employment Opportunities.*

INTRODUCTION

A majority of the workforce in India employed in informal employment. Informal employment comprises not only workers in the unorganized sector but also informal workers in the organized sector (ILO 2015).

Beedi manufacturing is an agro-forestry based, highly labor intensive industry. It employs thousands of people and spread over almost all major states of India. As per the International Labor Organization (ILO), the Indian government estimates, 4.5 million beedi workers in India, majority of who are home based women workers.

There are millions of poor in the country. Majority of them are below poverty line and are socially and economically backward; dependent on beedi rolling, associated with serious occupational health hazards to feed their entire families. The beedi rolling function generally done by women, who have no other means of financial earning. Majority of women beedi rollers are currently facing many health related issues due to continuous contact with tobacco dust and working in unhygienic conditions. Due to beedi rolling is done mostly in small huts with very little ventilation especially in rural areas; the tobacco dust remains in the home affects not only the beedi rollers but also her entire family as well, leading to respiratory problems, head ache, body ache and eye strain. Apart from this, they also face many problems like inadequate wage structure, poor housing facilities, no social security, no minimum wages, and no proper education for their children etc.

LITERATURE REVIEW

This section deals with the analyzing the earlier studies relating to the current topic.

The employers who make fortune from the scale of Beedi and Cigar often turn a blind eye to the plight of the workers i.e. the people who add value to the product. They take advantage of the poverty of the workers, their lack of education and unity, to perpetuate exploitation (Srinivasan & Ilango, 2013). Beedi manufacturing industry in India, is a highly labor-intensive and predominantly it is an unorganized sector. The beedi rolling function is generally done by women and child laborers who have no other means of financial earning (Munjial,). Due to lower education levels child beedi rollers are not aware about the various legislation related to child labour and they are having very low bargaining power. Besides, it is also observed that, majority of child beedi rollers are currently facing many health related issues due to continuous contact with tobacco dust and working in unhygienic conditions. Due to handling of tobacco flakes and inhaling of tobacco dust they are facing the problems like headache, body pain, back strain, spondylitis, swelling of lower limbs etc (Munjial Singh, Amiri & Sabbarwal, 2018). Beedi workers are mostly below poverty line. They are socially and economically backward. The women are able to earn meager income out of beedi rolling. They have to sacrifice their health to a large extent (Selvan & Pon Mabel, 2013). Women who work at home in small huts with very little ventilation the tobacco dust remains in the home where women and their families eat, sleep and spend their entire time. The beedi dust in the air therefore affects not only the beedi rollers but also her entire family too leading to respiratory problems. The other problems associated with beedi rolling are body ache, head ache, and eye strain (Ramakrishnappa, Priya kumar & Vishwanatha, 2014).

RESEARCH GAP

From the analysis of literature review, it is found that the earlier studies were majorly focused on the problems & challenges faced by the beedi workers in India. But, only few studies focused on the specific problems faced by the women beedi workers and also the existing legislative and policy framework for social security and government schemes for the welfare of the unorganized beedi workers in India –in detail. Hence, present paper is intended to study the same.

METHODOLOGY

The present study is based on the secondary data source. The secondary data were collected from various published e-journals, research articles, magazines, websites, published reports, etc.

OBJECTIVES OF THE STUDY

- To identify the problems of unorganized beedi workers in India.
- To study the existing legislative and policy framework and Government Schemes for unorganized beedi workers in India.

PROBLEMS FACED BY UNORGANISED BEEDI WORKERS IN INDIA

It is the unorganized beedi workers, who are often exploited by the beedi industry owners, by taking advantage of their poverty, as it is the main source of income for many poor families living in the rural areas. In fact, they face various problems that force them to go for the work of beedi rolling without second option. The various specific problems that beedi workers usually face are as follows.

- **Poor Housing:** Most of the beedi workers in India are living in a pathetic condition having no a proper house. Majority live in rented small rooms and find it difficult to pay rent .In some parts of rural areas, most of the houses having no electricity, no water and women have to stand in queue to fetch water.
- **Health Problems:** As the majority of women beedi workers belong to poor family; are living in small huts with very little ventilation and are exposed to all the hazards of tobacco .Eventually, end up facing health related issues such as back pain, head ache, rheumatic pains, respiratory diseases like asthma etc. due to continuous contact with tobacco dust and working in unhygienic conditions.
- **Lack of Education:** As per the 2011 census, over 80 percent of the country's young female population (aged 7 to 29) is illiterate and know nothing apart from beedi rolling. As the beedi workers are economically poor; cannot afford education to their children as a result most of the children of these workers remain uneducated.
- **Family Burden:** The burden of the entire family rests on the women since men, who are generally daily laborers, do not get work every day. Hence, in order to financially support family without second option, women and men both do the work of beedi rolling.as it is the easiest way to earn livelihood.
- **No Social Security:** The unregistered beedi workers, having not been issued an ID card of membership of the Beedi Welfare Board by the beedi industry owner are not receiving any benefits that those of the registered beedi workers get.

- **Low Income:** Beedi rolling is the main source of income of the people living in the rural area. They continued to be the lowest paid workers. In beedi rolling industry deductions from wages are quite common on various reasons like rejecting the substandard beedis and not rolling requisite number of beedis.
- **Inadequate Raw Material:** In some parts of India, the supply of tendu leaves is inadequate. Even if supplied; the quality is not that good .Hence, the women would go to the forest for tendu leaves or borrow it from professional beedi lenders at high rates.

LEGISLATIVE AND POLICY FRAMEWORK FOR UNORGANISED BEEDI WORKERS IN INDIA

This section highlights the current legal scenario of laws and policies pertaining to the unorganized beedi workers in India.

1. **Bonded Labor System (Abolition Act), 1976:** This is an act to provide for the abolition of bonded labor system with a view to preventing the economic and physical exploitation of the weaker section of the society. According to this Act, every bonded laborer shall be freed and discharged from any obligation to render any bonded labor. Thus, it protects the children of beedi workers, from being forced into labor when, they are unable to pay a loan.
2. **Beedi and Cigar Workers (Condition of Employment) Act, 1966:** This act meant to regulate factory based workers. It provides for the welfare of the workers in beedi and cigar establishments and to regulate the conditions of their work and provisions are made not only regarding the facilities like canteens, drinking water, latrine, urinals etc. but also it regulates the working hours, rest, leave of the workers.
3. **The Child Labor (Prohibition and Regulation), Act 1986:** This act prohibits employment of a child under 14 years in any employment including as a domestic help. Thus, this restricts the children of beedi workers' participation in beedi making except as family-based work or school –based activities.
4. **Beedi Workers Welfare Fund Act, 1976:** The central government has implemented Beedi Workers Welfare Fund for the benefit of beedi workers. It is meant to provide various welfare benefits such as educational support, health care, drinking water supplies, etc.
5. **Beedi Workers Welfare Cess (Amendment) Act, 1976:** This is an act to Provide for the levy and collection, by way of cess, a duty of excise on manufactured beedis. The cess collected through excise duty of manufactured beedis, is utilised for Beedi workers welfare fund. The beedi workers must have an ID card in order to receive benefits from government fund.
6. **Employees State Insurance, 1948:** It aims to protect employees, against the impact of incidences of sickness, disablement, and death due to employment-related injury. It provides health, medical and cash benefits for employees earning less than rs.3000 per month.
7. **Workmen Compensation Act 1923:** It offers compensation to workers and their dependents in case of injury or accident that may arise out of and in the course of employment resulting in disability or death. This act covers events like death, permanent total disablement, permanent partial disablement, temporary disablement, etc.

8. **Maternity Benefit Act, 1961:** It protects the employment of women during the period of her maternity. She entitles maternity benefit to take care of her child.
9. **Minimum Wages Act, 1948:** It fixes the minimum rates of wages for both time rated work and piece rated work. In beedi making establishments, majority employers have adopted both the systems of payment of wages.

GOVERNMENT SCHEMES FOR UNORGANISED BEEDI WORKERS IN INDIA

This section deals with the various schemes launched by the government of India for the welfare of the unorganized beedi workers in India.

Health Scheme:

1. **Maternity Benefit Scheme:** Under this scheme, the financial assistance of Rs.500/- each to be given to the pregnant women for the first two deliveries. The beneficiary should be above 19 years old and should be belonged to below poverty line family.
2. **The Leprosy Relief Scheme:** It provides facilities for treatment of leprosy by payment of grants-in-aid to those organizations, which provide indoor/outdoor treatment facilities in recognized hospitals. The indoor treatment facilities at a rate of Rs.30/- per patient per day or the rate of the organization, whichever is less. And the outdoor treatment facilities at a rate of Rs.6/-per patient per day or the actual cost of the medicines, whichever is less.
3. **DBT scheme (Nikshay Poshan Yojan) for Tuberculosis Treatment:** Under this scheme, for the treatment of tuberculosis Rs.1000/-in first installment for the first 2 months is expected to disbursed immediately once the treatment started for the patient.
4. **Scheme for the Treatment of Cancer:** Under this scheme, medical facilities will be provided to the beedi workers and their dependents suffering from cancer. To entitle the benefits a beedi worker has to be put in at least 6 months continuous service. Prior approval of the concerned welfare commissioner is essential before beginning the treatment.
5. **Family Planning Operation Scheme:** Under this scheme, a grant of Rs.200/- given to those beedi workers having two children, undergoing family planning operation. This benefit can be availed only once in a life time.

Housing Scheme:

The Revised Integrated Housing Scheme(RIHS)2016, would provide subsidy of Rs.1, 50,000/- (per beneficiary) in three installments in the ratio of 25:60:15 at Rs.37, 500, Rs.90,000 and Rs.22, 500 respectively for construction of house by the beedi worker.

Educational Scheme: In order to provide financial assistance to the children of beedi workers, the government has formulated schemes to grant scholarship under welfare fund .To become eligible for scholarship total income of both the parents of students from all sources should not exceed Rs.10,000/-p.m. including all allowances.Pre-matric scholarship run by the government is to promote the school level of education from class1 to 10 with the help of financial aid thereby, reducing the school drop-out rate. Besides, there is post-matric scholarship to the students from class11 to post-graduation at any government institute.

Social Security Scheme:

1. **Indira Gandhi National Old Age pension Scheme.(Ministry of Rural Development)**This scheme is implemented as part of the National Assistance Program(NSAP) of the Ministry of Rural Development, Government of India. It is a non-contributory scheme and provides a monthly income for citizens or to refugees above 60 years, who have no other source of income.
2. **National Family Benefit Scheme (Ministry of Health and Family Welfare):** This scheme aims to provide a lump sum family benefit of Rs.10, 000/-to the bereaved households in case of the death of the primary breadwinner irrespective of the cause of death. The scheme is applicable to people in the age bracket of 18-64 years.
3. **Janani Suraksha Yojana:** JSY is a centrally sponsored scheme, implemented with the objective of reducing maternal and infant mortality by promoting institutional delivery among pregnant women.
4. **Aam Admi Bima Yojana::**It is a social security scheme providing financial protection to the workers in unorganized sector, as they are highly prone to accidents and illness. Death due to natural causes, Death due to accident, Partial disability or permanent total disability covered under this particular scheme.
5. **Pradhan Mantri Suraksha Bima Yojana:** It is a government backed accident insurance scheme. PMSBY offers a one-year accidental death and disability cover, which can be renewed annually. Under this scheme, the risk coverage available is Rs.2 lakh for accidental death and permanent disability, and Rs.1 lakh for permanent partial disability.

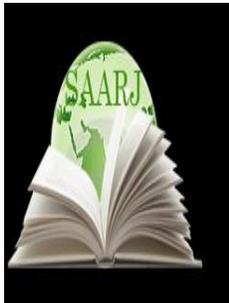
CONCLUSION

Today, beedi workers are facing lots of problems as beedi manufacturers are not getting the work done at their industrial premises and instead home-based workers are carrying out the work of beedi rolling at their homes. The central Government has introduced a number of policies and schemes for the welfare of the unorganized beedi workers in India. However, unfortunately, there is lack of knowledge among people, as most of the beedi workers are illiterate. Due to which, the benefits of various welfare schemes are not reaching everyone especially, home based beedi workers. Therefore, it is essential to create awareness programs pertaining to various government schemes and policies related to the beedi workers; so that maximum people get benefitted and lead a better life ever than before.

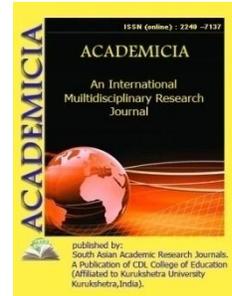
REFERENCES/BIBLIOGRAPHY

1. Srinivasan,S.,&Ilango,P.(2013).Occupational Health Problems Faced by Female Beedi Workers at Khajamalai,Trichy District, Tamil Nadu.International Journal of Scientific and Research Publications,3(2) :2250-3153.
2. Singh, M.M., Amiri, M.&Sabbarwal,S.(2017).Socio-Economic, Health and Working Conditions of Child Beedi Rollers in Beedi Industry .Journal of Social Science,5(1):2329-9150.

3. Selvan,R.,& Pon Mabel, D. (2013). Income and Expenditure Pattern of Women Beedi Workers in Radhapuram Taluk of Tirunelveli District, Tamilnadu, India. *Indian Journal Of Applied Research*, 3(7), 2249-555X.
4. Ramakrishnappa,V.,Kumari,P.M.,&Vishwanatha,(2014).Unorganized Workers in Beedi Industry: A Study on Women Beedi Rollers of Karnataka, India. *InternationalJournal of Social Science*,vol.3,pp.325-334
5. Devi, P. & Thayammal, R.P.I.(2017).Awareness of Women Beedi Workers on Government Schemes Related to the Beedi Workers. *International Journal of Management Research and Review*,7(5):2249-7196
6. Evaluation Studyonthe Implementation of Minimum Wages Act, 1948in Beedi Making Industryin Madhya Pradesh. (2014). [Ebook]. Retrieved 23 January 2021.
7. Law and Schemes for the Welfare of Beedi Workers.
8. [https://www.hdfcergo.com/blogs/health-insurance/what-is-aam-aadmi-bima-yojana-\(aaby\)-what-are-the-features-of-aam-aadmi-bima-yojana](https://www.hdfcergo.com/blogs/health-insurance/what-is-aam-aadmi-bima-yojana-(aaby)-what-are-the-features-of-aam-aadmi-bima-yojana).
9. <https://labour.gov.in/mol/Schemes/SCHEMEOFORTREATMENTOFMI8NEANDBEEDI.html>
10. http://www.rctfi.org?bidirollinindia_3..htm
11. <https://www.bu.edu/sph/news/articles/2020/fading-fingerprints-of-beedi-workers-in-india/>
12. <https://pib.gov.in/newsite/PrintRelease.aspx?relid=148713>
13. <https://securenow.in/insuopedia/what-is-the-workmens-compensation-act/>
14. <https://www.greythr.com/wiki/acts/employees-state-insurance-act1948/>
15. https://m.economictimes.com/wealth/insure/pradhan-mantri-suraksha-bima-yojana-accidental-death-disability-covers-12-p-a/amp_articleshow/54458290.cms
16. <https://vikaspedia.in/schemesall/schemes-for-scenior-citizens/indira-gandi-national-pld-age-pension-scheme>
17. <https://teachersbadi.in/post-metric-scholarships-students-beedi-cine-iomc-Isdm-workers-welfare-fund/>
18. <https://www.getmyuni.com/scholarships/pre-matric-financial-assistance/>
19. <https://en.ganonconnection.com/low-wages-high-health-costs-poor-marginalised-women-beedi-rolling-workers-face-acute-exploitation>
20. <https://mahakamgar.maharashtra.gov.in/Ic-the-beedi-cigar-workers.htm>
21. <https://indiankanoon.org/doc/1539618/>
22. ILO'S Pilot Action Project for Beedi Women Workers in India
23. John,P. Beedi Industry and Welfare of Workers in India: Review of policies and Literature.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00049.5

BACK PAIN IN CHILDREN AND ADOLESCENTS ALGORITHM OF NON-INVASIVE EXAMINATION AND MODERN THERAPY

Khalimova Dilrabo Jalilovna*

*Assistant,

Department of Internal Medicine of Bukhara State,
 Medical Institute named after Abu Ali ibn Sina,
 UZBEKISTAN

Email id: dilrabo.halimova@mail.ru

ABSTRACT

To understand the phenomenon of pain, it is essential to distinguish two types of pain – acute and chronic. The bulk of scientific research and publications, the subject of which is pain, is devoted to a comprehensive study (epidemiology, clinic, diagnosis, treatment) of this pathological condition in adults, while much less attention is paid to the pediatric aspects of this problem. Among pain syndromes, the most common are headaches (up to 42%), neck and back pain (up to 60%). Back pain is a symptom of many diseases of the spine and internal organs. The World Health Organization considers its treatment to be one of the priority tasks.

KEYWORDS: *Dysontogenetic Lesions, Back Pain, Diseases Of The Spine.*

INTRODUCTION

Back pain is a vivid example of pathology, the origins of which often lie in childhood, growing into a serious medical and social problem as the child grows up. Data on the prevalence of back pain in children and adolescents vary in a very wide range (from up to 83%). The range of causes of back pain in childhood is very wide. Back pain can be divided into primary, due to abnormalities of the spine, degenerative-dystrophic and dysontogenetic lesions, and secondary (injuries, arthritis, and visceral pathology, diseases of the genitourinary system, osteoporosis, tumors, and infections). The problem is at the intersection of the interests of doctors of different specialties of neurologists, vertebrologists, orthodontists, rehabilitologists, and chiropractors. Traditionally, neurologists deal with the diagnosis and treatment of back pain in children and adults, as they are the first to encounter this pathology. Complaints of pain in different parts of the back are made by 40-50% of people who have applied to an orthopedist. In adolescents, back

pain is not uncommon and is often benign, due to skeletal muscle etiology. Back pain in children, manifested earlier than 10 years, and appeared even earlier, signals the presence of more alarming congenital anomalies. To assess back pain in children, a complete history should be collected, taking into account psychosocial and cultural aspects. A thorough clinical examination with the use of imaging techniques is necessary. To improve the results of treatment, it is advisable to have a holistic, individual plan for the examination of the child and his parents [2].

It should be noted that among patients aged from 7 years to old age who experience back pain, there are more women. Epidemiological studies have shown that between the ages of 7 and 64, 24% of men and 32% of women suffer from back pain. Of those who go to medical institutions for this reason, the vast majority are observed by general practitioners and only about 5 to 8% by specialists: orthopedists and neurologists. Without dwelling on the main points of medical examination of children and adolescents with back pain, we emphasize the need for a thorough study of motor skills and sensitivity, assessing the strength of specific motor muscle groups and reflexes.

Among the various causes of pain in children in the cervical spine, as well as tension headaches, an important role is assigned to dysfunction of the temporomandibular joint (TMJ) and violation of dental occlusion. These factors explain the ineffectiveness of pain relief drugs in a number of patients, since they cannot correct the balance of the lower jaw, eliminate the root cause of pain and, accordingly, stop it in the TT both in the cervical spine and upper arms, and in the masticatory muscles [1]. In the publication, it is said that it is necessary to create predictive tests for the type of MT to determine the risk of back pain. Imaging techniques are useful when examining a child or adolescent with back pain and can help correct treatment. Back pain occurs in children and adolescents with a frequency of 10 to 60% and is an important risk factor for developing pain in different parts of the spine in adulthood.

Common causes of back pain are non-specific pain or muscle sprain, disc herniation, spondylolisthesis, scoliosis or Scheyerman's kyphosis; less common are tumors, infections, and sickle cell anemia. A study of back pain in children who went to narrow specialists and emergency departments showed that a specific cause of pain is very likely, in which medical care is required. Examination of children and adolescents who went to an outpatient institution for the first time appeared pain, showed that the type of pathology was correctly identified in most cases. The table shows a list of possible diagnoses for back pain in adolescents and children. Back pain is a rare cause of children and adolescents seeking emergency care. The causes of pain syndrome can be: trauma; malformations of various parts of the spine; dysplastic processes; degenerative-dystrophic diseases of the spine; posture anomalies. When back pain in children should be evaluated not only their location, nature, strength, type (acute and chronic, nociceptive and neuropathic), but also the dynamics of pain with age. We should not neglect the assessment of the strength of pain on international scales. The correct choice of the examination algorithm is of great importance for the assessment and subsequent treatment of pain syndrome.

The main requirements for the complex of diagnostic measures are their harmlessness, objectivity, informativeness, accessibility, the ability to quickly examine large groups of children and adolescents in order to identify the pathology of the musculoskeletal system and prevent back pain. Existing methods of diagnosis and treatment, as well as a set of rehabilitation

measures used in the pathology of the spine, which is accompanied by pain in children, do not always allow you to get a quick and lasting therapeutic effect. This is often due to a lack of continuity between the doctor who prescribes the therapy and the medical professionals who make the appointments. At present, there is no concept linking diagnostic and therapeutic approaches in children with pain syndrome in the pathology of the musculoskeletal system. We have set ourselves a number of tasks: to develop a system for diagnosing pain syndrome in children with orthopedic pathology; to study the features of the functional state of the peripheral neuromuscular apparatus in children with pain syndrome and postural disorders using non-invasive methods of examination; to evaluate the effectiveness of botulin toxin type A (BTA) administration in patients with pain syndrome against the background of musculotonic syndrome. In the course of the work, it turned out that without studying the functional state of the dent alveolar system in children, it is impossible to stop a number of pains in the cervical spine. First we applied a variant of the orthopedic examination of children with mandatory assessment customizing system by the method of computer optical topography of the terrain of the human body (method KOMOT 1), and functional status of the TMJ and masticatory muscles (definition of tonus of the masticatory muscles and evidence of potentiation of the pain syndrome by means of the device for electro neuron myography (ENMG) 2.]

The risk of developing these disorders depends on the drug used and possibly genetic causes. The issues of screening and monitoring of metabolic disorders in patients receiving long-term antipsychotic drugs are discussed. Key words: mental diseases, obesity, diabetes mellitus, antipsychotic drugs. Numerous studies indicate a high mortality rate in patients with mental illness.

The most important from a practical point of view for understanding the mechanisms of development of chronic pain is to solve the question of the effectiveness of various methods of therapy. Currently, there are a large number of studies to evaluate the effectiveness of treatment aimed primarily at correcting peripheral sources of pain in patients with chronic back pain. There are a sufficient number of systematic reviews and clinical recommendations for the management of these groups of patients from the standpoint of evidence-based medicine. The results of clearly directed action on the supposed precisely identified source of pain impulses are most indicative of the effectiveness of treatment. From this point of view, the results of the study of the effectiveness of RFD of facet joints, blockades and minimally invasive intradiscal effects are interesting. The often diagnosed "non-specificity" of chronic back pain is a limitation in the evaluation of the effectiveness of treatment. Most studies of the effectiveness of therapy for chronic musculoskeletal pain include patients with chronic pain in the lumbosacral region that is not associated with a potentially dangerous spinal disease (traumatic, inflammatory, tumor, infectious lesion), gross deformities of the spinal column (usually without irradiation below the knee joint), sometimes with some additional inclusion/exclusion criteria.

The problem is also the lack of clear clinical criteria for the diagnosis of the most common suspected causes of chronic back pain. For example, there are no typical clinical characteristics of pain associated with damage to the arch-process joints. The main methods of diagnosis of facet syndrome are blockade of the medial branch of the posterior primary branch of the spinal nerve or intra-articular administration of a local anesthetic. However, diagnostic blockades and evaluation of their effectiveness are often carried out in various ways. At the same time, the results of positive diagnosis of facet syndrome vary from 10 to 90%. So, in one study, the

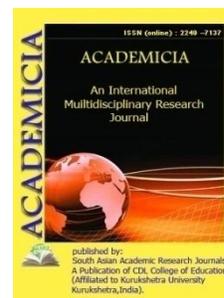
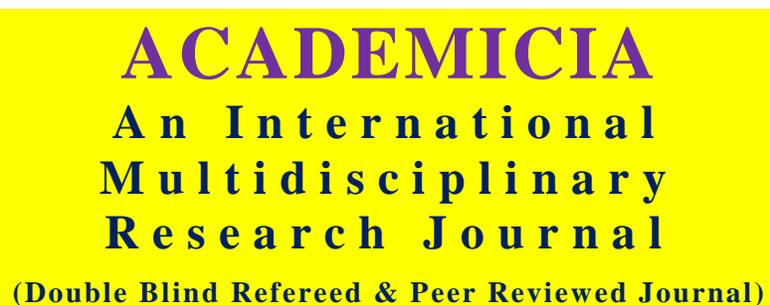
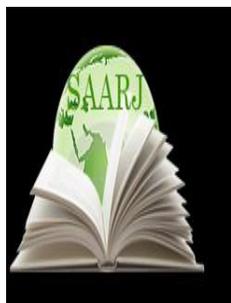
diagnosis of facet syndrome was based on a positive result (within the next hour, the pain decreased by more than 50%) of blocking the medial branch area innervating the facet joint with a small amount of a local anesthetic solution. Based on these criteria, facet syndrome was diagnosed in approximately 31% of patients with chronic lumbar pain. The number of patients who need to be treated in order to reduce the intensity of pain by 50% (NNT) in at least one patient during subsequent RCD was 1.6 (an indicator corresponding to the good effectiveness of the studied treatment method).

Despite the contradictory results of various methods to eliminate local sources of back pain, it can be concluded that minimally invasive interventions on the facet joints and disc are effective, at least in some patients with chronic back pain. This means that the elimination of the peripheral source of pain, at least in some people with chronic pain in the lumbosacral region, leads to a regression of chronic pain syndrome. At the same time, such results can only be attributed to a highly selective sample of patients, and they cannot be extended to the entire population of patients with chronic back pain.

Currently, there is insufficient data that would allow us to fully understand the pathophysiological changes that underlie the formation of chronic back pain. Given the comorbidity of chronic back pain with other chronic pain syndromes, cognitive and affective disorders, the lack of a clear evidence base on the role of peripheral vertebrogenic factors in its formation and maintenance, and the relatively low effectiveness of monotherapy aimed at eliminating peripheral sources of pain impulses, it cannot be excluded that chronic back pain, along with other dysfunctional pain syndromes, is a consequence of somatosensory system dysfunction, in particular, the amplification of the sensation of pain through central mechanisms associated with emotional aspects.

REFERENCES

1. Back Pain: development of diagnostic and treatment algorithms at the level of primary health care in the Republic of Uzbekistan. Authors: KhalimovaDilraboJalilova, DOI: 10.37200 / IJPR / V24I6 / PR260396. Pages: 4132-413
2. Analysis Of Development Of Diagnostic Algorithms In The Healthcare Union Of The Republic Of Uzbekistan. HalimovaDilraboJalilovna. JCR. 2020; 7(5): 848-849
3. Khalimova DilraboJalilovna , "Algorithms For Diagnosing And Treating Back Pain", JournalNX - A Multidisciplinary Peer Reviewed Journal, IOCRITA-2020, ISSN : 2581-4230, Page No. 47-51
4. BabadjanovaZamiraHikmatova, and KhalimovaDilraboZhalelovna. "MODERN PRINCIPLES OF Management OF Patients With LOWER BACK PAIN" Biology and integrative medicine, No. 2 (42), 2020, pp. 24-43.



DOI: **10.5958/2249-7137.2021.00050.1**

IMPORTANT ISSUES CONCERNING THE DEVELOPMENT OF THE EFFICIENT USE OF SOLAR ENERGY

Hamrayeva Zamira Urinbaevna*; **Jiyanboyeva Muattar Zaynidinovna****

*Teacher,
High School Physics,
Jizzakh Region, Jdpi Academician,
UZBEKISTAN

**Teacher
High School Physics,
Syrdarya Region, Gulsu Academician,
UZBEKISTAN

ABSTRACT

In current rapid – developing time along with other spheres, the field solar energy has gained a major role in tackling energy related problems and has set up some prospering plans ahead. As converting solar energy into electricity is efficient in many respects the field much attention to the sphere has been drawn worldwide. In this article important issues of developing the efficient use of solar energy are discussed. Along with the discussion of urgent issues in the sphere the economic and judicial aspects of the matter are highlighted in the article.

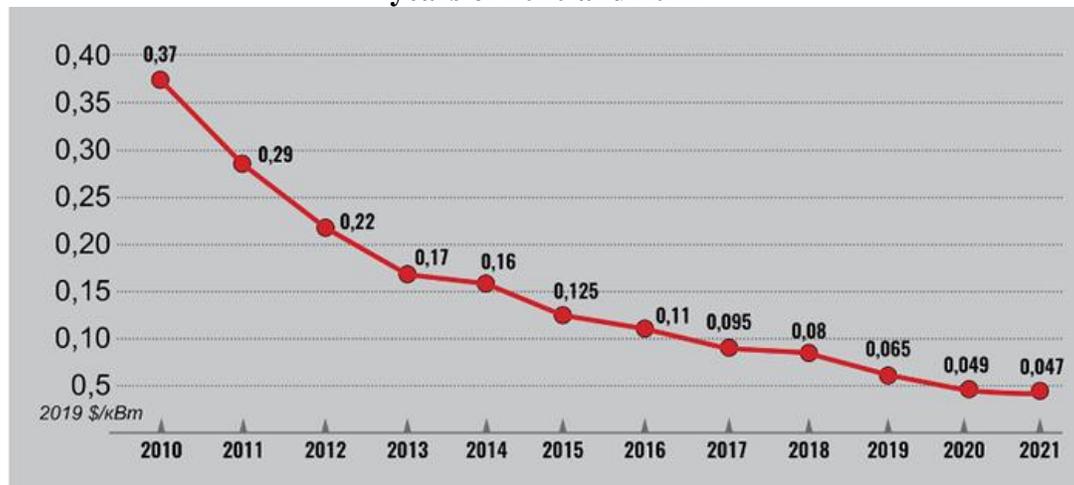
KEYWORDS: *Renewable Resources Of Energy, Solar Energy, Solar Panels, Energy Generation Temperature Coefficient, Degradation Rate.*

INTRODUCTION



During the times of economic crisis, the usage of renewable resources of energy is becoming a commonplace. Interest rate toward unconventional types of energy use is getting affluent. Power generation based on unconventional and renewable Sources of energy is considered to be ecofriendly since they do not release any pollutants into atmosphere. Constant demographic and intellectual growth of mankind make us think deeply about economic and ecologic issues. By 2020 the global population will have reached 9.8 billion people, so it is much likely that by that time mankind will have faced with many new problems. And without any hesitation one of the pressing issues will be the problem of energy supply. Nowadays both its absence and presence presents a series of problems. The former leads to complications of socio-economic issues while the latter will have its negative effects on nature. As the energy transported only in forms of oil or gas the process itself requires a great amount of finance. Apart from effecting national economics the limit of mining industry of energy influences continental geopolitics causing some arguments. Hence, during the last decades of XX century reforms concerning the replacement of traditional sources of energy with renewable ones were started being implemented. Average amount of sun radiation on the Earth is approximately $1.3-1.4 \text{ kVt/m}^2$.without the amount of reflected radiation, the surface of the earth receives the amount of radiation is equal to 1 kVt/m^2 . This amount is 9000 times as much as global need for energy consumption. This is the main reason why the main proportion of energy currently used accounts for renewable energy resources not the conventional ones. According to statistics in 2019 there was additional 248,6gw/t of power generation. And 179 gb/t of the total is made up by renewable sources. It is equal to 72% of the sum of globally produced energy. And 90 percent of that energy accounts for solar energy and wind energy. In particular, the production of solar energy increased by 97gb/t in 2019. Glancing at the evolution of new sources of energy, it is clear that the highest and the fastest growth is observed in solar energy growth trend. The primary reason for this tremendous development of solar energy is due to rentabiliyof devices even in smallest sizes and constant innovations implemented in the sphere.

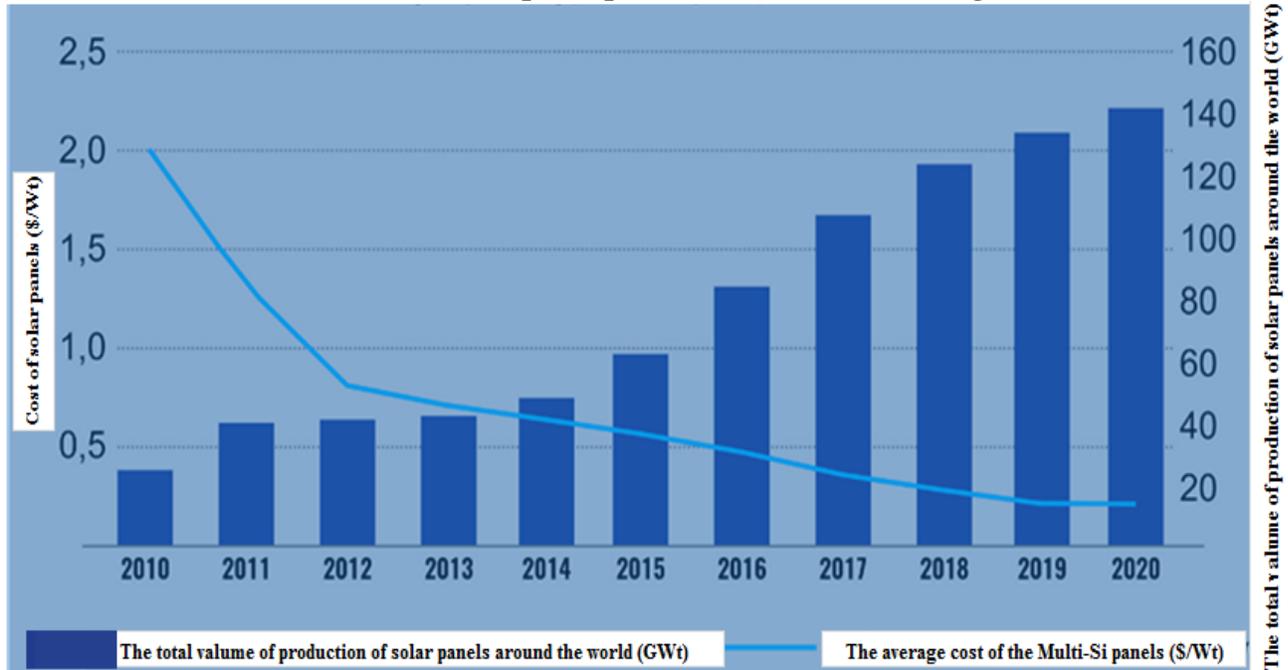
Trend showing the average price of solar energy taken from sun radiation between the years of 2010 and 2021



Current price of solar energy generated in solar power stations is 0,4 US dollars for 1 Kbt which is 14 cents. In case of Uzbekistan this amount is equal to 0.028 US dollars (295 sum 0 tiyin) – 2,8 cents . average cost of solar energy was 0.045 US dollars (4.5 cents) .During last decade the

trend of solar energy costs saw a noticeable decrease and this downward trend has been remaining unchanged. Interestingly, the power stations could keep their ratability even in the price of 0,033 US dollars in 2020.

Overall amount of solar panel production and their average cost



Because of constant innovations in the sphere and the investments that started paying off , the price of panels fallen down to 90 percent and the general capacity of power generation went up to 400 percent.

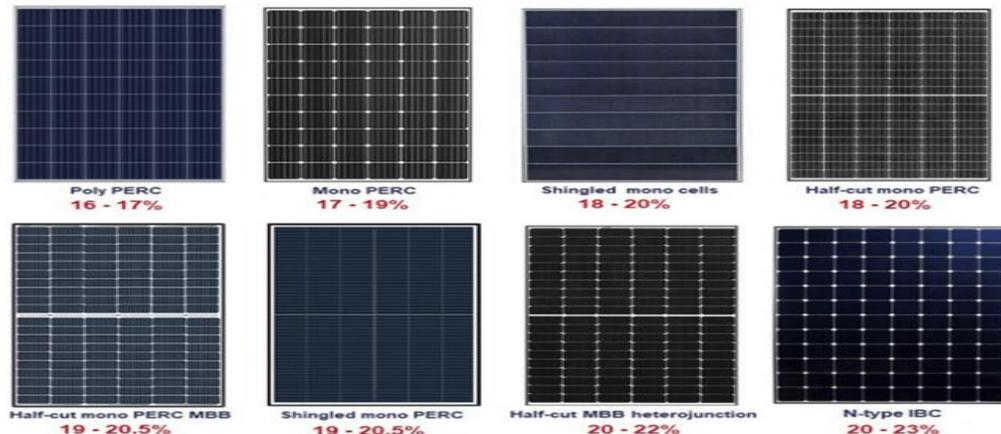
Significant decrease of the cost in this short period of time is assign of a technological advancement. But the laws of conservation in physics should be taken into consideration. According to them several factors influencing the cost can be defined:

- Less efficiency of solar energy and much more expensive cost of raw materials impact on the price of the end product
- Designing, marketing and licensing solar energy production requires a lot more afford than traditional ones. And these soft costs accounts for 15-20 % of the total cost of solar energy generators installed at homes
- The need for individual's integration while designing solar panels can lead to additional expenses. Solar power generators are designed according to architecture of home where the set to be installed. Usually installing the set on the roof or in other places of the home demands additional technical alterations to the set which in return effects on the initial price of the set. If the solar power panels were taken into consideration while constructing houses, the cost of the panel would be much affordable. Nevertheless, the cost of photovoltaic energy production in solar stations could become competitive. Especially, this tendency can be clearly observed in large stations.

In order to get maximum amount of energy sun radiation has to be as perpendicular as possible to the surface of panels. The light which is not absorbed on the surface of panels does not take

part in energy generation. Thus, while applying solar panels on household it is important to rely on professional design and infrastructure of developed countries in the sphere. So we do need well qualified experts of the sphere. Higher education institutions should pay more attention to the inclusion of topics such as design and operation of equipment, power supply in the field of alternative energy. In the future, as the number of specialists expands, the number of solar panels and the quality of their installation will also increase

The efficiency of a solar panel is measured by the percentage value of the amount of solar radiation incident on it that is converted into electricity. When it comes to efficiency, the efficiency of the solar cell and the overall panel efficiency are evaluated separately. This is because the efficiency of solar photovoltaic cells decreases due to the losses in panel configuration and current dissipation after placing them on the panel. Therefore, the efficiency of the overall panel will be lower than that of the individual solar cell. Today, the efficiency of standard solar panels is in the range of 15-20%. In recent years, the increase in efficiency has increased the output power of a standard solar panel from 250 W to 340 W. Depending on the type of solar cell, its efficiency varies. More than 90 percent of the solar cells on the market today are based on silicon



Depending on the type of crystal (mono, poly, multi), structure and other technical and technological solutions, silicon solar cells vary and differ in efficiency. Polycrystalline silicon-based solar panels have an efficiency of 16-17%. Some PERC (passivated emitter rear contact) and SHJ (silicon heterojunction solar cells) solar cells have an efficiency of more than 22%. Unfortunately, due to the similarity in the appearance of solar panels, it is difficult to distinguish the quality of the device at a glance. That's why the consumer doesn't always buy a quality solar panel. It is almost impossible to assess the quality of a solar panel without checking it with special devices. The lack of panels will naturally show up in 5 years. That is, it takes a long time in naturally aggressive (hot, cold) conditions. Over time, the panels reduce their output power under the influence of external conditions, i.e. undergo natural degradation. In the first 2 years, the output power degradation is 2-3 percent, but in subsequent years, the degradation rate decreases sharply and is 0.5-0.7 percent per year. Panels that deviate from these values and have a high rate of degradation are considered poor quality. **Therefore, when buying solar panels, you should ask the manufacturer and seller for a warranty of at least 5 years.**

The effectiveness of solar panels is also affected by the climatic conditions of the location where the panels are located. The manufacturer tests solar panels and panels in a specialized laboratory

before they go on sale. The indicators must meet the established standards of solar panel characteristics. In the real case, the characteristic information provided by the manufacturer differs from the actual value on the ground, which is different from the laboratory conditions. The performance of solar panels depends on the annual distribution of solar radiation intensity, the change in panel efficiency according to this intensity, the annual temperature distribution, the temperature coefficient of the panels, and the rate of degradation over time. The most important factor that directly affects efficiency is the ambient temperature. As the air temperature increases, the efficiency of solar panels decreases. At first glance, the more radiation falls on the panel surface, the more electricity may seem to be generated, but in reality, it is not. **An increase in temperature leads to an increase in the internal resistance of the solar cell.** Temperature causes an increase in the flow of electrons. This leads to an increase in current and a decrease in voltage. But since the voltage drop is greater than the current increase, the total power decreases. Evaluates how much the temperature coefficient of the panels differs from the standard characteristic shown under a given temperature. The temperature coefficient varies depending on the type of solar panels. For example, monocrystalline silicon-based panels at temperatures above 25 ° C - the efficiency decreases by 0.5% at each degree. During the hot days, the efficiency of solar panels doubles, and the amount of electricity generated is reduced by the same amount.

There are two solutions to this problem. First, air circulation should be taken into account when installing solar panels and the panels should not touch each other as much as possible. At the installation location, it is necessary to choose a place that is most suitable for wind paths. It is necessary to pay attention to the carcass materials of the panels. Panels made of materials that conduct heat as well as possible and do not allow local heating should be purchased. The second is to choose panels that are made up of climate-appropriate solar elements. The temperature coefficient varies depending on the type of panels:

- Polycrystalline silicon QE- 0.40 - 0.43% / ° C
- Monocrystalline silicon QE - 0.38 - 0.40% / ° C
- Monocrystalline IBC - 0.30 to 0.32% / ° C
- Monocrystalline SHJ - 0.26 to 0.27% / ° C

The most suitable solar panels for hot climates are panels made of SHJ solar elements. Their temperature coefficient is 1.5-2 times lower than that of conventional silicon elements.

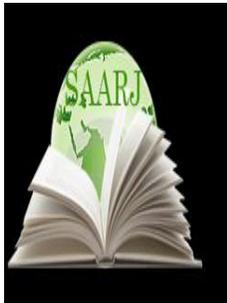
Another problem is the amount of dust. Dusting that occurs as a result of the landing of dust particles on the surface of the panels is one of the main factors that negatively affect efficiency. The dusting characteristics of the panel surface depend on two factors: the nature of the dust and the environment. Dust property refers to the size, shape, weight, particle surface, chemical and biological properties of dust particles. All this affects the accumulation of dust particles on a certain surface. If the dust particle is heavy and the surface is not smooth, there is a high probability that dust will settle and accumulate on the surface, or vice versa. The dust-coated surface absorbs dust better into subsequent layers. When it comes to pollination, the environment must also be taken into account. The location of agricultural works or highways around the location where the panels are installed determines the level of contamination. If there is light wind at this location, the level of pollination will also be high. Strong winds reduce the amount

of dust by dusting surfaces. Therefore, the installation of photoelectric solar panels takes into account the characteristics of the environment and the dust in that environment. Following the recommendations in this regard from experts and the literature, it is recommended to carry out preventive cleaning of the surface of the panels, protecting the surface of the panels with transparent layers of hydrophobic and dust-proof.

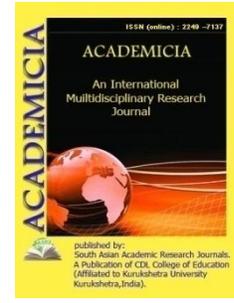
Legitimacy of alternative energy use measures in any country is an important factor for the development of the sector. In this regard, the Presidential Decree No. №PP-4422 "On operational measures to increase energy efficiency, introduction of energy-saving technologies and the development of renewable energy sources" signed on August 22, 2019 and "Energy efficiency of the economy and Resolution No. PQ-4779 of 10.07.2020 "On additional measures to reduce the dependence of the economy on fuel and energy products by attracting available resources." The bottom line is that solar energy has become competitive with traditional energy in terms of the price of energy produced today. There are a number of benefits to installing solar photo panels by individuals. However, due to the large initial investment in autonomous solar systems, the opportunities for individuals to adopt this technology are declining. The lack of specialists is causing these technologies to be insufficiently or incorrectly implemented, which in turn leads to underutilization or misuse of solar photovoltaic systems. The introduction of alternative energy, in particular solar photovoltaic systems, will lead to the formation of a culture of energy saving and the popularization of energy-saving technologies in everyday life.

REFERENCES

1. Resolution of the President of the Republic of Uzbekistan No. PP-4422 of August 22, 2019 "On operational measures to increase energy efficiency in the economy and social sphere, the introduction of energy-saving technologies and the development of renewable energy sources."
2. Resolution No. PP-4779 of 10.07.2020 "On additional measures to increase the energy efficiency of the economy and reduce the dependence of the economy on fuel and energy products by attracting available resources"
3. Khayriddinov B.E., Kholmiraev N.S., Khalimov F.F., Risbaev A.S., Ergashev Sh. X "Fundamentals of using alternative energy sources" Tashkent: "Sparks of literature" 2017 - 422 pages
4. Majidov T. Sh.//Non-conventional and renewable energy sources. Tashkent, 2014. - 177 pages.
5. Lund P. D. Ostman M. B.// Solar Energy. 1995. V. 34. N 4/5. P 351-366
6. <http://minenergy.uz/uz/news/view/851>
7. <http://uzbekistonmet.uz/uz/lists/view/347>
8. <http://em.tiame.uz/uz/article/14-12-3-1>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00051.3

LARGE-SPAN STRUCTURES AND ARCHITECTURAL FORM

Tabibov Abduvoris Latifovich*

*Associate Professor,
 Department of "Design",
 The national Institute of arts and design named after K. Behzod,
 UZBEKISTAN

ABSTRACT

The article analyzes: actual problems of architecture and construction of large-span buildings. The experience of building a stadium in Tashkent is being studied. An overview of the positive qualities of the proposed design solutions from a technological and economic point of view is given. Planar structures include those in which each load-bearing element of the coating operates only in its vertical plane independently of other load-bearing elements

KEYWORDS: *Large-Span Structures, Structures, Trusses, Frames, Arches, Composition, Symmetry, Shells.*

INTRODUCTION

The diversity of forms of social and labor processes, the growing mass participation of their participants, especially characteristic of modern society, increase the need for the construction of large-sized public and industrial buildings

For the overlap of large-sized public and industrial buildings, large-span structural forms have been created-shells, cable-stayed and rod systems, cross-plane (linear) and curved structures, pneumatic structures. The span value is an indicator of the development of design techniques. This Span of 100-300 m became possible only in modern architecture.

As a rule, large-span structures determine the main compositional theme of the structure in connection with the character of the form and its purpose, which often does not know the sharp boundaries between the wall and covering fences.

In large-span structures, the effect of the principle called by P. L. Nervi "resistance of structures in shape" is particularly evident.

The layout of large-span buildings poses a number of problems for the architect. The formation of large-span structures with a complex geometric outline of the coverings differs in certain specifics in comparison with simple geometric forms (cube, pyramid, prism, etc.)

At the same time, not only does the assessment of these forms become more complicated, but it becomes necessary to create new assessment methods, adjust the means of composition, such as, for example, proportioning tectonics, etc. There are structures whose structural forms refute the traditional principle of tectonics (based on the logic of gravity).- Gradual relief of the masses upward. The volumes of buildings placed on light single supports are expanded in an upward direction.

Symmetric constructions of complex spatial forms are specific, representing not only mirror forms, but also other types of geometrically balanced systems (rotary, linear-repeating, mosaic, combined symmetry), as well as filling surfaces and volumes in closed and discrete "packages".

A special sharpness in the composition of large-span structures is acquired by the opening of scale in all its manifestations (a person and a large-span structure: the ratio of the elements of the structure and the whole; large-span structures in the ensemble).

Often, the gigantic size of large-span structures forces us to pay special attention to taking into account the physiology and psychology of their visual perception.

The concept of compactness of form is organic for these structures, which are characterized by the continuity of the construction of the form. It is likely that new patterns and techniques of composition of these structures will appear.

In rationally designed spatial system, the most fully realized unity of architectural and structural forms and achieved solutions that do not meet Taiko functional purpose, but also creates a form of interior space and appearance of the entire structure.

In the construction of large-span coatings, there are two main groups that differ in the conditions of static operation: planar and spatial.

Planar structures include those in which each load-bearing element of the coating operates only in its vertical plane independently of other load-bearing elements. This includes beams, trusses, frames, arches, which are installed with certain, usually the same step and covered with reinforced concrete or other slabs that are not involved in the work of the main load-bearing elements.

Spatial structures include those that operate simultaneously in two or more planes, such as cross-ribbed systems, thin-walled shells and domes, folded coverings, etc. The use of spatial structures allows you to cover large areas without interstitial supports, which reduces the amount of work on the construction of foundations, reduces earthworks, etc.(Figure 1)

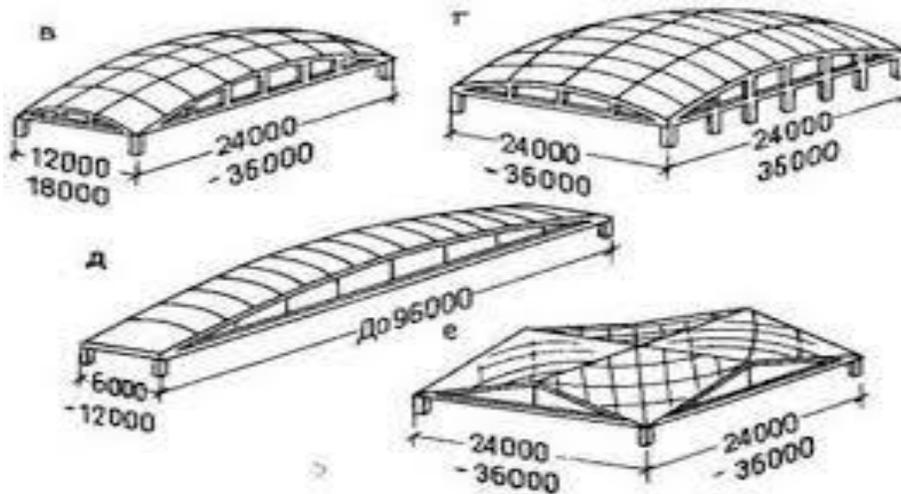


Figure 1 Large-span spatial structures. Shells

In addition to rigid flat and spatial structures, hanging prestressed coverings and pneumatic structures are also widely used in construction.

In high-rise systems, the main load-bearing elements are flexible cables that work on stretching, to which the coating elements are suspended or laid. High-rise systems can be performed flat or spatial. High-rise systems allow you to block spans of very large sizes with minimal consumption of metal and other materials.

Pneumatic structures made of soft synthetic fabrics. Due to their simple installation and ease of transportation, they are very convenient for temporary foam-bearing buildings and structures.

A good illustration of the wide possibilities of modern spatial large-span structures is the Bunyodkor Stadium in Tashkent. Here, new rational forms of hanging spatial coverings, the theory of their calculation, methods and technologies of construction were created, which opened up prospects for the wide application of this class of structures (Fig.1).

The stadium was designed and built by domestic specialists. Local building materials were used (with the exception of special technological equipment). Such well-known companies as "BOSCH" (Germany), "SIS" (Great Britain) took part in the construction and commissioning works. (Figure 2)

Externally, the stadium resembles a wide bowl with a concave edge. This is a visor over the spectator seats, protecting people from rain and sun. It leaves only the field open.

In the design of the stadium, hanging coverings made of light material are accepted. The main advantage of all-standing coatings in comparison with rigid ones is their insignificant weight per 1 m² of the overlapped area and the most economical consumption of the main structural material-metal, which in high-standing coatings works only for dilution.

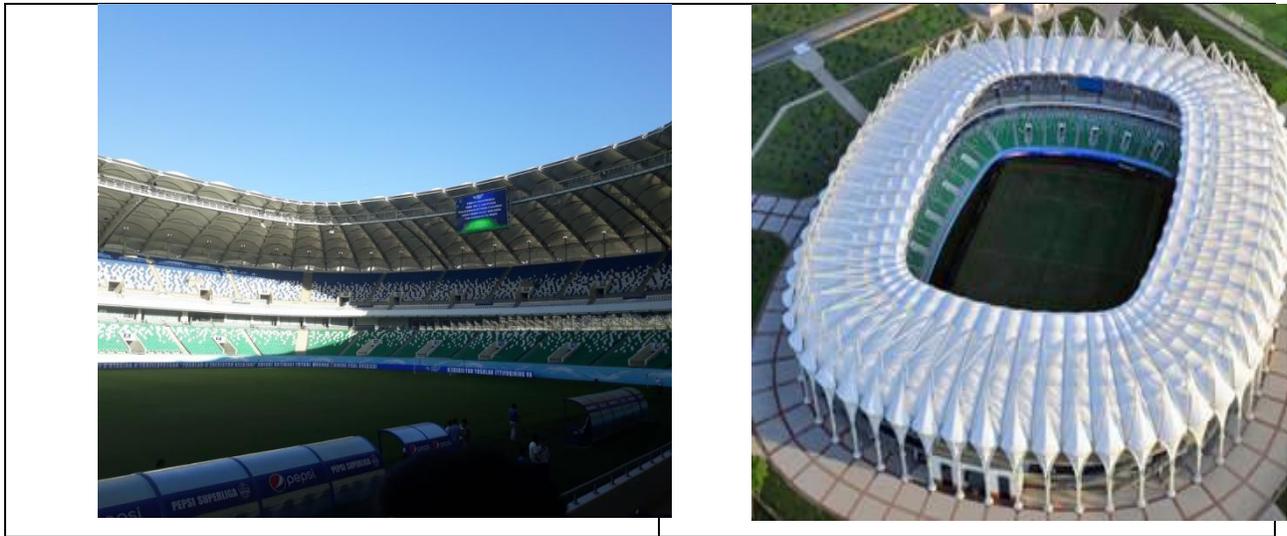


Figure 2 Bunyodkor Stadium»

Design studies and research allowed us to develop a range of unified products based on the experience of using this design on public and industrial buildings, which opens up wide opportunities for forming coatings: obtaining coatings in the form of domes, vaults, folded systems, funnel-shaped shells, in the form of shells, etc. with a span of up to 70-80 m.

It is necessary to emphasize the principal feature of this design — the use of prefabricated elements in statically indeterminate, i.e. in the most profitable systems, which largely determines its economic feasibility.

The author of this publication is convinced that the further development of large-span spatial structures will allow the most effective use of all the possibilities of such structural and technological solutions.

REFERENCES

1. Report This Website M., Abdurakhmanov Yu.I. Seytmamatov M.B. Textbook "typology of public buildings", Tashkent. 2002.
2. Toychiev N.C. Textbook "constructions of civil and industrial buildings" Tashkent. 2006.
3. V. V. Ermolova "Engineering structures" M. 1991.
4. N.M. Ubaydullayev "Typological bases of design of residential and public buildings" T. 2009 y.
5. 5. Salvadori and Heller "Structure in Architecture" New Jersey
6. Herbert Kurth und Aribert Kutschmar "Baustilfibel" Berlin 1984
7. Maklakova T. G. Architecture of civil and industrial buildings. – M.: "Stroyizdat", 1981.
8. Rozhina I. E "Architectural design of public buildings and structures." – M.: stroiizdat, 1985.
9. Tupolev M. S. "Design of civil buildings". – M.: "Architecture-S", 2006.
10. 9. Ermolov, V. V., "Engineering design", Proc. manual, Moscow. 1991.
11. 10. White E., B. Robertson. "Architecture. Forms, structures, details", Textbook, Moscow, 2005.
12. 11. Maklakova T. G. Architecture of civil and industrial buildings. - M.: "Stroyizdat", 1981.
13. 12. Tupolev M. S. "Constructions of civil buildings". - M.: "Architecture-S", 2006.

14. 11. Maklakova T. G. Architecture of civil and industrial buildings. - M.: "Stroiizdat", 1981.

15. 12. Tupolev M. S. "Constructions of civil buildings". - M.: "Architecture-S", 2006. e-mail-mail@vgik.info

16. Internet sites:

17. www.pencil.hm.ru

18. artinst@mail.ru

19. www.msus.org

20. www.alobuild.ru

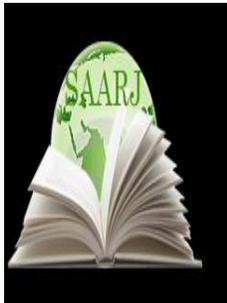
21. www.nopriz.ru

22. www.kurganmetiz.ru

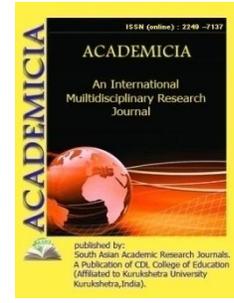
23. www.books.totalarch.com

24. www.gk-drawing.ru

25. www.studme.org



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00052.5

ESSENCE AND CONTENT OF FOLK APPLIED ARTS OF UZBEKISTAN AND CENTRAL ASIA

Rakhimov Otabek Davlatovich*

*Senior Lecturer,
 Department of Fine Arts and Engineering Graphics,
 Faculty of Arts of the Mineral Resources Department,
 UZBEKISTAN

ABSTRACT

Decorative and applied art, as one of the types of fine art, is a specific reflection of reality, a specific form of social consciousness. A common feature inherent in all types of art, including arts and crafts, is the reflection of life in artistic images, that is, an aesthetic reflection of reality. One example is an earthen jug, the shapes and outlines of which are not only convenient for its practical use as a vessel in which food is cooked on fire, but also aesthetically proportional, attractive for its elegance and proportionality. At the same time, it should be emphasized that the beauty of objects of applied art always has certain social characteristics and bears aesthetic characteristics of the time and place of its manufacture, features of national culture and age.

KEYWORDS: *Reflection, Manufacture, Aesthetically*

INTRODUCTION

According to its content, decorative and applied art is an art form, the works of which are objects that have certain artistic and aesthetic properties, but at the same time have a direct practical purpose in everyday life, work or are specially designed to decorate dwellings, architectural structures, streets, squares, parks, etc. In works of decorative and applied art, functional, design features (strength, economy) and aesthetic properties (beauty, artistic image, etc.) are organically merged.

The main functions of arts and crafts are to be a means of knowledge; transform the world; to be an educator of moral and aesthetic ideals, to form the very human personality.

The roots of the origin of decorative and applied arts go back centuries. This is one of the most ancient forms of art. It originated at the dawn of human history, when primitive man, in his

struggle for existence, for the first time making household items necessary for life, put into them not only physical strength, but also spiritual, creative, artistic abilities, that is, he began to "create according to the laws of beauty." However, this art form finally took shape after the separation of crafts into an independent branch of production.

Main part

Folk craftsmen have remained faithful keepers of the wonderful traditions of ancient decorative and applied arts to this day. It is no coincidence that the works created by them serve as a model for the mass production of these products.

In the art history literature, works of decorative and applied art are usually distinguished by the type of products created (furniture, lace, dishes, jewelry, toys, etc.), by the material from which the product is created (art metal, art wood processing, art glass, varnish, porcelain, bronze, ceramics, plaster, stone, etc.), according to the material processing technique (artistic carving, painting, embossing, artistic casting, etc.).

Before considering the role and place of folk decorative and applied art in the system of other types of arts, it is necessary to reveal and substantiate the concept of "Folk decorative and applied art" from the standpoint of the modern day. This is required by the research methodology and the specificity of the system of professional - aesthetic and artistic training of the future teacher of fine arts.

Folk art is a complex and multi-layered art of everyday life. It originated in distant primitive times. Your things you need for everyday life - jugs, dresses, benches, tools, etc. man strove to make them not only the most comfortable and durable, but also to express in them his artistic tastes and striving for beauty. One example is an earthen jug, the shapes and outlines of which are not only convenient for its practical use as a vessel in which food is cooked on fire, but also aesthetically proportional, attractive for its elegance and proportionality. These forms of the jug, its proportions, outlines have been worked out and improved for many centuries. Greek ceramic vases are also remarkable examples of the same ancient folk design. Moreover, depending on the specific functional orientation of a particular purpose, they were of several types: amphora served to store wine in the ground, hydria - to carry water on the shoulder, leclair - to store oil, kilik - to drink from it, etc. Over time, these objects, necessary and convenient in everyday life, in life, began to be decorated - ornaments, drawings, colored stripes, circles were applied to them with paint. And gradually they turned from items simply necessary in everyday life into works of folk art, and at the same time applied art. Until now, we admire the spiritualized beauty of the ceramics of Gijduvan and Rishtan, the gold embroidery art of Bukhara, with love decorated with gold patterns and ornaments, the intricate ligature of patterns of copper-stamped art, snow-white ganch carving, the gold fund of artistic sewing ... painting. Each locality, each traditional center of folk crafts has its own traditional patterns, its own ornaments, its own special objects - its own original fine art. Applied arts are objects that a person meets within everyday life on a daily basis. Applied arts include clothing, furniture, and tableware. In all these objects, beauty and utility are balanced. As a rule, objects of applied art have, in addition to expressive proportions, silhouette, colour colouring, and any decorations.

The beauty of applied art objects has a number of features. In particular, it is related to the use, but at the same time it is aimed not so much at emphasizing and revealing the usefulness of the thing, but at creating a holistic, aesthetically expressive image. At the same time, it should be

emphasized that the beauty of applied art objects always has certain social features and bears aesthetic signs of the time and place of its manufacture, features of national culture and age. Objects of applied art usually reflect the demands of fashion and the fluctuations of public taste generated by various social, aesthetic and many other reasons.

In the decorative arts, beauty is of decisive and paramount importance. In some cases, decorative items have no utilitarian use. Their purpose is different – to decorate the room, to create a colourful, decorative accent in it. These include a table or floor vases, carpets, tapestries, screens, and just beautiful things that serve as objects of decoration.

An artist working in the fields of folk art, unlike an artist working in the field of decorative art, is not free to choose forms, ornaments, ornaments, and materials for his works. He must create in line with the traditions, looking back at the centuries-old artistic canon that has developed among the people, prescribing a certain construction of the ornament, the use of certain materials: wood, stone, metal, bone, ceramics, baked clay, fabric, etc. All this imposes certain laws of creativity, turns it into a genuine folk art-the carrier of the traditions of the artistic worldview of the people, the guardian of their taste.

The beauty of applied art has a number of characteristics. In particular, it is associated with benefits, at the same time, it is aimed not so much at emphasizing and identifying the usefulness of a thing, but at creating a holistic, aesthetically expressive image. At the same time, it should be emphasized that the beauty of objects of applied art always has certain social characteristics and bears aesthetic characteristics of the time and place of its manufacture, features of national culture and age. Applied art objects usually reflect the demands of fashion and fluctuations in public taste, generated by various social, aesthetic and many other reasons.

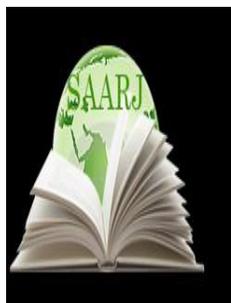
In the decorative arts, beauty is of paramount importance. In some cases, decorative items have no utility. Their purpose is different - in decorating a room, in creating a colorful, decorative accent in it. These include: table or floor vases, carpets, tapestries, screens and simply beautiful things that serve as objects of decoration.

An artist working in the field of folk art, in contrast to an artist working in the field of decorative art, is not free in the choice of forms, decorations, ornament, material for his works. He should create in the mainstream of traditions, looking back at the artistic canon that has developed among the people for centuries, prescribing a certain construction of ornament, the use of certain materials: wood, stone, metal, bone, ceramics, baked clay, fabric, etc. All this imposes certain patterns of creativity, turns it into genuine folk art - the bearer of the traditions of the people's artistic perception of the world, the keeper of their taste.

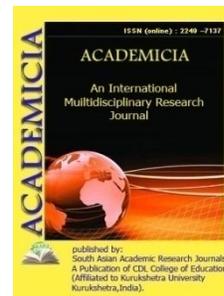
REFERENCES

1. Pekarev L. D. Tutorial 3ds Max 8. - SPb .: BHV. Petersburg, 2006, -432 p.
2. Bakaev Sh. Sh. Creativity of folk craftsmen of Uzbekistan // Young scientist. - 2017. - No. 4. - S. 641-644.
3. Yadgarov ND, Khakimova GA Original art of folk masters of Uzbekistan // Young scientist. - 2018. - No. 15. - S. 272-275.
4. Yadgarov D. Ya. Descriptive geometry (in Uzbek. Language) // Textbook for universities. Tashkent. "Turon-Ikbol", - 2007. – 232 p.

5. Yadgarov D. Ya. Yadgarov Dj // Dj. Nachertatelnaya geometry (in Uzbek). Sbornik zadach po kursu i metodicheskoe ukazanie po vypolneniyu tipichnyx zadach. BuxGU, Bukhara. «Ziè – Rizograf», - 2008, –82 p. Yadgarov D. Ya. Yadgarov Dj // Dj. Nachertatelnaya geometry (in Uzbek). Sbornik zadach po kursu i metodicheskoe ukazanie po vypolneniyu tipichnyx zadach. BuxGU, Bukhara. «Ziè – Rizograf», - 2008, –82 p.
6. Yadgarov Nodir Djalolovich Modeling of three-dimensional geometric figures with the help of the package 3DS MAX // Vestnik nauki i obrazovaniya. 2020. №21-2 (99). URL: <https://cyberleninka.ru/article/n/modelirovanie-trehmernyh-geometricheskih-figur-pri-pomoschi-paketa-3ds-mah> (contact information: 05.01.2021).
7. Yodgorov Nodir Jalolovich and Aminov Akmal Shavkatovich 2020. Options for performing the detail spread applied in drawing using autocad graphics software. International Engineering Journal For Research & Development. 5, CONGRESS (Oct. 2020), 3. DOI:<https://doi.org/10.17605/OSF.IO/WBSZG>.
8. The East and gender in popular culture the visual discourse of the harem in the modern television series. O Popova, F Ochilov, A Danilenko, N Jadgarov - 1st International Scientific Practical Conference" The ..., 2019
9. Yadgarov N., Mamatov D. Brief description of some architectural monuments of bukhara //International Scientific and Practical Conference" Innovative ideas of modern youth in science and education". – 2019. – C. 283-286.
10. N. Dj. Yadgarov, Ph. D. , Associate Professor Bukhara - open-air museum // Oriental Art and Culture. 2019. №IV (1). URL: <https://cyberleninka.ru/article/n/bukhara-open-air-museum> (дата обращения: 05.01.2021).
11. Yadgarov N. D., Yadgarov D. D. Dizayn sozdaniya kompyuternyx animatsionnyx modeley po nachertatelnoy geometrii // Theory and practice of design. - 2012. - №. 1. - C. 197-200.
12. Jadgarov N. D., Jadgarov D. D. Dizayn stvorennaya komp'uternix animatsiynix modeley po narisnoï geometriï // Theory and practice of design. - №. 1. - C. 197-200. Jadgarov N. D., Jadgarov D. D. Dizayn stvorennaya komp'uternix animatsiynix modeley po narisnoï geometriï // Theory and practice of design. - №. 1. - C. 197-200.
13. Tuxsanova V. R., Bakaev Sh. Sh. Ikusstvo zolotogo shitya goroda buxary // Academy. - 2020. - №. 11 (62).
14. Bakaev Sh. Sh., Avezov Sh. N. Development of creative potential of students by means of folk art // European science. - 2020. - №. 4 (53).
15. Shavkatovich A. A., Sharifovna X. N. Development of design skills of high school students //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – C. 5-5.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00053.7

INSPECTION AND MONITORING OF TRANSPORT FACILITIES

Yembergenov Auzmurat Bekmuratovich*; Mekhmonov Mashkhurbek Khusen o'gli**

*Assistant,
 Tashkent State Transport University,
 Tashkent, UZBEKISTAN

**Assistant,
 Tashkent State Transport University,
 Tashkent, UZBEKISTAN

ABSTRACT

The article raises the problems of current maintenance and safe technical operation of bridges over river and sea obstacles, in particular, there is an indivisible link between the lack of periodic inspections of underwater elements of bridges and cases of emergency situations on structures due to the influence of defects and damages of underwater parts of bridges on the entire structure.

KEYWORDS: *Underwater Inspection, Monitoring, Bridge, Bridge Supports, Shore Supports, Quad copter, Drone, Defect, Damage, Drone.*

INTRODUCTION

Transport facilities are an essential element of the infrastructure of cities, regions, and our entire country. Their main task is to ensure the safe functioning of transport communications in difficult urban environments and on road and rail networks connecting settlements [1]. Transport structures include, first of all, bridges for road, rail, combined and pedestrian traffic.

I. EXPERIMENTAL RESEARCHES OF THE BRIDGE

Basically, all experimental research is carried out on models. Bridges and bridge structures are an integral part of the transport infrastructure, providing smooth operational communication and unloading of highways. Monitoring the technical condition is the most promising method for increasing the safety of bridges [2-3]. It allows you to minimize the possibility of their sudden collapse or damage, and makes it possible to optimize the expenditure of funds for the operation and repair of structures. The purpose of automated monitoring is to control negative changes in

the stress-strain state of bridge structures at the construction stage, as well as to take timely measures to prevent their collapse at the stage of operation.

II. RESULTS AND DISCUSSION

The support is the main part of the bridge. In terms of labor input, material consumption and cost of work, they account for 60-70% of the total costs of the bridge.

Bridge piers are an element that absorbs the load from the superstructure and transfers it together with its own weight to the foundation and base.

Supports are divided into 2 groups:

1 - Coastal (abutments);

2 – Intermediate.

Examining bridges with a quad copter is not a new idea, but it is used in few places. The reason for this is damage to the blades of the drone during the examination. An ordinary drone will not be able to climb where the quadro copter will fly due to its shockproof spherical carbon fiber frame [2].



Fig. 1. Checking the bank supports of the bridge.

Checking for cracks, rust and other wear on bridge structures and other infrastructure can be done in the traditional way. Whole groups of specialists move under the bridge structures and manually control the condition of the beams and joints, the presence of damage in them, which can lead to the destruction of the structure under load.

Today, two Tufts University professors are creating a system that includes vibration sensors and four propeller-driven drones to monitor bridge conditions in real time, alerting dispatchers to structural deviations.



Fig. 2. Check for cracks, rust and wear on bridge structures.

Over the years, construction industry professionals at Tufts University have been developing methods for daily inspection of bridge structures. In 2019, they attached 10 sets of accelerometers and temperature sensors to a pedestrian bridge leading to the Tufts campus in Medford, Massachusetts. Every hour data was taken from the sensors and transmitted to a small server located in a secure box near the bridge. By analyzing the vibration pattern, technicians can identify changes in condition that could damage part of the bridge.

A wireless version of the system is currently being developed. However, the authors of the development for some reason declare the ineffectiveness of existing wireless technologies when transmitting over long distances and intend to use unmanned aerial vehicles (drones) to retrieve information from sensors. In addition, drones can take photographs of structures flying under the bridge supports [3-5].

Using a sensor for wireless transmission will drain the battery pretty quickly, says one developer. Therefore, it was decided to use drones to upload information from bridge sensors to the server.

All this sounds like a complication of the solution, but it has a certain potential for operational improvement of the control process. Drones could not only read and download information from each sensor, they could react to the received data and, if necessary, collect additional information in the field of the sensor with warning information, for further analysis by civil engineers.



Fig. 3. Drones are being diagnosed under the bridge.

Working under the bridge can be a problem for the navigation system of drones, as they will at times be unable to communicate with the GPS system and will move blindly. Instead of relying on GPS, robots could navigate by QR codes placed next to sensors that would function as markers on a map, guiding the drone towards the next marker. This navigation technology is already being demonstrated in a laboratory [6].

Since factors such as strong winds and limited visibility can complicate navigation under bridges, drones are expected to be used in groups. Working together, multiple robots can check positions and check the accuracy of the flight path.

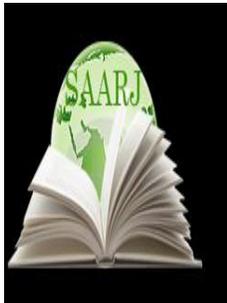
CONCLUSION

Thus, the monitoring system allows:

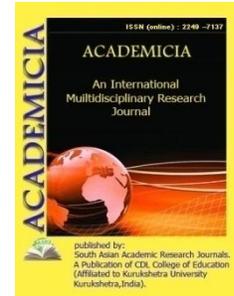
- 1) to reduce costs during the operation of bridge structures, because after the installation of the monitoring system, periodic surveys are not required;
- 2) To improve the conditions for safe traffic on the bridge, due to continuous monitoring and the possibility of instant notification of the staff of the bridge operation and rapid response services about a possible potentially dangerous situation.

REFERENCES

1. Ovchinnikov I. I., Ovchinnikov G. I., Shein A. A., Gruzinski V. G., Vdovin K. M. features of the underwater survey of transportation facilities. Damages of underwater part of transport constructions // Internet-journal "Naukovedenie", 2013 No. 6 (19) [Electronic resource] - M.: Naukovedenie, 2013 access Mode: <http://naukovedenie.ru/PDF/49TVN613.pdf>, free. The title. from the screen. - Lang. fair-haired., eng.
2. Daniel G. Stromberg New advances in underwater inspection technologies for railway bridges over water / Daniel G. Stromberg, Collins Engineers, Inc., 2011, Chicago, Illinois, USA, P. 29
3. Boyko A. Areas of application of drones [Electronic data]. – Mode of access: <http://robotrends.ru/robopeia/oblasti-primeneniya-bespilotnikov>.
4. Patent of Japan No. 3401. Insulation device between the embankment and the ballast. O. Honori, S. Isnaki. Publishing 27.01.71
5. Bykhovskiy V.A. Engineering analysis of the effects of earthquakes in Japan and the USA. Transport construction abroad M-GSI. 1961 .p. 20-44.
6. Recommendations for the design of roadbed in difficult engineering and geological conditions. M. TsNIIS, 1974-260.p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00054.9

PLANNING OF MULTI-STAGE PRODUCTION SYSTEMS WITH INTERCHANGEABLE EQUIPMENT

Zaynobuddin Ulugbekovich Ortikov*; Arabboyev Arofiddin Xusniddinovich;**

*PhD Student,
 Andijan State University,
 UZBEKISTAN
 Email id: ortiqov1985@bk.ru

**Teacher,
 IT Department, Andijan State University,
 UZBEKISTAN

ABSTRACT

The multi-stage tasks of scheduling the process of manufacturing complex products are considered. Optimization criteria take into account equipment changeovers, penalties for violations of the product manufacturing deadlines, and transaction costs. A general mathematical model is constructed, within the framework of which scheduling problems are posed and algorithms for their solution are proposed. The developed algorithms are implemented in interactive software for solving the problems under consideration.

KEYWORDS: *Scheduling Problem, Algorithms For Solving Scheduling Problems, Equipment Readjustments, Directive Deadlines.*

INTRODUCTION

With about holding t ate s nayapos t anovka task.

The problem of allocating scarce resources in calendar planning manufacturing process complex articles in multistage production systems for arbitrary technological routes and alternative embodiments of work on the equipment. Quality assessment of solutions, as in [1, 2], is determined by three basic constituents costs, equipment adjustment penalties imposed on the system for violations of defined deadlines manufacturing products, and the cost of execution. Unlike problems considered here from the backside [1, 2] is composed, in the first place, that in this study assumed the ability to perform operations in accordance with arbitrary

Technological ICE Skim routes and, secondly, the performance of work in each step may for several interchangeable types of equipment.

When describing the subject area, we will use the concepts: product – product of production activity; work – part of the product; machine-an arbitrary type of equipment on which work is performed. By operation we mean an integral part of the work's-performance work on the machine. For some works, deadlines are determined before which work cannot be started (initial deadlines). For some works (as a rule, finishing work from the preparation of products), the directive dates – time points by which the work should be completed are given.

The operations are performed on machines that are combined into groups (stages) on the basis of interchangeability. Each hundred no characterized productivity and time characteristics associated with adjustment and readjustments of the machine. For each job it is known technology, you flooring nenie - a sequence of processing steps that work should go for its execution. At each stage determined by the technology, the operation can be performed on any machine of this stage. The operation of the machine is characterized by the time of its implementation, which depends on the machine performance, the cost of its implementation and the time required for commissioning of the mill ka to perform the operation (if the machine has not yet been involved in the process of manufac - CTBA) or readjustment of the machine with the previous operations under consideration.

The manufacture of complex products requires the implementation of a set of interdependent work, the relationships between which we will describe using canonical network models – op and oriented weighted graphs without loops and circuits, the elements of which are associated with some characteristics. Canonicity network model means that no work cannot be started up until all operations are completed works, it predsh e stvuyuschih on manufacturing techniques.

Network models will be characterized by technological, organizational and resource conditions.

Technological conditions include:

- Conditions for the interdependence of work;
- Conditions associated with the performance of work at given stages of manufacture;
- Conditions associated with the performance of operations on a particular machine;
- Conditions associated with the adjustment and readjustment of machines.

Organizational conditions include:

- Conditions associated with the moments of commencement of work (initial dates);
- Conditions associated with the moments of completion of work (directive deadlines).

Resource conditions include conditions associated with the loading of machines for operations.

The overall objective of planning in the multi-stage production systems is to determine the start and end of operations on the machines so that, without violating the requirements of the process and, possibly, organizational and resource nature, to ensure the production throughout a given set of products with minimal effort.

General mathematical model

- I. **The initial parameters of the mathematical model.** Let J be the set of works, I be the set of machines, K be the set of stages uniting the same type of machines, $T = \{t_0, t_0 + 1, \dots, t_0 + T_0\}$ be the set of planning steps, where t_0 - be the start of planning, T_0 - be the number of planning steps. To work j - we associate the set $\vec{r}^j = (r_1^j, r_2^j, \dots, r_{k_j}^j)$, where r_l^j is the number of the stage at which the l -th operation of $j, r_l^j \in K, l = \overline{1, k_j}, j \in J$ should be performed. Let $G(j)$ be the set of works immediately preceding the work of $j, G(j) \subseteq J, j \in J$. Let t_{ijl} denote the time of performing the l -th operation of operation j - at stage r_l^j on machine i , P_{isl} is the time of changeover of machine i from operation s to operation l , n_{ijl} is the time of setting-up of machine i to l -th operation of operation $j, j \in J(i)$, where $J(i)$ the set of work for which adjustment is necessary to make the machine i to the first step of this work, s_{ijl} - expenses per unit time execution l -th operation works j in step r_l^j on machine i , d_{isj} - expenses per unit changeover time of the machine i to work s work t_j^D -direktivny SRO to completion completing guide work operations $j, t_j^D \leq t_0 + T_0, j \in J^D$ where J^D - a plurality of jobs for which the specified deadlines, t_j^H is the initial term performance $j, j \in J^H$, where J^H is the set of works for which the initial deadlines are defined, $t_j^H \geq t_0, i \in I, l = \overline{1, k_j}, j \in J, s \in J, J^D \subseteq J, J^H \subseteq J$.
- II. **In ariruemye parameters mathematical tion model.** Let $X = \|x_{ijl}\|$ denote the matrix of unknowns, whose element x_{ijl} determines the moment of the beginning of the l -th operation of operation j at stage r_l^j on machine i ; through $Y = \|y_{ijl}\|$, the Boolean matrix of unknowns whose element is $y_{ijl} = \{1, \text{if the } l\text{-th operation of work } j \text{ will be performed on the } i\text{-th machine; } 0 \text{ in the opposite case}\}$; through the $Z = \|z_{ijl}\|$ - matrix of unknowns, the element of which z_{ijl} determines the number according to the order of execution of the l -th operation of operation j at stage r_l^j on machine i , $z_{ijl} \in \{0, 1, \dots, N\}$, $N = \sum_{j \in J} k_j, i \in I, l = \overline{1, k_j}, j \in J$.
- III. **Limitations of the mathematical model.** The operation must be performed on one of the possible machines:

$$\sum_{i \in I} y_{ijl} = 1, l = \overline{1, k_j}, j \in J \quad (1)$$

The execution of two successive operations at the same stage is possible on the same machine only when the previous operation on this machine has already been completed:

$$\begin{aligned} &\text{If } y_{ijl} = 1 \text{ and } y_{ij(l-1)} = 1, \text{ then} \\ &x_{ijl} \geq x_{ij(l-1)} + t_{ij(l-1)}, l = \overline{2, k_j}, j \in J, i \in I \quad (2) \end{aligned}$$

Equipment at any given time cannot perform more than one operation:

$$\begin{aligned} &x_{ijl} \geq x_{ivs} + t_{ivs}, \text{ or } x_{ivs} \geq x_{ijl} + t_{ijl}, \\ &i \in I, l = \overline{1, k_j}, s = \overline{1, k_v}, j \in J, v \in J \quad (3) \end{aligned}$$

The beginning of the execution of any operation may occur no earlier than the completion of all operations immediately preceding the initial one:

$$x_{ijl} \geq \max_{v \in G(j)} (x_{svq} + t_{svq}), \quad i \in I, s \in I, l = \overline{1, k_j}, q = \overline{1, k_v}, j \in J, v \in J \quad (4)$$

Conditions determining the possible commencement of work having an initial deadline:

$$x_{ijl} \geq t_j^H, i \in I, l = \overline{1, k_j}, j \in J^H \quad (5)$$

The time to start work that does not have previous ones is determined taking into account the adjustment of equipment:

$$\text{If } y_{ijl} = 1 \text{ and } G(j) = \emptyset \text{ then } x_{ijl} \geq t_0 + n_{ijl}, l = \overline{1, k_j}, j \in J(i), i \in I \quad (6)$$

Conditions taking into account the setup times of the machines:

$$x_{ijl} \geq n_{ijl}, l = \overline{1, k_j}, j \in J(i), i \in I \quad (7)$$

Conditions taking into account the readjustment times of the machines:

$$\text{If } y_{ijl} = 1, y_{ivs} = 1, z_{ijl} = z_{ivs} + 1 \text{ then } x_{ijl} \geq x_{ivs} + t_{ijl} + P_{ivj}, i \in I \quad (8)$$

Natural conditions for variables:

$$x_{ijl} \geq 0, y_{ijl} \in \{0, 1\}, z_{ijl} \in \{0, 1, 2, \dots, N\}, l = \overline{1, k_j}, j \in J, i \in I \quad (9)$$

Shape tion of optimality criteria.

As particular criteria for optimality, we choose the following three groups:

✓□ group of private criteria related to minimizing violations of the directive deadlines:

$$F_1(X, Y, Z) = \sum_{j|j \in J^D, y_{i_0j} k_j = 1} \alpha_j \left(\frac{\max(0, X_{i_0j} k_j + T_{i_0j} k_j - t_j^D)}{t_j^D} \right) \times 100 \rightarrow \min$$

where - the amount of penalties imposed on the production system for 1 percent of the backlog of work from its directive;

✓□ group of private criteria related to the costs of readjusting machines:

$$F_2(X, Y, Z) = \sum_{i \in I} \sum_{s, \frac{j}{z_{isl}} = z_{ijv} - 1} \sum_{v=1}^{k_j} \sum_{j=1}^{k_s} d_{isj} P_{isj} Y_{isj} Y_{ijv} \rightarrow \min$$

✓□ group of particular criteria related to the costs of performing operations on machines:

$$F_3(X, Y, Z) = \sum_{j \in J} \sum_{i \in I} \sum_{l=1}^{k_j} t_{ijl} y_{ijl} c_{ijl} \rightarrow \min$$

As a convolution of particular optimality criteria, we choose an additive convolution:

$$F(X, Y, Z) = F_1(X, Y, Z) + F_2(X, Y, Z) + F_3(X, Y, Z) \rightarrow \min \quad (10)$$

The obtained task of scheduling includes initial parameters, variable parameters, constraints (1) - (9) and generalized criterion (10), which can be interpreted as the total cost of the work. This problem is a mathematical programming problem with essentially nonlinear constraints, nonlinear criterion and partially integer unknowns. The exponential computational complexity of solving the problem is due, for example, to the fact that the private tasks to which the task can be converted are the traveling salesman problems (accounting only for readjustments on one machine), the multiple traveling salesman (accounting for readjustments on several machines), the knapsack problem and multidimensional knapsack (does not take into account the order of processing parts for given policy periods) and others [3].

Algorithms for solving the problem

When solving real production scheduling problems, taking into account the large computational complexity rassmat-Riva task for its solution is proposed to use a greedy algorithm. Under the greedy algorithms we understand the algorithms, which is included in the under construction schedule work cannot be excluded in the subsequent stages of construction.

The developed and software – implemented algorithms are based on the principle of “frontality” [4], which consists in constructing a “front of work” - a set of works, any of which can begin execution at the considered time. On many works, based on a given strategy, a linear order is established, i.e. a lot of work is converted into a vector (permutation), which determines the sequence of work consideration in order to include them in the schedule under construction.

- I. The algorithm is the schedule builder A (P).** The algorithm, based on the permutation P, which determines the priorities of the work, deterministically constructs a schedule that determines some acceptable solution to the problem. The earlier the job is in the permutation, the higher its priority and the earlier it must be processed in the production system. The operation is assigned to the machine according to the principle of minimizing the costs of its implementation.
- II. Search algorithm for permutation P with depth h.** The total number of possible permutations is $n!$, Where n is the number of jobs. For large n , a natural number h is introduced, $h < n$, and iterating over $h!$ permutation options. The best variant from the point of view of the generalized criterion determines the next job, which is included in the permutation P under construction.
- III. An algorithm using the Simulated Annealing method [5].** The algorithm finds a pseudo-optimal permutation. This approach uses an analogy between the process of finding a pseudo-optimal permutation and the cooling model of a thermodynamic system. An analogy is drawn between:
 - □ energy of the thermodynamic system (E) and the optimality criterion for the problem (F) (we assume that their values coincide);
 - □ permutation setting the priorities of the work and the state of the thermodynamic system (P).

We introduce random operators of transition from one state of the system to another or, in other words, from one rearrangement of jobs to another. The empirical parameter T is the temperature of the thermodynamic system. Of the known energy distribution probability formula for thermodynamical system. Boltzmann follows that the transition probability si system consisting state

with energy E_1 in a state with energy E_2 at a temperature T $G(\Delta E) = e^{-\Delta E/kT}$ where $\Delta E = E_2 - E_1$ and k – constant Boltzmann (proportional coefficient NOSTA defining the relationship between energy and temperature). The algorithm works as follows: for some initial parameter T_0 - and permutations π_0 -is E_0 -is the value criterion wholesale imalnosti. The random operator of transition from the state P_0 to P_1 is used. The value of E_1 for this state is found. If $\Delta E \geq 0$ or $G(\Delta E) < \xi$, where ξ is a random number uniformly distributed in the range, then P_1 is taken as the current state of the system and the step is repeated relatively. Otherwise, the step is repeated with respect to P_0 . After mn (n is the number of jobs, m is the controlled parameter) of repetitions of this step, it is assumed that the “thermodynamic system” is cooled $T_{i+1} = T_i/2$. The condition for stopping the algorithm is the absence of improvements in the value of the criterion of the problem.

- I. **An algorithm using the Ant Colony Optimization method [6]**. Algorithm m uses the analogy between IP coma permutation and model - tion behavior colony "ant", regarded as a lot - agent-based system, in which each agent (ant) operates on common rules, and thus the behavior of the entire system (ant colony) leads to acceptable results. The essence of the approach is to analyze and use the behavior model of ants looking for a way from the colony (jobs that have an initial deadline) to a power source (jobs that have a deadline). During its movement, the agent marks its path, and the more agents passed along this route, the greater the value of these marks and the more agents this route attracts. The found route determines the permutation, which is implemented in solving the original problem with using algo rhythm -postroitelya schedules.
- II. **Method local improvement during limited**. Information on the total contribution of each work to the total cost of the schedule is used. An attempt is made to increase the priority of this work to reduce the total cost of the schedule. The algorithm works until the given strategy will not provide improvement.
- III. **The critical path algorithm**. The network structure of the manufacturing process of manufacturing complex products allows you to convert it into a network model for which time characteristics are calculated . On based on the found time reserves relative to the deadlines, a permutation is constructed that determines the sequence of work, the time reserves of which do not decrease. To improve (by the value of the generalized criterion) the desired schedule, combinations of the above algorithms are used.

Using the results to solve planning problems

Based on the constructed mathematical model and developed algorithms using .NET 3.5 technologies, the C # language implements an interactive software system for solving the problems of planning multi - stage production systems with interchangeable equipment , which was tested in solving problems of operational dispatch control of tool production in FSUE "FNPC NIIS them.

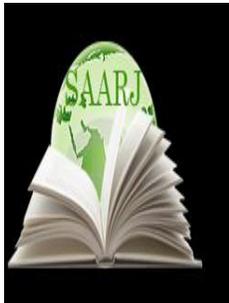
REFERENCES

1. Badalov, K.I. Laboratory workshop on spinning cotton and chemical fibers [Text] / K.I.Badalov [et al.] .- M .: Light industry, 1978.

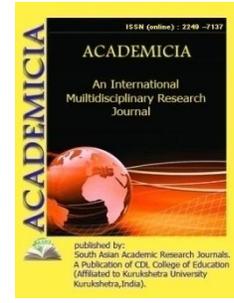
2. Typical sorting of cotton for the production of yarn for various purposes, ring and rotor-mechanical spinning methods [Text] .- M .: TsNIITEIlegprom, 1990.
3. Borzunov, I. G. Spinning of cotton and chemical fibers (design of mixtures, preparation of canvases, carding and combed ribbons) [Text]: textbook for technical colleges / I. G. Borzunov [et al.] .- 2nd ed., Revised. and additional - M .: Light and food industry, 1982.
4. Draw frames from VOUK, SH 800 series. Pitagorapiojef. VoukMacchili Spa [Text].
5. RieterSpinningSystems. Service instructions. Draw frame RSB-1 [Text], pp.
6. Z.U.Ortikov., SH.A.Alishev. The causal relationships in the management process of production. Journal of Engineering and Technology India. Transstellar Journal Publications and Research 2019.
7. Z.U.Ortikov., V.S.Sodikov. Cotton industry in the period of independence. Collection of reports of the Republican scientific-technical conference "Modern problems and solutions of information and communication technologies and telecommunications" Fergana, May 30-31, 2019. 1 part 146 p.
8. Z.U.Ortikov., SH.A.Alishev.,F.E.Madolimov. Formation of the task of optimizing the multistage process control system. Namangan Engineering-Technological Institute 2019 Issue 3 180 p.
9. Z.U.Ortikov., SH.A.Alishev.,F.E.Madolimov. The principles of creating a multi-stage process control system. Namangan Engineering-Technological Institute 2019 Issue 3 187 p.
10. Z.U.Ortikov.,O.Rakhmonov. Optimization in a multi-stage process control system. 1st volume "Management, optimization and dynamical systems" on the occasion of the 80th birthday of NumanYunusovichSatimov (1939-2006) THESES OF REPORTS Andijan, Republic of Uzbekistan, October 17-19, 2019 144-145 p.
11. Afraimovich L.G., Vlasov V.S., Kulikov M.S. and others. Problems of planning and operational control of the process of manufacturing integrated circuits with micron and submicron topological norms // Automation in industry. 2014. No. 8. P. 17–21.
12. Z.U.Ortikov. Optimal control of technological processes. Collection of materials of the Republican scientific-practical conference "Problems of introduction of information and communication technologies in educational process" Andijan, April 24, 2017. Part 2 onpage 401.
13. Yin G. Rates of convergence for a class of global stochastic optimization algorithms // SIAM Journal on Optimization. 1999. V. 10. № 1. P. 99–120.
14. Dorigo M., StutzleT. Ant Colony Optimization. The MIT Press, 2004.319p.
15. Kononova V.Yu. Modernization of production systems at Russian enterprises: current state and prospects // Russian Management Journal.- 2006.- Volume 4.- No. 4.- P. 119–132.
16. Z.U.Ortikov., L.A.Kodirova. The process of automation of the process of automation of processes in the Republic of Uzbekistan. Молодой учёный международный научный журнал 2018г.
17. Z.U.Ortikov., SH.A.Alishev. System Upgrading Processes Proceedings of the European

Scientific Conference XVII International Conference on Science and Technology v. d. Penza.

18. Z.U.Ortikov.,M.D.Jurayev. Basic principles of organization of technological processes. International scientific-practical conference "Modern ideas, development and modern problems of their application in production and education" 2019.
19. Z.U.Ortikov., M.Mirzaahmedov. Formation of an optimal multi-level process control system. 1st volume "Management, optimization and dynamical systems" on the occasion of the 80th birthday of NumanYunusovichSatimov (1939-2006) THESES OF REPORTS Andijan, Republic of Uzbekistan, October 17-19, 2019 145-146 p.
20. Z.U.Ortikov.,E.Z.Abdullayev., F.E.Madolimov. Optimization in a multi-stage process control system. 2-volume "Management, optimization and dynamical systems" on the occasion of the 80th anniversary of the birth of Numan Yunusovich Satimov (1939-2006) THESES OF REPORTS Andijan, Republic of Uzbekistan, October 17-19, 2019 54-57 p.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00073.2**

OUTPUT OF MEAT AND INTERNAL ORGANS OF LOCAL CHICKEN SHEEP OF KARAKALPAKIA

Sultanov Yusufbek Fayzullaevich* ; Turganbaev Ruzimbay Urazbaevich**

*Assistant Scientific Researcher,
 Department of "Natural and General Disciplinary Sciences",
 UZBEKISTAN

**Professor, Scientific Supervisor,
 Doctor of Agricultural Sciences,
 Nukus branch of the Samarkand Institute of Veterinary Medicine,
 UZBEKISTAN
 Email id: turganbaev19643@mail.ru

ABSTRACT

The article discusses the results of the formation of meat - greasy productivity of fat-tailed rams at the age of 20 months of different genotypes (hissars, local, hybrids) in the conditions of Karakalpakstan. Various products are obtained from sheep breeding - wool, mutton, astrakhan, milk, sheepskin and others, among which mutton is the most demanded and easily sold, therefore, in many countries of the world, 60-80% of income is received from mutton production. the implementation of complex studies to identify the most effective technologies for the production of high-quality lamb in the conditions of farms in different regions of Karakalpakia is of particular relevance.

KEYWORDS: *Pre-slaughter live weight, carcass weight, fat tail, internal fat, slaughter weight, weight of internal organs.*

INTRODUCTION

RELEVANCE OF THE TOPIC

Ensuring the country's food security, raising the living standards of the population, creating new jobs and sustainable management requires the development and implementation of effective technologies for the production of sheep products.

Various products are obtained from sheep breeding - wool, mutton, astrakhan, milk, sheepskin and others, among which mutton is the most demanded and easily sold, therefore, in many countries of the world, 60-80% of income is received from mutton production.

Research work in the direction of increasing the meat productivity of sheep using breeding, technological, biotechnological and other methods is carried out in almost all countries of the world, where sheep are raised in all areas of productivity. So, at present, in the USA, France, Germany, England, Australia, studies are widely carried out to increase the meat productivity of fine-wool breeds of sheep by crossing them with rams of the meat direction of productivity.

In experimental stations and laboratories in New Zealand, England, France, Russia, large-scale work is being carried out to create new breeds of meat and meat-wool production areas, combining high meat productivity, early maturity with good wool, genetic parameters and a correlation between meat content and others have been established. signs.

In this regard, the implementation of complex studies to identify the most effective technologies for the production of high-quality lamb in the conditions of farms in different regions of Karakalpakia is of particular relevance.

Increasing the economic efficiency of the industry, creating new jobs and ensuring the implementation of the food security program.

Objective of the Study

In Russia, Kazakhstan, Kyrgyzstan, in recent years, in order to increase the meat productivity of local sheep of different types of productivity, crosses are carried out with meat - greasy type rams - Hissar, Edilbaev and others. The results obtained indicate an increase in early maturity, a better formation of meat qualities in hybrids.

The foregoing served as the basis for studying meat - greasy productivity and development of internal organs in sheep of the Hissar breed, Jaydara and hybrids at the age of 20 months with traditional pasture keeping.

Place and Method of Work

The studies were carried out in 2019-2020 at the farm "Sultanov Tukhtabay" in the Khujali district of the Republic of Karakalpakistan. For this, 3 heads of 20 month-old rams were selected and their meat - greasy productivity was studied using the VIJ method (1978). The development of internal organs was determined by weighing them on an electronic balance.

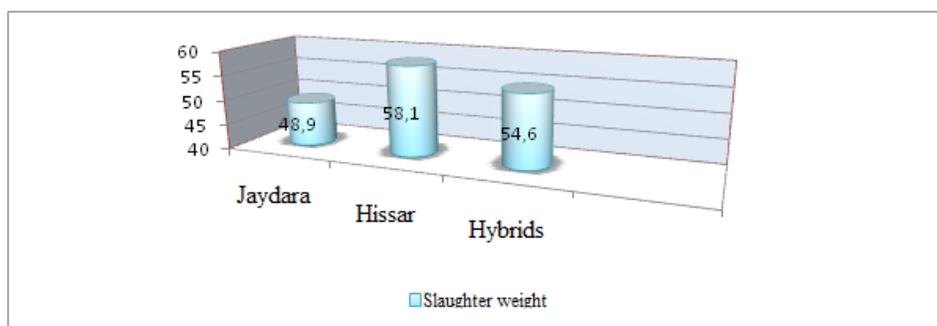
Research Results

The analysis of the data in Table 1 shows that the meat - greasy productivity of rams at the age of 20 months, despite the identity of the conditions of feeding and maintenance, was not the same and depended on their heredity.

TABLE 1 MEAT - GREASY PRODUCTIVITY OF 20 MONTH OLD RAMS AFTER FATTENING (N-3)

INDICATORS	JAYDARA		HISSAR		HYBRID (JAYDARA X HISSAR)	
	kg	%	kg	%	kg	%
Pre-slaughter live weight	46,5	100	62,1	100	52,07	100
Carcass weight	19,72	42,4	29,05	46,7	24,88	47,8
Fattail mass	2,54	5,4	6,25	10,1	4,1	7,9
Internal fatmass	0,48	0,1	0,84	1,3	0,52	1,0
Slaughter weight	22,74	48,9	36,1	58,1	29,5	54,6

The analysis of these tables-1 shows that the slaughter weight of the Jaydar breed is 48.9%, while in the Hissar breed this indicator is equal to 58.1%. Hybrid crosses (Jaydara x Hissar) occupied an intermediate position - 54.6%.

DIAGRAMM-1

The difference between the breeds in terms of slaughter yield is 9.2% in favor of the Hissar ram breeds. Then the hybrids (Hissar and Jaydara) occupies an intermediate position - 54.6%.

TABLE 2 INDICATORS OF THE DEVELOPMENT OF INTERNAL ORGANS OF 20-MONTH-OLD RAMS (N-3)

Indicators	Jaydara		Hissar		Hissar	
	kg	%	kg	%	kg	%
Pre-slaughter weight	46,5	100	62,1	100	52,07	100
Mass: heads	2,32	4,9	3,65	5,8	2,86	5,5
Sheep skin	3,72	8,0	4,12	6,6	4,65	8,9
blood	2,1	4,5	9,7	5,9	4,23	8,1
hearts	0,23	0,5	0,58	0,9	0,51	0,9
lungs	0,41	0,9	0,62	1,0	0,61	1,2
liver	0,52	1,1	0,74	1,2	0,59	1,1
kidney	0,2	0,4	0,26	0,4	0,22	0,4
stomach	3,04	6,5	4,11	6,6	3,57	6,8

So, the highest live weight before slaughter had the Hissar rams, which outnumbered the Jaydar rams and hybrids by 15.6 kg (33.5%) and 10.03 kg (19.3%), respectively. The greatest mass of carcasses was observed in the rams of hybrids, and in this indicator they exceeded the Hissar and Jaydar ones by 1.1 and 5.4, respectively.

The greatest mass of fat tail and internal fat was noted in rams of the Hissar breed - 6.25 kg and hybrids - 4.1 kg. As a result, the highest both absolute and relative indicators of the slaughter weight were noted in the rams of the Hissar breed - 36.1 kg and 58.1%.

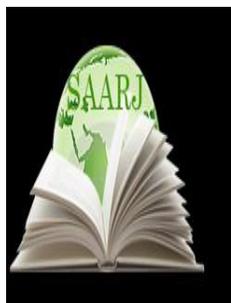
The Jaydar rams of the local population were inferior to those of the Hissar breed and hybrids in terms of the development of internal organs, which is quite consistent with the provisions of the pattern of formation of the development of the organism as a whole and its parts in particular.

CONCLUSIONS

Under the conditions of Karakalpakia at the age of 20 months, the best indicators of the formation of meat content were noted in rams of the Hissar breed and their crosses with local fat-tailed sheep, which is undoubtedly the result of hereditary characteristics and heterosis. Taking these factors into account when selecting them will undoubtedly serve to increase the economic efficiency of the industry.

REFERENCES

1. Ermekov M. A. Zemli Kazahstana, iskonnyaya rodina kurdyuchnogo ovcevodstva [Lands of Kazakhstan, the original homeland of fat tail sheep breeding]. J. "Ovcevodstvo". M. 1966. № 6.
2. Kiyatkin P. F. Kurdyuchnye ovcy i plemennaya rabota s nimi [Fat-tail sheep and breeding work with them]. T. 1968. "FAN" 171-str.
3. Yusupov S. YU. "Ovcy i kozy Uzbekistana" ["Sheep and goats of Uzbekistan"] T. 2002. 48-str.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00074.4

WOOL QUALITY AND PRODUCTIVITY OF KARAKOL SUR SHEEP

Turganbaev Ruzimbay Urazbaevich*; **Ospanov Asemkhan Kadir Khanovich****

*Professor,
 Doctor of Agricultural Sciences,
 Nukus branch of Samarkand Institute of Veterinary Medicine,
 UZBEKISTAN

**Assistant,
 Nukus branch of the Tashkent State Agrarian University,
 UZBEKISTAN

ABSTRACT

This article studies and draws conclusions about the wool productivity, wool morphological indicators and their morphological characteristics in the northern and southern regions of the Republic of Karakalpakstan. The Republic of Karakalpakstan in the field of astrakhan wool production, wool processing and production of finished products are important in increasing the economic efficiency of farmers, private entrepreneurs, creating additional jobs. The study of sheep wool productivity was carried out during the shearing period (late May and early September) by individually measuring the sheared wool using scales. The natural length of the wool was measured on a metal ruler.

KEYWORDS: *Karakul Sheep, Karakalpak Breed Type, Wool Productivity, Wool Morphology, Southern And Northern Regions.*

INTRODUCTION

The rapid development of the livestock sector plays an important role in providing our people with cheap and quality meat and other food products, especially in increasing employment and increasing incomes of citizens living in rural areas. Therefore, it is necessary to take concrete measures to increase livestock production, efficient use of the fodder base, improve breeding, and establish processing of livestock products. It is known that in the Republic of Karakalpakstan in the field of astrakhan wool production, wool processing and production of finished products are important in increasing the economic efficiency of farmers, private entrepreneurs, creating additional jobs.

During the years of independence, the country has taken comprehensive measures to improve the pedigree of the breed by organizing the selection of sur karakul breeds. As a result, due to the biological properties of this breed, a certain increase in the productivity of skin, wool, milk and meat has been achieved. In this regard, along with improving the quality of astrakhan skins in the field of astrakhan, the cultivation and processing of wool products, the production of finished products and the organization of clusters in this area is an urgent issue.

It is important to increase the productivity of wool, taking into account the study of their main selection characteristics in the selection of animals, while maintaining the quality of the skin of karakul sheep of pulati-sur variety belonging to the Sur Karakalpak breed.

Y. Jumaniyozov, K. Ochilov, A. Akhmedshiev and other researchers studied the main colors of Sur Karakul of the Karakalpak breed, methods of their propagation, some indicators of growth, development, methods of wool production.

Today, scientific studies related to some morphological features of wool, the laws of formation, genetic and phenotypic changes, their other productivity traits are relevant.

Research Objective

To study the wool productivity and morphological properties of wool in the southern and northern regions of the Pulati-sur variety of karakul sheep and draw conclusions from the results.

Research Condition and Methodology

The research was conducted in the southern Turkul district of the Republic of Karakalpakstan in 2014-2017 and in the northern Takhtakor district in 2019-2020.

Sur karakul sheep were carried out on wool samples taken from sheep of different ages of pulati-sur color belonging to the Karakalpak breed.

The study of sheep wool productivity was carried out during the shearing period (late May and early September) by individually measuring the sheared wool using scales. The natural length of the wool was measured on a metal ruler. To study the different types of wool fibers in the wool cover, wool samples were taken from their lateral part.

Climatic Conditions

The climate in the southern Turkul district of the Republic of Karakalpakstan is slightly warmer than in the northern Takhtakor district, ie -4-6 degrees in winter. In summer it is + 5 + 8 degrees. The average annual rainfall in the southern districts is 100 mm. around. The average number of cold days of the year is 196 days.

Research Results

The Karakalpak breed of pulati-sur is one of the most valuable and attractive types of karakul sheep in terms of quality. The lower part of the steel-sur wool fiber is black (65-70%) and is characterized by a slow transition to steel or bleached color. The main part of the astrakhan skin is occupied by a mixture of ribbed and flat-type flowers and short stalks. Adult animals have a mostly small body structure and a strong or slender type constitution, while the nasal section consists mainly of steel-colored or light white wool fibers.

In addition to basic leather products, karakul sheep have the necessary raw wool productivity for light industry and are to some extent important in the economy. Karakul sheep are mainly sheared twice a year, spring shearing is of high quality and is characterized by a large amount of tivit.

THE RESULTS OF THE STUDY ARE PRESENTED IN TABLE 1 BELOW WOOL PRODUCTIVITY OF SHEEP OF PULATI-SUR VARIETY, GRAMS. (SPRING AND AUTUMN SHEARS)

PLACE OF THE EXPERIMENT	SHEEP AGE	NUMBER OF SHEEP STUDIED	SPRING SHEAR, GR	AUTUMN SHEAR, GR	TOTAL, GR
In the conditions of Tortkul district	3	35	1276,5±64,4	753,9±51,3	2030,4±115,7
	4	43	1287,5±68,6	784,9±59,9	2072,4±128,5
In the conditions of Takhtakupir district	3	39	1298,2±68,7	765,3±56,9	2063,5±125,6
	4	48	1323,4±74,5	799,2±61,2	2122,6±135,7

Analysis of the data in the table shows that in the Tortkul district, the spring shearing of 3-year-old sheep is higher than the autumn shearing in all age groups, ranging from 492.6 grams to 502.5 grams. If the spring shear is assumed to be 100, the autumn shear is 59.1% accordingly. It should be noted that in the Takhtakor district, the shear is much higher than its peers. In our opinion, such a change is due to climatic conditions.

Wool morphology is to some extent a factor in ensuring its quality. The higher the amount of tivit wool, the higher its quality.

THE RESULTS OF RESEARCH IN THIS AREA ARE PRESENTED IN TABLE 2 BELOW LENGTH OF WOOL FIBER OF SHEEP OF PULATI-SUR VARIETY, CM.

PLACE OF THE EXPERIMENT	SHEEP AGE	NUMBER OF WOOL SAMPLES	KILCHIQ WOOL	INTERVAL WOOL	TIVIT WOOL
			X±SX		
In the conditions of Tortkul district	3	12	9,8±0,78	7,3±0,51	5,2±0,54
	4	16	10,1±0,82	7,8±0,58	5,3±0,54
In the conditions of Takhtakupir district	3	13	10,2±0,81	7,5±0,53	5,9±0,54
	4	19	11,1±0,83	8,2±0,58	6,3±0,54

Analysis of the data on the length of wool fibers of sheep of Pulati-sur variety shows that there is a difference in the length of wool fibers in the age section of karakul sheep. In Tortkul district, in 3-year-old karakul sheep, the length of sword wool was 9.8 ± 0.78 cm, the length of intermediate wool was 7.3 ± 0.51 cm, and the length of tivit wool was 5.2 ± 0.54 cm. Correspondingly, in 4-year-old karakul sheep it is 11.1 ± 0.83 , 8.2 ± 0.58 , 6.3 ± 0.54 . According to climatic conditions,

wool fibers in the northern regions are 0.5-1.0 cm longer. To a certain extent, it protects the body from external environmental factors.

**THE RESULTS OF RESEARCH IN THIS AREA ARE PRESENTED IN TABLE 3
BELOW MORPHOLOGY OF WOOL FIBERS OF SHEEP OF PULATI-SUR
VARIETY,%**

PLACE OF THE EXPERIMENT	SHEEP AGE	NUMBER OF WOOL SAMPLES	KILCHIQ WOOL	INTERVAL WOOL	TIVIT WOOL
In the conditions of Tortkul district	3-ëIII	12	21,4	9,6	69,0
	4-ëIII	16	22,6	9,2	68,2
In the conditions of Takhtakupir district	3-ëIII	13	20,2	10,1	69,7
	4-ëIII	19	21,5	9,2	69,3

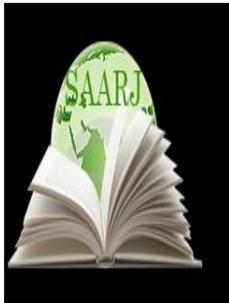
Studies (Table 3) show that according to the analysis of wool fiber morphology of sheep of pulati-sur color, no changes in the age of sheep were observed. In the northern regions, ie in the Takhtakupir district, the amount of tivit is 0.7-1.1% higher. During the winter months, the amount of tivit was considered important in protecting the animals from the cold.

CONCLUSION

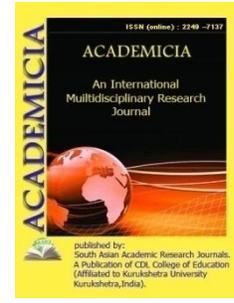
The results show that the average wool yield, wool quality and length of the Karakalpak breed of sheep depend on their peers, depending on the area of storage. This figure should be taken into account in the wool production plan.

REFERENCES

1. Akhmetshiev A.S. Selekcionnye geneticheskie osnovy sozdaniya plemennogo stada karakulskih ovec karakalpakskogo sura v Kazahstane [Breeding genetic basis for creating a breeding herd of Karakul sheep of the Karakalpak sura in Kazakhstan]. Diss. dokt. s/h nauk. Alma-Ata, 1989, 285.
2. Plohinskii N.A, Rukovodstvo po biometrii dlya zootehnikov [Biometrics guide for livestock technicians] / N.A Plohinskii–M.: «Kolos», Moskva 1969, S.7-45.
3. Turganbaev R.U Karakalpaksiy porodniy tip karakulskih ovec okraska sur [Karakalpax breed type of karakul sheep coloring sur]. //Monografiya.- Toshkent, 2012,-B.164.
4. Turganbaev. R.U., Ochilov K. va boshqalar. «Turtkul zavod tipi». Uzbekiston Respublikasi Intellektual mulk agentligining ixtiroga patenti ["Turtkul plant type". Patent for the invention of the Intellectual Property Agency of the Republic of Uzbekistan], № ZAP 0010. Toshkent, 2002.
5. Yusupov S. Y., i drugie. “Jivye samocvety Karakalpakii” [“Living gems of Karakalpakstan”]. J. Zooveterinariya, 2016, №9. S. 35-37



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00075.6

THE IMPORTANCE OF THE ARTISTIC IMAGE IN THE WRITER'S STYLE EXPRESSION

Munavvar Kurbanova Esonalievna*

*Doctoral Student 3rd Year Basic,
 Uzbekistan State University Of World Languages,
 UZBEKISTAN

Email id: kurbanovamunavvar1989@mail.ru

ABSTRACT

Every artist has a unique style, whether in the art or in the literary process. It is this style that defines the creator individuality. In the literature, the style creation process occurs by several means. This article discusses the image creation issue, which is one of the important factors in creating a style. The expected result is to create an image and highlight its significance as much as possible, citing various scholars views. A literary type is a character that can be a large period generalization, representing important features of a social group or class, while in the play there are only characters that are distinguished by will and individual mental characteristics direction, who carry a "big burden" in the plot.

KEYWORDS: *Writer's Style, Image, Literary Expression, Author's Style, Literary Type, Artistic Texture, Episode.*

INTRODUCTION

Not only the work content and form, but also the work author image, from the artistic speech, as well as the visual expression means used in it, are important in the attractive work appearance. This, of course, reveals the writer's talent and his unique style.

One of the important processes in the writer's style manifestation is the image creation. It requires great skill and hard work from the artist, whether it is the image creation through aggregation or on the basis of a prototype. The artist who creates the image creates a holistic image by studying the behavior, inner experiences, activities, life and environment of different people, sorting and analyzing them, and then putting them into a mold. Such images naturally begin to interest the reader and convince him of the events in the work.

The skill of the famous English playwright W. Shakespeare in creating an image, the expressiveness of the characters' speech and the use of figurative expression still amazes many writers and scholars. In Shakespeare's first major play, "Romeo and Juliet", the plot breadth, and the originality of the character in "King Lear", which is characterized by its deep drama, all testify to the important aspects of the genius playwright's style, or the impact of the characters' speech in the tragedy "Hamlet, Prince of Denmark", which can be called the playwright's work culmination.

Artistic style is impressive with figurative expressions, artistic means of expression, artistic speech, and phrase logical combinations. "In a literary work, the writer's artistic perception of reality, an image creation, all the individual features associated with the composition of the work are reflected in the language of the work. No matter what events the writer tries to describe, it is natural that in his works, words that express the same events and happenings, language elements are used more".

Image creation is the most complex of processes. In the process, the writer explores people's lifestyles, behaviors, down to the smallest detail of the environment in which they live, and uses the skills he or she has acquired to describe them to the reader in a beautiful way. Each play will have unique images that show the writer's own style. The creator places this responsibility mainly on the protagonists. Their every action, speech, demeanor, portrait, etc., serve to express the writer intention in the work, that is, to ensure the attractive and natural appearance of the work. "In a work of art, the protagonist must keep the main idea and general spirit of the work at the pathos level. Otherwise, it spoils both the work pathos and the protagonist charm", - writes academician B. Nazarov.

Another important aspect is that the writer is required to have a deep intellect, understanding, broad-mindedness in choosing a hero for his work, and a wide range of imagination, as well as narrative skills to reveal that image in an original way. Whether he is the protagonist or the episode, he plays an important role in the smooth flow of the work, from their speech to every detail of his portrait. "It gives life to both the creator and the protagonist. But what he sees in life as close to the eye, as he is able to say in a more original way, does not describe him from head to toe. The creator chooses heroes according to his worldview, the nature of his talent". It turns out that choosing a hero for a work, creating an image and presenting it in an original way requires talent and a lot of work from the writer.

We have noted that well-crafted images play an important role in revealing the writer's style, as well as in making the work attractive and convincing. An "image" not only reflects the artist's style, but also embodies and conveys to the reader all the characteristics that belong to a type in a whole society living in that environment. "An image is a person image in a work of art. It should also be noted that when we say artistic image, it is mainly the human image that is understood and it plays a decisive role in literature. Through the people image in ideologically and artistically mature works, we obtain broad and concrete information about the life of a particular period".

In general, when talking about the "image", it is necessary to give a brief definition of the concepts such as character, image, type, individualization, and typification. In this regard, Tokhta Boboev, Izzat Sultan, Khotam Umurov, Erkin Khudoiberdiev, Dilmurod Kuronov and a number

of other scholars in their textbooks on literature have given wide space to such concepts as artistic image, literary type, and character.

In order to elucidate these concepts in more detail, it is useful to dwell on the ideas expressed in the first textbook of the literary scholar, academician Izzat Sultan in Uzbek language "Literary theory". "A character depicted in more or less detail in a work of art is called an image or character. Character (image) is a typified and individualized image of a person." According to the professor, a character is a character who embodies the people qualities belonging to a certain age, gender, period and environment. "Characters are manifested and formed as an acting result in certain psychological conditions".

The images complexity in the works of art, their colorful appearance and, finally, their convincing presentation are explained by the creative personality versatility. In the process of creating a work, the writer works by listening to his inner feelings and emotions, and, of course, whether he wants to or not, each character has more or less the same character. It is no coincidence that such ideas as "artistic image of self-expression through others" are not often found in literary theories. People who have a unique perception of existence and society usually come out as good creators. It is in the nature of human beings to display such qualities as talent and ability. Whether he is an artist or a writer, their creativity product is deeply rooted in the heart with its originality, uniqueness and maturity. Such works, of course, do not lose their value over the centuries.

The term "literary type" is also widely used in Izzat Sultan's textbook, which is interpreted as "the embodiment of important social and psychological phenomena". "Characters that are perfectly described in a literary type and have great generalization are called "types"". At the same time, the professor gives examples of such types in world literature as Prometheus, Majnun, Farkhod, Shirin, Layla, Hamlet, Yago, Lear, Onegin, and because such types are "the highest product of artistic creation," he argues that such original types are rare in world literature.

In contrast, another well-known literary scholar, Tokhta Boboev, in his textbook "Fundamentals of literary studies" emphasizes that the terms "character", "character", "type" are inextricably linked, but they are not exactly the same thing. According to T. Boboev, there are differences between the concepts of "character", "character", "type". "Image" means a depiction of the lives of all people involved in the play (in the plot of the work are various "carriers" - the protagonist, the main character, the episodic image). A literary type is a character that can be a large period generalization, representing important features of a social group or class, while in the play there are only characters that are distinguished by will and individual mental characteristics direction, who carry a "big burden" in the plot".

Professor Tokhta Boboev defines the concepts of such terms as "image", "character", "type", as well as in-depth analysis of the main features of the artistic image, ways of creating an image, as well as the classification of images.

When a scientist dwells on the ways of creating an image, we can see his methods descriptions of creating an image by the aggregation method, as well as on the basis of a prototype. According to the professor, an image creation by the aggregation method is carried out through the sum of different people's characters, moods, environments, experiences, lifestyles, while the prototype image is based on a historical figure who exists in life.

The conclusions of Tokhta Boboev's scientific research on the images classification are that the scientist used six types of artistic images:

1. As required by the creative method;
2. According to the requirements of literary types and genres;
3. According to the position held in the work texture;
4. According to the method of affirmation and denial;
5. According to the participation of images in comic works;
6. The episodic character-character involved in the literary work;) was cited and studied on the basis of scientific principles. The professor divided the images created according to the creative method requirements into mythological, mythical, fantasy, symbolic, romantic, realistic and gave them definitions.

“The character comes to life only when the writer is able to put himself in the place of the person being portrayed, to take on that personimage”. The writer approaches the process from his own thinking product, while burdening the protagonists involved in his work with his ideas and artistic intent expression. In this, the writer's identity is reflected in his literary heroes. Only a creative person embodies his nation, religion, traditions and values. This factor underlies the versatility and created images complexity. French scientist P. Valerie wrote, "The value of a literary text lies in the fact that it allows for a separate interpretation for each person.”

Because literary types are taken from life, the heroes characters encountered in the works are easily understood. We embody them in front of our eyes through someone related to that type in the environment in which we live. “The writer must look at his characters as real people, and in order for them to be alive, the writer must look for, emphasize, and note the unique, original features of each character in his speech, actions, body, face, smile, and eye play, and so on. By recording all this, the author helps the reader to see and hear more clearly what he is describing. Absolutely not the same people, everyone will have some uniqueness, both in appearance and in appearance”.

There are cases when the creator is proud of the positive qualities of the protagonist described in the work, but also do not completely condemn the negative protagonists, but rather shows the factors that led them to do so. The author is aware of the secrets in the hearts of the work heroes. He is able to analyze their hearts from beginning to end. It can explain the proportional or disproportionate connections between the feelings, thoughts, and protagonists experiences. Even the author can elaborate on the psychological experiences of the protagonist, which he himself did not understand or did not want to admit. “In literature, the protagonist problem is so complex that it is often impossible to describe this or that protagonist, such as Othello, as “positive” or “negative”. Because given that Othello maintains the purity of human relationships, he is a positive hero. But his killing of the innocent Desdemona makes him look like a negative hero. So, the whole point is about the authenticity of the heroes portrayed” Heroes with their own world, their own character ...

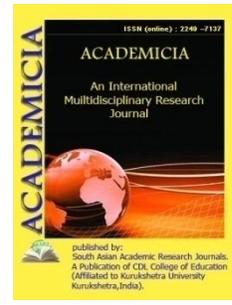
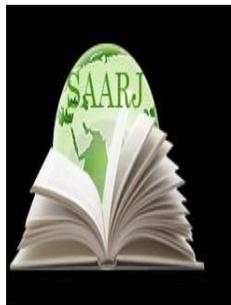
In the textbook "Introduction to literary studies" E. Khudoiberdiev, the images are divided into lyrical, epic and dramatic types. “The epic imagery method that originally originated consisted of depicting an entity that was considered an external world to the writer. The lyrical imagery

method is based on the feelings, thoughts expression, born in the human heart under the influence of real events in their own language. The dramatic image method combines and displays the capabilities of the previous two different methods. It relies on the writer to reflect both the behaviors and subtle feelings of the people involved in the events, as well as the circumstances in which they act, in an interconnected way, without interfering with the event”.

In conclusion, it should be noted that the main features of imagery, which, due to its simplicity and comprehensibility, are able to fulfill the tasks set by the author, are: to clearly reveal the depth and richness of the ideas expressed and to make them understandable to the general public. Thus, much of the style decoration is the organic features of the images created and the images that change during the course of events.

REFERENCES

1. <https://core.ac.uk/download/pdf/230427848>.
2. Boboev Tukhta. - T.: “Uzbekistan”, 2001. – pp.41- 560.
3. Lotman Yu. The structure of literary text. Moscow. 1989. p. 122.
4. M.Gorkiy. About the literature. T., State Fiction Publishing House, 1962, p.108
5. Nazarov B. Period and hero // Uzbek literary criticism. - Tashkent: «Science». 1979. 96, pp.215
6. Sultan Izzat. - Literary theory: (Textbook). - T.: Teacher Publishing House, 2005. –pp. 103.- 272
7. Umurov Khotam. Fundamentals of artistic creation. - T.: “Uzbekistan”, 2001. Pp.22-120
8. Khudoiberdiev Erkin. - Introduction to Literary Studies (Textbook). – T.: “Shark”, 2008. – pp.46.- 368.
9. Kh. Boltaboev. – T.: “Science”, 1992. – p.53, p. 105
10. Shomaqsudov A. etc. Stylistics of the Uzbek language. - Tashkent: Teacher, 1983. – p.33.



DOI: **10.5958/2249-7137.2021.00077.X**

ECOLOGICAL PROBLEMS IN CENTRAL ASIA AND THE TASKS OF DEVELOPING THE INTEGRATION SYSTEM AGAINST THEM

Omonov Bohodir Nurullaeyvich*

Karshi State University,
UZBEKISTAN

ABSTRACT

The article highlights the socio-political consequences of environmental problems that dramatically affect the Central Asian region. Thoughts are expressed on the tasks of developing an integration system between the states of the region in order to ensure a stable ecological situation. Prevention of ecological imbalances in the biosphere is a global problem and is set to worsen in the future. The environment, in general, preserves the purity of nature, shaping the environmental activity of the state, creating a need for different needs and opportunities. Preserving the environment and purity of nature in Central Asia, of course, depends on the need to develop the environmental activities and civil culture of the countries of the region. Technical, nuclear and environmental tragedies on our planet are causing the most pressing problems of today.

KEYWORDS: *Environmental Activities, Environmental Tragedy, Environmental Crisis, Ecological Balance, Environmental Exclusion, Integrative Global Activities.*

INTRODUCTION

Preserving the environment and purity of nature in Central Asia, of course, depends on the need to develop the environmental activities and civil culture of the countries of the region. Technical, nuclear and environmental tragedies on our planet are causing the most pressing problems of today.

When any philosophy is essentially concerned with one major problem – “how to reconcile man with infinite being and nature”, the scientist Albert Schweitzer rightly referred to man's practical activity in the origin of the current problems on the planet.

Prevention of ecological imbalances in the biosphere is a global problem and is set to worsen in the future. The environment, in general, preserves the purity of nature, shaping the environmental activity of the state, creating a need for different needs and opportunities. Historical experience has shown that as a result of the abolition of private property under the former socialist regime and the transformation of all material and natural resources into state property, the “ecological alienation “of man from the socio-natural foundations and the declarative nature of any environmental activity.

In particular, as a result of the policy of totalitarian-voluntaristic management of environmental relations in the former USSR, the motives of nature protection in the interests of a particular individual or social unit have lost their significance. However, it is this phenomenon that has played a key role in the emergence of ecologically disadvantaged areas. The experience of independent countries shows that the development of multi-sect oral production based on the principles of a market economy, alternative forms of ownership, not only stimulates the environmental activities of owners, but also the efficiency of economic production - largely depends on the level of “environmental profitability “which indicates the possibility of the emergence of new, promising directions and forms of environmental activity. In the early stages of the transition to a market economy, there is a growing need for organizations and enterprises that can be effective in the context of entrepreneurship, business, initiative, creativity, limited material and spiritual resources. However, achieving economic stability is very crucial for the development of independent states. But, it is difficult to say that a fast-paced economic policy will be as positive as expected. The inability to use the available potential wisely leads to many difficulties and shortcomings in social, economic and environmental relations.

That is, the pursuit of economic gain alone has a profound effect on the natural ecosystem. Or, not accelerating the economy just by trying to improve the environment will not give the expected result. It is desirable to improve the coherence of socio-economic and environmental policies.

There is no doubt that from the first years of independence, the Central Asian states have focused only on increasing their economic power, which has exacerbated the environmental crisis. However, it is even more important to take steps to prevent its negative impact on the environment. Therefore, in terms of creating optimal natural conditions for normal human life in ecologically disadvantaged areas, meeting the dynamically growing material needs and aspirations, the environmental problems that pose a great threat to the region can be divided into four systems.

First, the imbalance of the atmosphere and biosphere

The atmosphere is the layer of air that surrounds the earth and rotates with it. (Greek. atoms - steam sphere). The atmosphere consists mainly of nitrogen (78.09%), oxygen (20.45%), argon (0.93%), carbon dioxide, hydrogen, helium, neon, krypton, xenon, methane, nitrogen, oxide, carbon monoxide, and other natural and industrial gases. Atmospheric pollution is a global problem. When British scientists discovered the problem of the “ozone hole” in 1982, they found that the ozone content in the skies of Antarctica dropped sharply at 25-30 km. In 2010, this figure reached 29 million square kilometers. Ozone depletion can reduce crop yields by up to 30% [4]. This is having a huge impact on the Central Asian region as well. For example, 12 out of 15 cities in the world polluted with high levels of particulate matter - dust, dry matter and

other solids - are located in Asia. About 22,000 tons of pollutants, including 120 tons of hydrogen fluoride, released into the atmosphere by an aluminum plant in Tajikistan's Regar district, which has a cross-border impact on southern Uzbekistan, are catastrophic effect on Sariosiya, Uzun, Denau and Altynsay districts of Surkhandaryaregion, where about 600,000 people live, causing economic damage to public health and agricultural production.

The biosphere is the biological crust of the earth, which is closely linked to the activities of living organisms in terms of composition, structure, and energy, and its most unique and important feature is the planet where life exists in the solar system. Biosphere imbalances are exacerbating the extinction of animals and plants. In Central Asia, more than 350 species of animals and more than 700 species of plants are endangered. Therefore, it is essential for the countries of the region to ensure socio-political cooperation in maintaining the balance of the biosphere.

Second, the desertification and Stalinization of the earth

Countries around the world are suffering from this problem. In the 20th century, 9 million square kilometers of desert appeared on the planet, covering 43% of the land area. Ecosystem degraded areas in North America, Europe, and Asia account for 607 million. sq. km. Every year, 30,000 hectares of agricultural land become unusable.

These problems have also affected areas in the Central Asian region. There are about 8 million hectares of irrigated land in the region, more than 50% of which is subject to erosion and secondary Stalinization. More than 50% of irrigated land in Uzbekistan is saline. These conditions are increasing the demand for consumer goods and have a serious impact on the development of countries in the region. Just as natural desertification is on the rise at the end of the 20th century, human cruelty is exacerbating the problem. At the same time, along with the deterioration of the natural environment, soil erosion, Stalinization, declining surface and groundwater levels, and other phenomena are occurring. Due to the poor management of landslides in the former Soviet Union, wind and water erosion have had a significant negative impact on soil fertility.

In fact, in the late 80's, the movement was completely stopped. More than 2 million hectares of land in the country, or about half of all irrigated land, are at risk of degradation. The use of inorganic mineral fertilizers, herbicides and pesticides was ten times higher than the highest standards. They polluted the soil, rivers, lakes, groundwater and drinking water. In addition, the necessary technologies were not followed in the use of new lands. Everywhere cotton was irrigated uncontrolled. Soil moisture increased and salinity increased. As a result, the environmental crisis has deepened considerably.

Thirdly, there is a shortage of fresh water in the region

The area of snow and ice resources that supply water to the rivers of Central Asia is declining rapidly. According to official data, in the last half century, the mountain glaciers of Central Asia have shrunk by more than a third [5; 87-88]. The Central Asian region is fed mainly by the Amudarya and Syrdarya rivers. The annual water resources of the Amudarya basin are more than 78 cubic km per year. The annual water resources of the Syrdarya basin are about 38.8 cubic km.

In Central Asia, the Amudarya and the Syrdarya are transboundary rivers that do not fully meet the needs of the region for fresh water. The region's population growth, economic growth, and

natural disasters are having an impact on the need for fresh water. As a result, some geopolitical tensions between the countries of the region have led to a sharpening of demand for fresh water.

The emergence of the negative term “leadership” among the countries of Central Asia in the late twentieth century (1996-1999) led to the geopolitical nature of the water problem. The process intensified in 2005-2010. Serious efforts to build two cascades of hydropower plants on two of Central Asia's largest rivers have exacerbated tensions. Attempts by Tajikistan to influence some countries in the region through the construction of the Rogun hydropower plant in the lower Amudarya and the Kambarata hydropower plant in the Upper Naryn cascade of the Kyrgyz Syrdarya have intensified.

It is known that the Syrdarya is formed by the confluence of the Naryn and Karadarya rivers, and the Amudarya is formed by the confluence of the Panj and Vakhsh rivers. The main source of the two rivers is the territory of the two Central Asian states of Tajikistan and Kyrgyzstan. If Tajikistan and Kyrgyzstan complete the construction of hydropower plants, the economic systems of Uzbekistan and Kazakhstan will suffer negatively.

For instance, the commissioning of the Rogun Hydroelectric Power Plant (HPP) alone could cost Uzbekistan \$ 600 million a year, GDP will lose 2%, as well as 300 thousand people will lose their jobs. It is known that if the Kambarata cascade of hydropower plants are launched, the region will be in a more complicated situation. According to some political commentators, the conflict over water in Central Asia will intensify in the coming years, which will inevitably lead to negative consequences and the possibility of armed conflict. For example, GalimFashutdinov's article, “**The Probability of a Water War in Central Asia**” says: “According to the United Nations, water disputes in 40 parts of the world could turn into military conflicts. One such region is Central Asia”.

EU Commissioner Catherine Ashton also commented on the idea, noting that there is a potential for serious conflicts in water relations between Central Asian states. Marat Shibusov, a Kazakh political scientist, called it an ultimatum to Bishkek and Dushanbe that war would be imminent in the next two to three years.

A similar prediction was made by L. Abror, an expert at the International Crisis Group, in late 2011. Yakusheva, deputy director general of **Russia's Information and Analysis Center for the Study of the Former Soviet Union**, said that “the third world war will be a war for water resources” [6]. This shows the need to improve the principle of mutual understanding between the countries of Central Asia.

Therefore, the President of our country Shavkat Mirziyoyev pays special attention to the development of good neighborly, friendly and cooperative relations with all countries of the world, especially with neighboring countries [1]. The President also managed to establish a more moderate policy in resolving the conflict between Tajikistan and Kyrgyzstan over water shortages.

Fourth, the problem of the Aral Sea disaster

In the 1960s, the Aral Sea was the fourth largest closed sea in the world: the Caspian Sea, the Upper Lake in North America, and Victoria in Africa. In other words, its area of 67,000 square kilometers is equal to the territory of European countries such as Albania, Belgium and Cyprus.

For 35,000 years, this sea has played a key role in balancing the biosphere ecosystem on a planetary scale.

To date, the region has experienced “population growth and increased demand for water, rapid land reclamation, and the recurrence of years of water shortages led to one of the biggest global environmental catastrophes clearly the drying up of one of the beautiful pools of water on our planet ... In the eyes of all mankind, the sea is collapsing ... We are all witnessing the brutal encroachment of the Aral Sea region”.

Nowadays, it is clear that “the Aral Sea Basin is a complex of global environmental, socio-economic and demographic problems, both in terms of origin and complications, in other words, on a global scale” [3]. To determine the genesis of these problems, it is necessary to make a complex-systematic analysis of the system of their causes. Because the absoluteness of the role of individual factors in the aggravation of the environmental situation in a particular region or on a global scale, and insufficient consideration, leads to erroneous conclusions.

The main reasons for the construction of the Aral Sea in the literature are the lack of justification of the strategy of deployment of productive forces, the lack of consideration of mechanical composition of the soil, hydro geological and geomorphologic conditions, inefficient design, construction and operation of irrigation and hydraulic structures, the lack of differentiation of norms and standards - in short, the connection with the extensive management of the dictatorial regime is a priority.

In the Aral Sea region, there was an ecological crisis associated with its drying up, and the scale of the problem became especially dangerous in the 1960s. By the new millennium, the Aral Sea is approaching the level of complete construction. After independence, there were imbalances in the socio-economic development of states. The overall integration system has deteriorated.

This necessitates the formation of a new phase of improvement of the integration system in the region. At the 72nd session of the UN General Assembly in September 2017, President Shavkat Mirziyoyev called on the world community to unite in international efforts to address the consequences of the environmental crisis in Central Asia and provide practical assistance to its victims.

In addition, in his speech at the meeting of the Council of Heads of States of the International Fund for Saving the Aral Sea in Turkmenbashi, Turkmenistan, he emphasized that the common goal of the region in preventing environmental problems: creating conditions for attracting foreign investment in the development and implementation of environmentally friendly technologies; comprehensive implementation of the principles of “green economy”, environmentally friendly, energy and water-saving technologies; end desertification and environmental migration; stressed the importance of developing ecotourism and implementing other measures [9].

Accordingly, the main issue in the new millennium is the socio-political necessity for each of the countries of the region to become a subject of environmental activity. In order to be a subject of nature conservation in Central Asia, each country must have an institutional system in place to materialize the culture of environmental policy. It depends on their citizens to understand the need to integrate national environmental needs and interests: intellectual knowledge, way of thinking, worldview content, beliefs, character, ideals, vitality, political position, legal views,

moral qualities and other subjective factors, ensures the effectiveness of state environmental policy.

Today, the integration of international environmental political relations cannot be imagined independently of the culture of cooperation, the “postulates of environmental ideology” [7, 86]. This is because improving the environmental situation requires the above-mentioned general conditions, which also help to find solutions to other global problems.

Therefore, in the integration of environmental international political relations, great attention is paid to its institutional basis, spiritual and ideological factors. Most importantly, each country approaches the integration of the institutional system of nature protection in Central Asia on the basis of its national interests. Because its escalation will inevitably globalize tomorrow, if not today, and will have a negative impact on other countries. A global environmental policy would be formed if a certain state could help to understand and encourage the need and principles for the integration of environmental institutions in areas where the environmental situation is unfavorable.

In addition, the idea that the individual national environmental policy of each state in Central Asia is the object of integrated global environmental activities in the context of philosophy: the category of individuality, specificity and generality, its general material and technical base, as well as the system of subjective factors we see that it is a practical task to organize the structure and function of the institutional system of environmental policy of each state, for objective and subjective reasons.

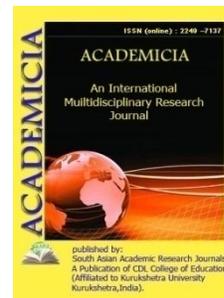
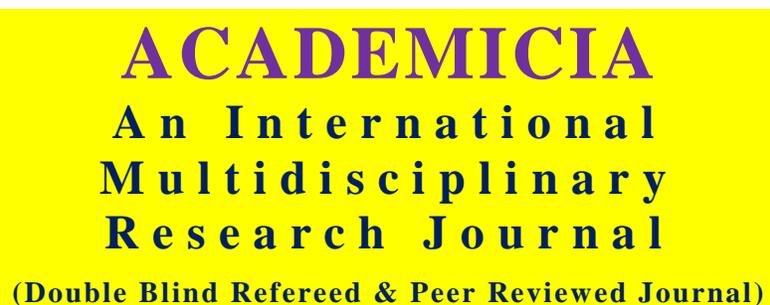
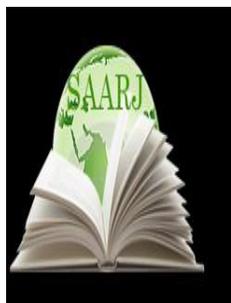
It is precisely this situation that hinders the functional coordination and integration of the structure of the ecological institutional system of states in such areas. The following conclusions can be drawn from the comments on the above issue:

- ✚ first, the harmonization and integration of the policy of any state in the field of improving the global environmental situation into international standards is in the interests of all mankind;
- ✚ secondly, the formation of a system of state institutions responsible for nature protection and their integration and globalization in ecologically disadvantaged areas is a historical necessity;
- ✚ thirdly, the integration and globalization of international environmental political relations: substantively and functionally, adapts them to universal goals;
- ✚ fourth, the socio-political mission of states in areas where the ecological situation is unfavorable, requires a differential approach to democratic and humanistic principles and norms;
- ✚ fifth, the national institutional system for improving the environmental situation is regulated and managed by universal moral and ethical norms, legal means.

REFERENCES

1. Mirziyoyev SH. We will resolutely continue our path of national development and take it to a new level. Volume 1 - T.: “Uzbekistan”, 2017. –P.384.
2. Karimov I. Uzbekistan on the threshold of the XXI century: threats to security, conditions of stability and guarantees of development. - T.: “Uzbekistan” 1997. –p.118-119.
3. Karimov I. Ensuring the gradual and sustainable development of our country is our highest goal. Volume 17, - T.: “Uzbekistan”, 2009. –P.209-211.
4. Mamashakirov S. Horror or truth. T.; “Economics and Finance”, 2012. –B.156-158.

5. Omonov B. “Environmental policy of Uzbekistan in the Aral Sea region” - T .: “Science”, 2014. - P.184.
6. Kuldashev A. Democratic and humanistic principles of environmental relations in Central Asia. -T .: “Science”, 2014. –P.80-82.
7. UsmanovE. Socio-philosophical problems of integration of ecological policy of Central Asian states in modern conditions. –T .: “Science”, 2006. – P.160.
8. Mirziyoyev SH. Speech by President of the Republic of Uzbekistan Shavkat Mirziyoyev at the 72nd Session of the United Nations General Assembly The consent of our people is the highest value given to our activities. Volume 2 T .: “Uzbekistan ”, 2018. –P.244-254.
9. Mirziyoyev SH. Speech by President of the Republic of Uzbekistan Shavkat Mirziyoyev at a meeting of the Council of Heads of States of the International Fund for Saving the Aral Sea in Turkmenbashi, Turkmenistan. People’s word. August 25, 2018, № 173 (7131).



DOI: **10.5958/2249-7137.2021.00256.1**

SELECTION AND RESEARCH OF NEW MODIFICATIONS OF STATIONARY PROMOTED NICKEL-COPPER-ALUMINUM CATALYSTS

K. K. Sattorov*; **M. B. Hamdamov****; **A. N. Tashmuradov*****

^{1,3}Gulistan State University,
UZBEKISTAN

Email id: doctor-sattarov@mail.ru

ABSTRACT

The paper presents the results of research and development of a continuous technology for the pre-contact hydrogenation of cottonseed oil on stationary and powdered nickel-copper catalysts. It was found that the recommended technology allows to significantly increase the productivity of hydrogenation plants and reduces the content of trans-isomerized fatty acids in solid fat. This ensures an increase in the physiological and nutritional value of margarine products based on food solid fat.

KEYWORDS: Fisher Criterion, The Response Function, Trans-Isolation, Import-Substitution, Catalysis, Vanadium + Rhodium Or Palladium.

INTRODUCTION

Food fats are an essential food item. According to physiological norms, the recommended fat content in the human diet is 30-33% - the total energy value of food. In the world, more and more attention is paid to research work on the catalytic modification of vegetable oils and fats to improve the quality and ensure the food safety of target fats. The creation of new generation catalysts for the production of food-grade fats is an urgent problem. In this direction, scientific research work on improving the properties of food-grade fats for targeted purposes, optimizing their composition and technological processes is receiving significant development.

Solving the problems of the quality and safety of edible fats and products of their processing is one of the priority directions in the implementation of the concept of state policy in the field of healthy nutrition of the population of the Republic. Despite the intensive development of the theory of heterogeneous catalysis, including hydrogenation catalysis, the selection and synthesis of catalysts are mostly empirical. In this case, the reference points are theoretical studies and

experimental work related to the study of the catalytic properties of individual metals, oxides, their combinations, etc. [1].

Scientists and specialists have proposed improved technologies for the catalytic hydrogenation of vegetable oils and fats using powdered and stationary catalysts. Optimal technological modes of production of edible fats based on sunflower, cottonseed, soybean and palm oils have been developed. Recommendations are given on the use of edible, hydrogenated fats for the production of a wide range of margarine products.

At the same time, little attention was paid to the development of the technology for the hydrogenation of oils and fats, in particular, cottonseed oil using catalysts of a new generation to improve the quality and ensure food safety of the resulting products.

There is no scientifically substantiated technology for the hydrogenation of cottonseed oil for the production of high-hard edible fats with a minimum content of trans-isomerized fatty acids. The influence of technological modes and the nature of catalysts on the formation of the quality and physicochemical characteristics of high-hard edible fats has not been studied; the role of the nature of the hydrogenated raw materials and the component composition of the catalysts used on the nutritional value and safety of the products obtained has not been established and justified [2, 3].

Modification of alloyed nickel-aluminium catalysts is achieved by introducing metals that change the fine structure of the alloy and its properties after more or less deep leaching. The choice of promoters and their combinations is determined by the results that have been accumulated by science in the study of the catalytic and other properties of these promoting additives [4].

The relevance of the work. The action strategy (2017-2021) for the further development of the Republic of Uzbekistan specifies the tasks "... for the development of industries, modernization and diversification of industry, the use of resource and energy-saving methods, ensuring food safety of products, the production of competitive and export products for import substitution ..." [5].

In this regard, scientific research aimed at the production of high-quality food-grade fats for targeted purposes using vegetable oils, in particular, soybean, sunflower, safflower, and sesame oils for the preparation of a wide range of food products is of particular importance.

Therefore, the search for possibilities for the production of hydrogenated fats based on vegetable oils using new generation catalysts, the establishment and substantiation of the scientific and practical foundations of catalytic processes is of great scientific and practical interest [5-6].

Uzbekistan has a sufficient raw material base and opportunities for organizing and mastering new technologies for the production of hydrogenated fats and catalysts for these purposes. In this regard, carrying out scientific and experimental research in the direction of developing the technology of hydrogenation of oils and fats on catalysts of a new generation using the technology of stepwise hydrogenation, improving the quality and ensuring food safety of the obtained edible fats for target purposes is relevant [7, 8].

METHODS

Vegetable oils, stage-by-stage hydrogenation technology, new catalytic systems, technology for the production of food-grade fats, improving the quality and ensuring food safety of fats, technological modes and processes. Stage-by-stage hydrogenation of vegetable oils on catalysts of a new generation, production of food-grade fats and their use.

The aim of the work. Research and improvement of continuous technology for the hydrogenation of fats on stationary catalysts using them as a forecontact, reducing the content of trans isomerized acids in salomas (solid fat), improving their quality, nutritional value, and increasing the productivity of technological equipment.

RESULTS AND DISCUSSION

In our experimental work, the nickel-copper-aluminium alloy is promoted with rhodium, palladium and vanadium. It should be noted that a comprehensive study of the promoting effect of vanadium, especially in conjunction with rhodium and palladium, has not yet been carried out.

It is known that vanadium reduces the catalyst's ability to isomerize and transesterify fatty acid glycerides. Considering these properties of vanadium, it was introduced into the composition of a nickel-copper-aluminium catalyst promoted with rhodium (0.5 %) or palladium (0.05 %).

The activity and selectivity of the catalyst were studied depending on the vanadium content (0.5–2.5 %).

Changes in the activity of nickel-copper-aluminium catalysts depending on the vanadium concentration at constant rhodium and palladium contents are shown in Figs. 1 and 2. As follows from these data, vanadium increases the activity of the catalyst. However, the activity of catalysts increases disproportionately to the mass fraction of vanadium.

The study of the hydrogenating properties of new modifications of stationary nickel-copper-aluminium catalysts was carried out at 200 °C, a pressure of 300 kPa, and a hydrogen supply rate of 60 h⁻¹. In all cases, cottonseed oil (iodine value 112 mg of iodine) was hydrogenated at a constant rate (1.0 h⁻¹). The results of the study of stationary catalysts are shown in the table. 1 and 2.

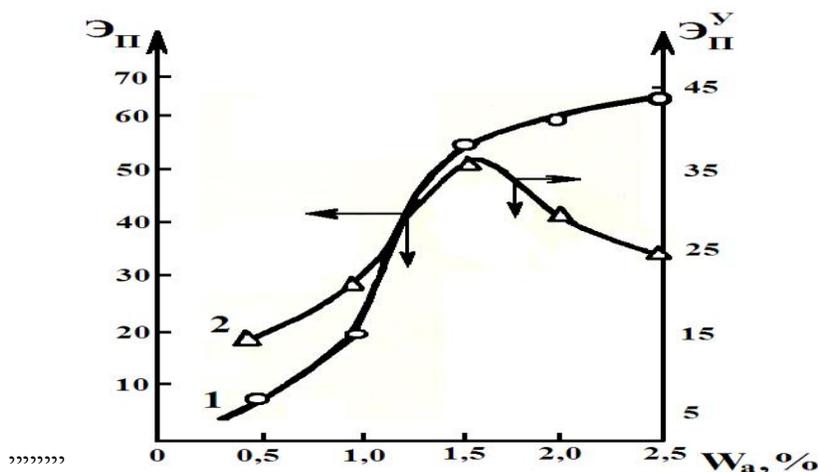


Figure 1. Promoter (1) and specific promoter (2) vanadium effects in nickel-copper-rhodium-aluminum catalyst (rhodium 0.5%)

TABLE 1. INFLUENCE OF VANADIUM ON THE PROPERTIES OF NICKEL-COPPER-PALLADIUM-ALUMINIUM CATALYST (PALLADIUM 0.05%)

Mass. proportion of vanadium in the alloy, %	Activity, iodine number.	Relative activity, %	Selectivity, %	Content of trans isomers, %
0,0	51,3	100	92	45
0,5	52,9	103	88	39
1,0	53,8	104	84	30
1,5	56,4	109	80	26
2,0	57,0	111	79	24
2,5	67,5	112	76	22

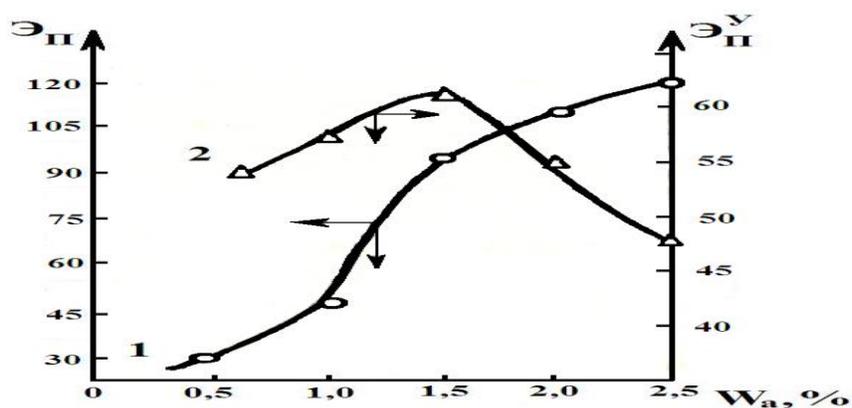


Figure 2. Promoter (1) and specific promoter (2) vanadium effects in nickel-copper-palladium-aluminum catalyst (palladium 0.05%)

To determine the degree of influence of the amount of the promoter (vanadium) on the hydrogenating properties (activity, selectivity, and isomerizing ability) of the stationary catalyst, the experimental design method was used.

TABLE 2. INFLUENCES OF VANADIUM ON THE PROPERTIES OF A NICKEL-COPPER-RHODIUM-ALUMINIUM CATALYST (RHODIUM 0.5%)

Mass. proportion of vanadium in the alloy, %	Activity, iodine number.	Relative activity, %	Selectivity, %	Content of trans isomers, %
0,0	52,0	100	82	42
0,5	52,5	101	80	38
1,0	53,1	102	78	32
1,5	54,9	106	76	24
2,0	55,0	106	75	24
2,5	55,3	106	75	23

The response function - activity (Y_1), selectivity (Y_2) and isomerizing ability (Y_3) of the catalyst depended on the concentration of the following metals in the alloy, % nickel (X_1), aluminium (X_2), vanadium (or another promoter) (X_3) and copper (X_4). The obtained results of planning the experiment made it possible to find the corresponding regression equations.

Checking the adequacy of the obtained regression equations by Fisher's criterion showed that the greatest influence on the hydrogenating and other of the above properties of the nickel-copper-aluminium catalyst is exerted by vanadium as a promoter when its content in the alloy is 1.5%.

Indeed, summarizing the data obtained, we can conclude that the introduction of paired combined additives (vanadium + rhodium or palladium) in an amount of 0.05–2.5% by weight of the alloy increases the activity, selectivity of hydrogenation and reduces the accumulation of trans-isomerized acids in salomas. The greatest promotion effect is observed when the following amounts of promoters are added to the catalyst: 0.5% rhodium + 1.5% vanadium and 0.05% palladium + 1.5% vanadium. However, even with an optimal concentration of a promoter (or a system of promoters) in the alloy, the activity of the resulting catalysts is, of course, the same. Thus, based on the results of studies of several stationary catalysts, highly efficient stationary alloyed promoted nickel-copper-aluminium catalysts were found with the aim of recommending them for pilot-industrial testing and implementation in the technology of continuous hydrogenation of cottonseed oil to obtain edible fat and confectionery fat. Technological modes of the process of obtaining food fatty masses were tested in a hydrogenation unit (capacity 15-20 t/day) of a column type, as well as in existing industrial autoclaves. Research and testing were carried out by varying the technological parameters of hydrogenation to control the fatty acid composition and the content of trans-isomerized acids in the salomas. The results are presented in Tables 3, 4, 5, and 6 and Fig. 3 and 4.

TABLE 3. SEQUENTIAL HYDROGENATION OF COTTONSEED OIL ON A STATIONARY CATALYST PROMOTED WITH PALLADIUM AND VANADIUM

$\Pi^{60}_{\text{д}}$	Fatty acid composition of hydrogenates, %			Selectivity, %	Increase in the content of trans isomers, %	$T_{\text{пл}}$, °C	Salomas hardness, g/cm	К.ч., mg KOH/g
	C^0_{14-18}	$C^{1=}_{18}$	$C^{2=}_{18}$					
Ex. oil 1,4580	26,3	19,6	54,1	—	—	—	—	—
1,4575	27,6	25,2	47,2	94,7	7	25,0	—	—
1,4573	27,8	25,8	46,4	95,0	8	26,5	—	—
1,4562	30,8	29,0	40,2	97,0	9	26,9	—	—
1,4559	33,4	31,4	35,2	97,4	10	27,3	—	—

TABLE 4. SEQUENTIAL HYDROGENATION OF COTTONSEED OIL ON A DISPERSED NICKEL-COPPER CATALYST

$\Pi^{60}_{\text{д}}$	Fatty acid composition of hydrogenates, %			Selectivity, %	Increase in the content of trans isomers, %	$T_{\text{пл}}$, °C	Salomas hardness, g/cm	К.ч., mg KOH/g
	C^0_{14-18}	$C^{1=}_{18}$	$C^{2=}_{18}$					
1,4530	29,5	61,6	8,9	83	24	34,6	360	0,76

1,4523	30,5	60,7	8,8	88	21	34,5	390	0,48
1,4523	29,7	58,8	11,5	85	16	37,1	470	1,16
1,4521	33,5	59,2	7,3	93	17	36,5	520	0,83

As can be seen from Tables 3 and 4, the partial hydrogenation of cottonseed oil to a residual linoleic acid content of 35-47% on a stationary catalyst promoted by palladium and vanadium makes it possible to obtain liquid or liquid salomas with a melting point of no more than 30 °C.

The subsequent hydrogenation of this solid fat on a powdered catalyst makes it possible to obtain standard-quality salomas for margarine products and confectionery fat with a melting point of 34-36 °C and a hardness of 360-500 g/cm with a trans-isomer content of 23-34%. This is less than the content of trans-isomers in salomas obtained by the conventional method. The same result was obtained by hydrogenation on a stationary nickel-copper-rhodium-vanadium-aluminium catalyst followed by post-hydrogenation on a powdered nickel-copper catalyst (Tables 5 and 6).

As shown in these tables, the hydrogenated oil was obtained on a stationary catalyst at a volumetric oil supply rate from, 5 to 3.2 h⁻¹. Under these conditions (temperature 165-170 °C, hydrogen pressure 250-350 kPa), industrial batches of partially hydrogenated cottonseed oil with an iodine number of 96.3–103.5 were obtained.

TABLE 5. SEQUENTIAL HYDROGENATION OF COTTONSEED OIL ON A STATIONARY CATALYST PROMOTED WITH RHODIUM AND VANADIUM IN PILOT INDUSTRIAL CONDITIONS

Sample, no.	1	2	3	4	5	
Volumetric oil feed rate, h ⁻¹	1,5	1,8	2,4	2,8	3,2	
Speed of oil supply to the autoclave, t/h	-	-	-	-	-	
Iodine number, % J ₂	96,3	98,9	99,8	101,8	103,5	
K.n, mg KOH/g	0,5	0,4	0,4	0,3	0,3	
Fatty acid composition of hydrogenates, %	C ⁰ ₁₆₋₁₈	30,2	29,5	28,3	28,0	27,4
	C ¹ ₁₈	27,8	26,5	25,7	25,6	24,6
	C ² ₁₈	44,0	45,0	46,4	47,8	
Selectivity, %	68	68	73	78	83	
Increase in the content of trans-isomers, %	17,2	13,0	10,2	6,0	6,0	
T _{III} , °C	30,2	26,5	24,0	21,0	-	
Salomas hardness, g/cm	--	-	-	-	-	

TABLE 6. SEQUENTIAL HYDROGENATION OF COTTONSEED OIL ON A DISPERSED CATALYST UNDER EXPERIMENTAL AND INDUSTRIAL CONDITIONS

Sample, no.	1	2	3	4
Volumetric oil feed rate, h ⁻¹	-	-	-	-
Speed of oil supply to the autoclave, t/h	6,0	6,5	8,0	8,2
Iodine number, % J ₂	71,3	74,4	80,0	80,4

K.n, mg KOH/g		0,81	0,9	0,75	0,67
Fatty acid composition of hydrogenates, %	C_{16-18}^0	31,0	29,8	27,7	27,0
	$C_{18}^{1=}$	55,1	53,9	51,6	52,5
	$C_{18}^{2=}$	13,9	16,3	16,3	20,5
Selectivity, %		86,8	89,4	92,0	94,4
Increase in the content of trans-isomers, %		18,6	16,4	14,9	14,2
T_{IIJ} , °C		36,1	35,8	34,4	34,1
Salomas hardness, g/cm		500	420	340	260

It should be noted that hydrogenation on a stationary catalyst, as expected, proceeded according to the total kinetics of the zero-order. Indeed, the relationship between the volumetric flow rates of oil and iodine number section of hydrogenated feed had been distinct linear (Fig.3). Also confirmed that the selectivity of the stationary catalyst decreases sharply with increasing depth of hydrogenation (Fig.4). Given the zero-order of the reaction, a linear relationship could be expected between the iodine number of the hydrogenate produced on the stationary catalyst and the trans-isomer content. This conclusion is also confirmed during pilot tests (Fig. 5).

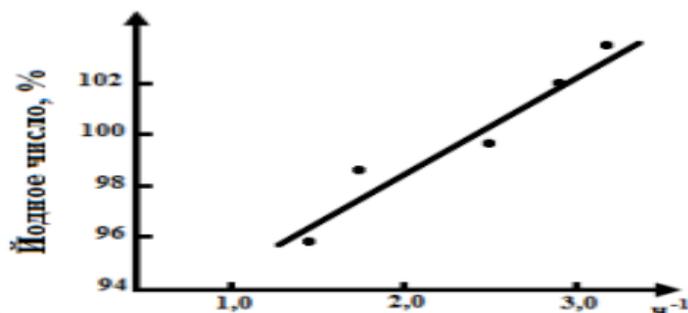


Figure 3. Zero-order of the cottonseed oil hydrogenation reaction on a stationary catalyst

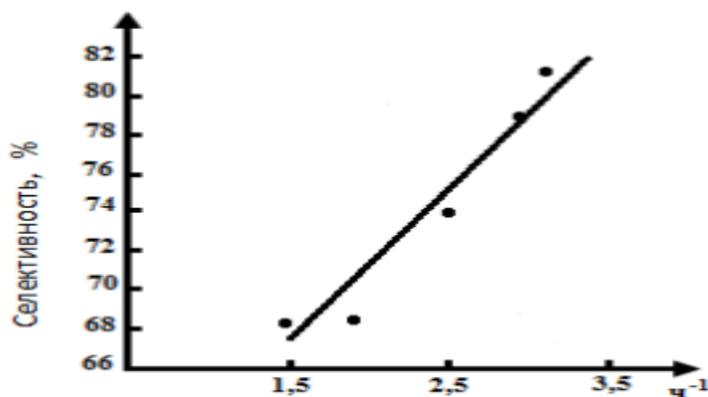


Figure 4. Effect of the volumetric oil feed rate on the selectivity of hydrogenation on a stationary catalyst

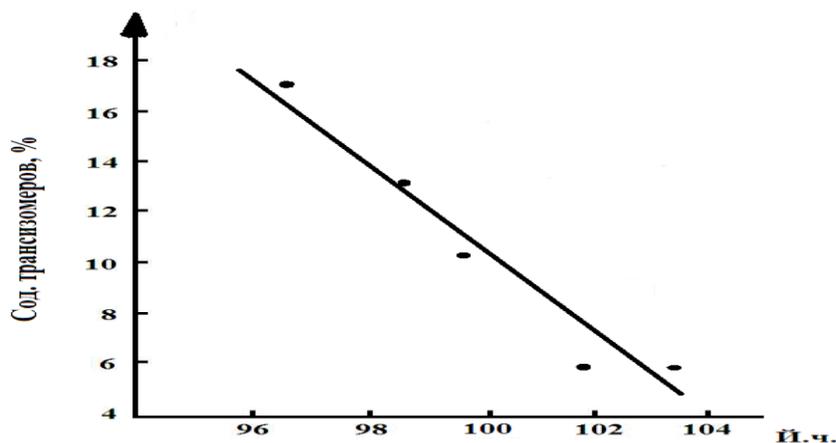


Figure 5. A linear relationship between the content of trans-isomers and the depth of oil hydrogenation on a stationary catalyst

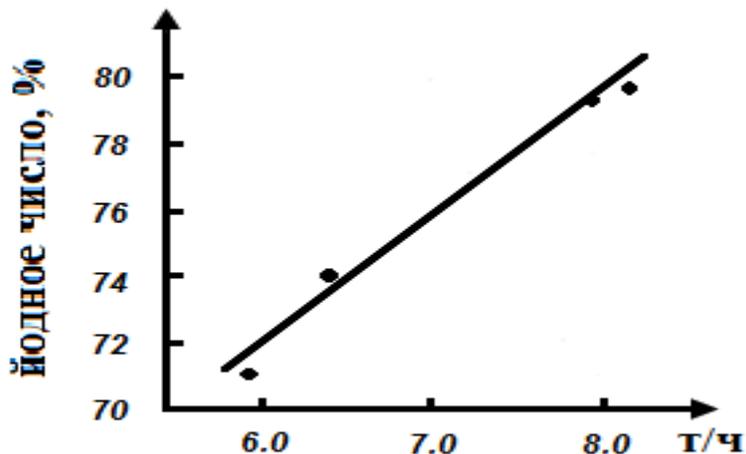


Figure 6. Zero-order of reaction in continuous hydrogenation of cottonseed oil on a powdered catalyst

Further, these hydrogenate were subjected to deeper hydrogenation to the iodine number 71-80 on a powdered catalyst. As can be seen from Fig. 6, a linear relationship was also observed between the hourly performance of the process on a powdered catalyst and the salomas iodine number. This means that the final stage of the process is also described by a total kinetic equation of zero order. And in this case, salomas with a melting point of 34-36 °C were obtained, having a hardness in the range of 260-500 g/cm and containing trans-isomers in an amount of 27 to 30 %, that is, less than in ordinary salomas. Tests at the pilot plant of the Tashkent (OFC) also showed that the new hydrogenation scheme allows the use of a low-activity nickel catalyst and thereby significantly reduce its consumption while increasing the plant's productivity.

Thus, it is confirmed that for the production of plastic food hydrogenated fats, it is advisable to use the technology of pre-contact hydrogenation of cottonseed oil with the use of a stationary, vanadium-promoted (1.5%), alloy nickel-copper-rhodium-aluminium catalyst at the initial stage

and subsequent hydrogenation of partially hydrogenated oil on a powdered nickel-copper catalyst.

CONCLUSION

New modifications of stationary nickel-copper-aluminium alloy catalysts with the addition of vanadium (0.5-2.5%), rhodium (0.5%) and palladium (0.05%) in the process of pre-contact hydrogenation of cottonseed oil were investigated and developed. It is shown that the lowest content of trans-isomerized acids in salomas is achieved at a content of 1.5% vanadium in a stationary promoted catalyst. A continuous technology of pre-contact hydrogenation of cottonseed oil on stationary and powdered nickel-copper catalysts has been investigated and developed for the first time. It is established that the recommended technology allows to significantly increase the productivity of hydrogenation plants and reduces the content of trans-isomerized fatty acids in salomas. This ensures an increase in the physiological and nutritional value of margarine products based on food salomas. The influence of technological modes (temperature, pressure, oil and hydrogen feed rate) of cottonseed oil hydrogenation on new modifications of stationary nickel-copper-aluminium promoted catalysts is studied. Based on the obtained results, the technological parameters for the production of food and confectionery salomas by a combination of stationary and suspended catalysts are established. The mechanism and kinetics of the process of nonselective hydrogenation of unsaturated fatty acids on a stationary catalyst at the beginning of the process have been established by studying the regularities of the continuous technology of pre-contact hydrogenation of cottonseed oil. Further, by hydrogenating the partially hydrogenated oil on a powdered catalyst, the selectivity of the process is increased.

By the method of precontact hydrogenation of cottonseed oil, edible fatty oils (the content of trans-isomerized acids 7-10%) with the specified physicochemical properties corresponding to the quality requirements of the standards were obtained. Based on the obtained salomas, confectionery products with high-quality indicators are made. Comparative estimates of the viscosity of salomas obtained on powdered and stationary nickel-copper catalysts are carried out. It is shown that as the iodine number of the hydrogenate decreases, its viscosity increases. An increase in the melting and solidification temperature of salomas also leads to a change in its viscosity. Under constant conditions of continuous hydrogenation and with the stable activity of the catalyst, with an increase in the content of trans-acids in the hydrogenated, its viscosity increases.

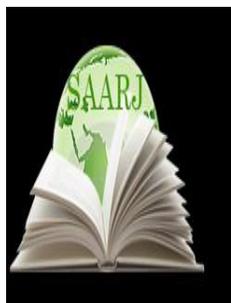
ACKNOWLEDGEMENTS

Authors acknowledge the immense help received from the scholars whose articles are cited and included in references to this manuscript. The authors are also grateful to authors/editors/publishers of all those articles, journals and books from where the literature for this article has been reviewed and discussed.

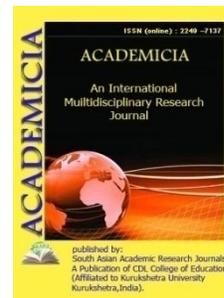
REFERENCES

1. Melamud H. L. (1995). Modern industrial catalysts for the hydrogenation of fats and adsorbents. Vol. 1-2. –M.: AgroNITE, p.7.

2. Melamud N. L. Improving the technology and expanding the raw material base for the production of hydrogenated fats: Abstract of the doctoral thesis. in the form of a scientific report. - Leningrad: VNIIZH, 1982. p.60.
3. Melamud N. L., Nechaev A. P., et al. (1983). Positional selectivity of linoleic acid hydrogenation in triglycerides. Oil and Fat industry. No. 8. pp. 16-17.
4. Mazhidov K.Kh., Melamud N.L., Sattarov K.K. (1990). Hydrogenation on stationary catalysts with preliminary precontact purification of hydrogenated raw materials. Thes. Republican seminar-meeting. Tashkent. pp.3-5.
5. Uzbekistan, W.P.R. (2017). About the Strategy of Actions for the Further Development of the Republic of Uzbekistan. No. UP-4947 dated, 7.
6. Rabinovich, L.M. (2004). Scientific and technological aspects of the problem of trans isomers of unsaturated fatty acids. Oil and fat industry, (3), 32-34.
7. Sattarov K.K., Mazhidova N.K., Isabaev I.B. (2007). Production of liquid edible fats based on the catalytic modification of cottonseed oil. "Oil and fat industry". No. 3. pp.48-49.
8. Sh.M.Khodjiev, K.K.Sattarov, K.Kh.Majidov, N.K.Majidova. (2020). Features of Triglycerides Isomerization in the Process of Hydrogenization of Cottonseed Oils. International Journal of Current Microbiology and Applied Sciences. (9)7. pp. 2951-2957.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00078.1

INTEGRATED APPROACH IN TEACHING A FOREIGN LANGUAGE

Elmuratova Zamira*; Djumanazarova Xalima; Kalimbetova Kizlargul*****

*Teacher,
 Nukus State Pedagogical Institute,
 UZBEKISTAN

**Senior Teacher,
 Nukus State Pedagogical Institute,
 UZBEKISTAN

***Teacher
 Nukus State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

This article devoted to the usage of integrated skills approach in teaching ESP classes. In language study, the skills will often interact with each other. For example, if you want to speak to others, you should first be able to understand the others; if you want to write back, you should be able to read. According to this approach not only the main language skills reading, writing, listening and speaking but also other sub skills grammar, vocabulary, phonetics should be taught in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.

Keyword: *Integrated Skill, Communicate, Conjunction, Appropriate, Photo, Caption, Discuss, Activity, Understand, Teaching Style, Learning Strategy*

INTRODUCTION

When we communicate with each other, we often use more than one of the four skills, which are listening, speaking, reading and writing. It's a must in communication. It is necessary to integrate the skills in many different situations. And it is a fact that we use them together.

According to Richards, Platt and Weber it is 'the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing'. If we look around us in our

daily lives we can see that we rarely use language skills in isolation but in conjunction, as the definition above suggests and, even though the classroom is clearly not the same as 'real' life, it could be argued that part of its function is to replicate it. If one of the jobs of the teacher is to make the students 'communicatively competent' in the L2 than this will involve more than being able to perform in each of the four skills separately. By giving learners tasks that expose them to these skills in conjunction, it is possible that they will gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom. As Morrow states in his second principle of communicative methodology:

One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words, it cannot easily be analyzed into component features without its nature being destroyed in the process. It is of course possible to identify various formal features of the way language is used communicatively, and these can be studied individually. But the ability to handle these elements in isolation is no indication of ability to communicate

Lubelska and Matthews provide seven statements related to integrated skills for teachers to brainstorm with other teachers:

1. Integrated skills involves using some or all of Listening, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text/discourse).
2. All four skills must be practiced in every lesson.
3. As listening and speaking naturally go together, it is always desirable to integrate these two skills.
4. The sequence hear-speak-read-write is the most appropriate for integrated skills work.
5. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lesson.
6. If we want to develop specific sub skills (reading for gist, guessing unknown words etc.), it is necessary to focus on individual skills in some lessons.
7. Integrated skills may be fine with a small group of adults, but it is difficult to do with large classes and in lessons lasting only 35 minutes.

It is obvious that teachers may have very different ideas regarding integrated skills in the classroom and there are no clear black and white answers to these statements. It could be argued that much will depend on the context. However, these 'think about' points may be useful in getting teachers to reflect on what they do or on what they would like to do in the future.

Many situations force us to use integrating the skills such as interview, make a speech, order dishes, examination, have a lesson, shopping, etc. In language study, the skills will often interact with each other. For example, if you want to speak to others, you should first be able to understand the others; if you want to write back, you should be able to read. So the understanding of listening and reading will enable you to speak and write. That's to say, integrated skills will motivate students to learn English in real communication.

Integrated skills approach considers many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (i.e., English and the native languages of the

learners and the teacher). All of these strands must be integrated in positive ways. For example, the instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language.

In integrated-skill instruction learners are exposed to authentic language and are involved in activities that are interesting and meaningful. Integrating the main language skills and the subsidiary language skills, at least in some courses if not in all, has many advantages:

1. Learners rapidly gain a true picture of the richness and complexity of the language as used for communication.
2. The language becomes not just an object of academic interest but a real means of interaction among people.
3. Teachers are given the power and the opportunity to track students' progress in multiple skills at the same time.
4. Skill integration allows mutually supportive growth in all the main skills and the subsidiary skills.
5. In an integrated-skill format, language instruction promotes the learning of real content, rather than the dissection of language forms.
6. The learning of authentic content through language is highly motivating to students of all ages and backgrounds.
7. The significant role of background knowledge becomes evident when language skills are integrated communicatively.

Based on the discussion above, we offer the following principles regarding the integration of language skills.

1. Language skills can and should be integrated in classes for the purpose of providing extensive practice in real-life communication. The integrated skills approach is founded on the concept of skill integration.
2. Titles of courses should reflect the integration of skills that actually takes place when communication occurs. For example, courses might be called "Speaking and Listening", "Reading and Writing", or "Writing and Grammar". Alternatively, courses might bear titles such as "Intermediate Communication" involving all language skills. In so far as possible, integrated materials indicate skill integration rather than skill segregation.
3. In many programs at the post-secondary and adult levels, the best combination for integrating language skills is probably theme-based and task-based instruction. The integrated skills approach unites these two potent modes.
4. Students need to encounter integrated-skill, authentic language about many themes that engage their interest and heighten their motivation. They must encounter these in the form of real-life language tasks. Teachers offer this combination of themes and tasks to their students. Here students would list interesting or important events related to each of the nodes or bubbles.

The following activities are used in teaching reading and writing.

Story maps. Story maps are open-ended activities in which students at all levels can experience some level of success. Eventually students will be able to design and create their own story maps. Story maps also provide a good sense of how students comprehend and interpret story events, and as such, can be used as a replacement for comprehension worksheets.

Visualizing and Illustrating Significant Quotes. This activity may be used as a class or homework activity. To model this activity, the teacher asks a student to suggest an important quote. Another possibility is to offer the students several quotes from which to choose one. The teacher brainstorms for the meaning of the lines, for inferences from “reading between the lines,” and for visual images. Then the entire class may draw their interpretations of the quote. For guided practice, students may work in pairs if the class needs more practice with these skills, before assigning independent practice. When handing out the activity sheet and reading the directions, remind students that lines of text must be quoted exactly as written, and quotation marks must be placed both before and after the quotation. Students also need to take note of the page number and cite it correctly.

After the students have completed the writing and drawing, the teacher divides the students into groups to share quotes and illustrations, or he asks individual students to share with the entire class. The handouts may also be displayed on the walls of the classroom.

Predicting and Making Inferences with Photos/Pictures. Students will need access to newspapers and magazines that can be cut up for classroom use. The teacher asks students to carefully examine several photos and captions, noting the length and the type of captions used in the newspaper or magazine they are viewing. Students could be paired up by using the handout, the appointment clock. Students should join their partners, pick up a newspaper, scissors, glue, and a handout, listen to or read the directions, and begin the activity. First, students should locate one photo and caption, cut them out of the paper, and paste the pictures on the handout. They should place the captions on a table made available for all students to preview for part 2 of the handout. Partners will then exchange activity sheets, write an original caption to accompany their partner’s photo, and explain the clues they used to decide what the caption should be. In Part 2, the teacher asks students to peruse the captions and try to locate the original caption for their partner’s picture. After they make their choice, they should paste it in the box on their handout and discuss their choice with their partners. In Part 3, The teacher evaluates the students’ own learning by thinking about photos, captions, and the need for visuals to increase communication.

Hidden Meaning in Advertisements. The teacher cuts out newspaper and or magazine advertisements ahead of time. The students choose their own ads to cut out for this activity; this would create more interest and motivation. The teacher models the activity as a whole class exercise in which the class makes observations and discusses the meaning of the advertisements. Then each group, pair, or individual should be responsible for completing a handout. Students may discuss their findings with other in small groups or with the entire class. The teacher asks students to staple their ads to the worksheet. The teacher asks them to write down the words and phrases in the ad. The teacher discusses the denotations and connotations of the words.

Running dictation. Running dictation: the dictation is postes on the wall. The teacher divides class into pairs. A runs to wall, memorizes a ‘chunk’ of the dictation, recites it to B, who writes. They continue until finished. Pairs can have different parts of a story or all can have the same

dictation. This type of dictation integrates vocabulary, listening, writing, reading, and speaking. Students should run one by one and match the pictures with suitable word.

In general, the teacher is grateful to all the students who are very active during the activity. Also, there will be some noise during the Running dictation activity because students run and bump into each other but they enjoy this activity.

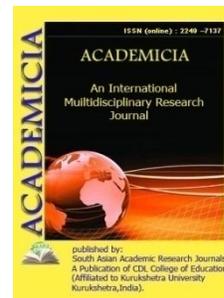
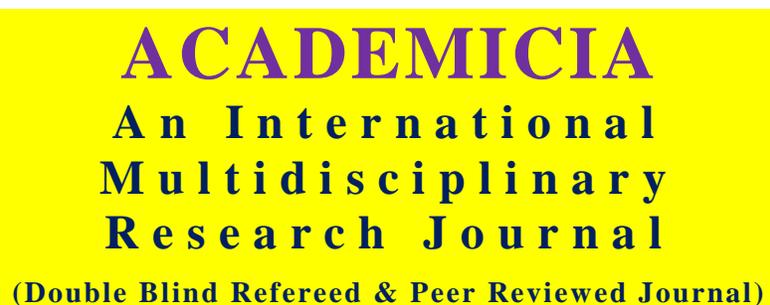
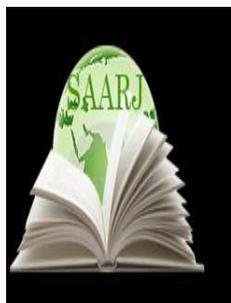
In order to make the lesson very interesting and achieve the objectives the teacher uses the following methods and techniques. The teacher uses variety of methods in teaching reading and writing. Brainstorming is used to check the students' background information about the text. Jigsaw reading is a well-known means of getting students to guess the meaning of their reading by using contextual and content clues as well as their own background knowledge. In jigsaw reading, learners are asked to put together two or more pieces of a written text that has been divided into shorter segments. This activity can take many forms including matching headlines with stories, advertisements, or articles from which they came, matching cartoons with captions, and matching pictures, captions, and text in the correct sequence. Rubric is a tool which helps teachers to assess how much information his/her students understood and find the information which should be taught again.

CONCLUSION

Integrated skills approach helps learners rapidly gain a true picture of the richness and complexity of the language as used for communication, the language becomes not just an object of academic interest but a real means of interaction among people and teachers are given the power and the opportunity to track students' progress in multiple skills at the same time. To sum up, the teacher uses various interactive activities, sets clear and specific objectives, used different modes of interaction and techniques, followed procedure and the time limit of each activity, used various equipment and materials and integrated several language skills and learning styles.

REFERENCES:

1. Dubin, F., Eskey, D. E., and Grabe, W. Teaching Second language Reading for Academic Purposes. Reading, MA: Addison-Wesley 1986
2. Grellet, F. Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press 1981
3. Richards J., Rodgers T. Approaches and Methods in Language Teaching. Cambridge, University Press, 1993
4. Wiesolek KK. Reading and writing to learn. The USA 2008
5. Oxford R.L. Language Learning Strategies: What Every Teacher Should Know. - Boston; Heinle & Heinle Publishers, 1990.
6. Rivers W.M. Interactive Language Teaching. Cambridge. Cambridge University Press, 1993



DOI: **10.5958/2249-7137.2021.00150.6**

WAYS TO OPTIMIZE SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP

Akhmedova Nilufar Shukhratovna*

*PhD Student,
Department of Economics and Real Estate Management,
Tashkent Institute of Architecture and Construction,
UZBEKISTAN

ABSTRACT

The role of small business and private entrepreneurship in the development of the regional and national economy in the Republic and foreign countries, its development trends in the sector has been studied. In addition, summarizing the advanced foreign and local experience gained in this regard, proposals and recommendations on further development of this sector have been developed.

KEYWORDS: *Small Business And Private Small Entrepreneurship, Business And Private Entrepreneurship, Small Business Support System, Key Indicators Of Small Business Development, Forms Of Regulation Of Small Business Development.*

INTRODUCTION

Small business and private entrepreneurship are an important factor in the development of the economy, increasing employment and income. More than fifty decrees and resolutions of the president have been adopted in the last two and a half years in order to support representatives of this sphere in every way.

In particular, the procedures for state registration of entrepreneurial activity, obtaining various permits and many other services have been simplified. To create convenience in this regard, the agency of Public Services and its on-site centers have been established. The position of Representative (Business Ombudsman) for the protection of the rights and legitimate interests of business entities was introduced.

One of the pressing problems remains the transformation of sectors in which market forces are not fully penetrated. Therefore, the president gave instructions on improving the activities of industrial enterprises of our country and introduction of the international management system in

small business. The recycling industry, which provides high added value in the economy, recorded nearly 9 percent growth in 3 months. Small business our country provides about 60 percent of gross domestic product, one third of the volume of industrial products, 98 percent of agricultural products, half of investments. In many regions, about 70-90 percent of exports come from small businesses. In 6 months of this year, the number of business entities increased to 60 thousand.

It is desirable to distinguish the following two aspects, taking into account the recognized peculiarities and economic essence of small scale business.

First of all, small scale business is a special sphere of economy, which is formed as a result of the unification of subjects acting as a specific socio - economic form of small scale production in market conditions. Small business exists objectively and is developing as a kind of integrity of the national, regional and local economy sectors. Secondly, small scale business is a special kind of activity on the basis of action, innovation, risk, with the aim of generating entrepreneurial income.

The approach to small scale business as a branch of the economy is based on the two-sided combination of social production: organizational-technical and socio-economic. The first is the sum of the material elements of production, the labor force and the forms of Organization of production, while the second is expressed in the relations of production, which form the social form.

In the early periods, as criteria for determining the small scale business, the number of employees was used, and later it began to focus on quality indicators. In particular, in the European Union, as in practice from 1995 to 1 January, the numbers of workers in Italy enterprises from 1 to 19 are included in the list of the smallest firms, from 20 to 99 - from small, from 100 to 499 - among medium-sized enterprises.¹

¹Kolesnikov, A. Small and medium business: the evolution of concepts and the problem of definition / A. Kolesnikov, JI. Kolesnikova // Economic issues. — 1996. — №7.

In the UK, according to the report of the Bolton Commission (UK Parliament), the classification of enterprises as small is based on data on the number and turnover of workers in various sectors of the economy.

Micro firms are enterprises, in which the number of employees is from 1 to 23 people, and small enterprises - from 24 to 99 people. At the same time, an enterprise whose number of workers in the processing industry is less than 200 people is considered small, and in retail trade is an enterprise with a turnover of not more than 400 thousand pounds. According to the law on companies 1981 year, small businesses are required to meet two of the following signs.

That is, the volume of trade turnover-no more than 2,3 million ECU, and assets-no more than 1,5 million ECU, at the same time, the average number of employees should be up to 50 people.²

The European Union Commission proposed in its recommendation of April 3, 1996 to use this financial indicator in determining the parameters of small and medium enterprises and began to be widely used in the classification of enterprises as "small" in Great Britain, Germany, France and other countries.

Also in the European Union, there are all acts of the community, financing programs with the aim of providing more national and regional assistance to small and medium-sized businesses than large companies. In this definition, it is aimed at ensuring the growth of the financial situation, according to which the turnover of the medium-sized enterprise is defined as 50 million euro (20-249 people), 10 million euro (10-49 people) in small enterprises, no more than 2 million euro (less than 10 employees) in micro firms. Also for medium-sized, small and microfinance enterprises, the accounting balance is required, respectively, not exceeding 43 million, 10 million and 2 million euro (Table 1).

TABLE 1 CRITERIA FOR DETERMINING SMALL AND MEDIUM SCALE BUSINESS IN THE EUROPEAN UNION

Type of enterprise	Number of workers	The turnover of goods	Balance value total
Micro firm	<10	<2 million Euro	<2 million Euro
Small business	<50	<10 million Euro	<10 million Euro
Medium enterprise	<250	<50 million Euro	<50 million Euro

Economists conducting research in this direction believe that for the study of the essence of small business, it is important to consider its qualitative characteristics and signs, a set of characteristics and peculiarities of the subject of research, which is of particular importance in determining. However, this approach is mainly based on sub-considerations and experiences, which "intuitively" serve to express to some extent the differences inherent in the size of other enterprises.⁵

As an example of such an approach, R. Bruksbank⁶ in his work "the concept of small business: a new classification of the size of the company" cites the definitions of Van Horn. In analyzing the strategic planning of small scale enterprises, Van Horn identifies five characteristics inherent in the strategic aspects of small scale firms:

- Relatively low amount of product produced (technology, services, know-how, etc);
- Relatively limited resources and Opportunities (Capital, human resources etc);
- Underdeveloped management systems, administrative processes and technologies necessary to assess and control the strategic situation of the enterprise;
- Unsystematic management, informal attitude to training and education programs;
- Major management positions and a large part of the shares are held by the founders of the enterprise or their relatives.

Based on these quality criteria and Dutch consulting experience, Van Horn proposed a medium-sized look at enterprises with a range of quantitative criteria, ranging from 50 to 500 workers and 1-33 million pounds.

From the point of view of German economist V. Nalik, the main quality description of small business in Germany is the unit of ownership, the direct management of the enterprise and the risk associated with it.

The second characteristic feature includes the appearance of the enterprise, a limited scope of scope, the peculiarity of the relationship between the owner and the employee, etc. Thirdly is the special importance of the leader's role in the life of the enterprise. In the fourth, manage the family business. Fifth, the specific features of financing.

In general, this classification fully corresponds to the generally accepted ideas about the status of various enterprises in a developed market economy.

The main disadvantages of these approaches include a variety of factors, including the difficulty of accessing the internal data of a small enterprise in order to identify a number of necessary qualitative indicators, and the possibility of using them in practice.

Taking into account the above, we will look at the role and importance of small scale enterprises in the economy of the country (Figure 1).

To find out the role and importance of small scale business in solving the problems of socio-economic development of the region, we will look at how it plays a role in the economy. In the course of the study, the following conclusions were drawn as a result of the analysis of the social, political and economic role of small scale business in the economy of the country.

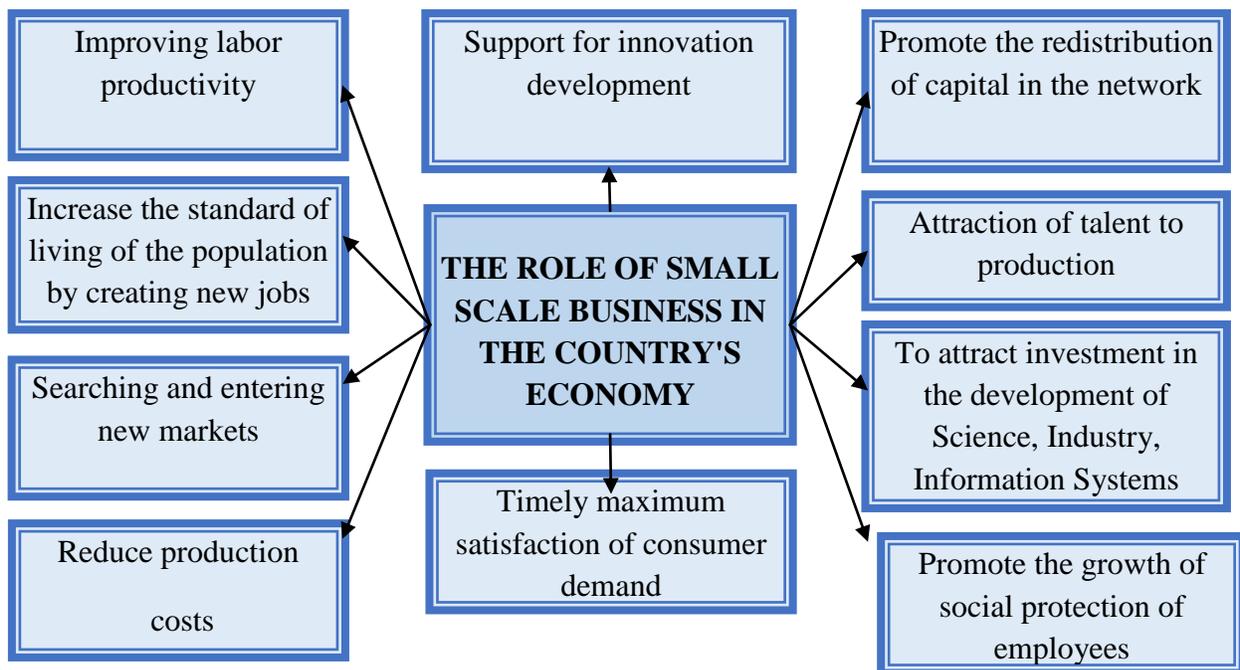


Figure1. The role and importance of small scale business in the country's economy

Social role: is manifested in the formation of a class of owners who produce products and services in accordance with the requirements of an unstable changing market, increase in employment, income of the population, etc. That is, the gradual formation of the middle class of its population, which independently ensures the standard of living, is a guarantee of reforms, political stability and democratic development of society.

Political role: The political influence of small scale business is great because the most active layer in the society in the conditions of market economy is the foundation of the formation of the middle class. Also, in the conditions of sustainable socio-economic and political development of

society, representatives of small businesses adhere to the principles of democracy, political stability and economic freedom. Small business harmonizes the interests of local and regional communities, establishes a link to the national framework and creates a basis for patriotic moods.

Economic role: in countries with a market economy, small scale business produces a large part of the economically active population and almost half of the gross domestic product, ensures the activities of unfavorable sectors for large businesses, ensures rapid development of investments and rapid turnover, serves to form an innovative economy.

The experience of developed countries shows that in the conditions of the market economy, the important role of the subjects of SCO is manifested by:

1. A consumer who makes important purchases for their own production needs.
2. It is a manufacturer that responds quickly to changes in market conditions and provides the necessary elasticity to the market economy.
3. It solves the problem of employment by creating additional jobs.

However, market conditions determine not only the advantages of small businesses, but also their disadvantages. The disadvantage of a small enterprise in comparison with large companies is its instability, which manifests itself in a relatively poor state of the external environment. A distinctive feature of the external environment of small business is that it is objectively subordinated in the system of relations with the state, large businesses and financial and credit organizations. The ability to withstand various critical conditions in the economy is limited by the volume of production and the scarcity and financial base of the resources used, as well as its dependence on local markets.

Thus, the relatively low viability of small business forms, on the one hand, and the high socio-economic significance of their functions, on the other hand, are the main determinants of small business. In order for small businesses to perform their socio-economic functions, it is necessary to develop specific targeted measures to increase the viability and sustainability of small businesses, that is, to support them.

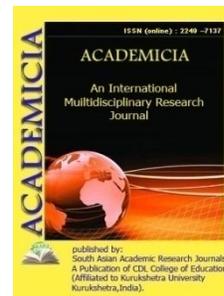
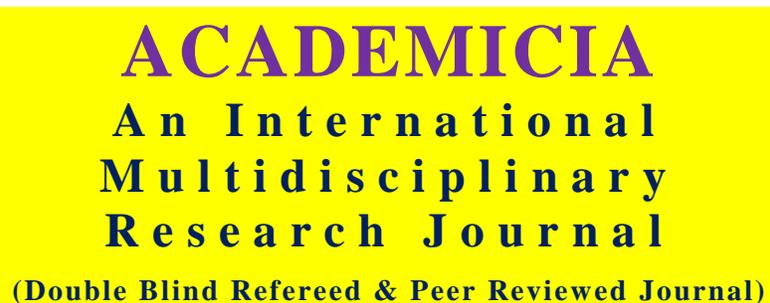
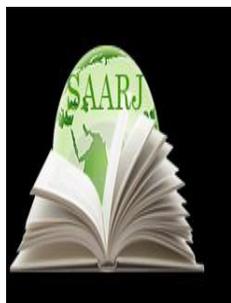
When you create a system for small business, the important factors are considered regional aspects, in particular the resource potential. Because the resource potential of the region is a complex multi-faceted concept, that includes economic, social and environmental components. Economic potential is the basis for the selection of functional units of a small enterprise in its composition it is possible to extract the components of the Natural resource, production and technical and industrial character, to define the priorities of its potential, based on the principles of increase regional capacity and improves its effectiveness.

In conclusion, we can say that, summing up all of the above, in the future, the subjects of the CPSU will serve to create greater opportunities for the development of the economy and society as a whole, as well as to increase the economic growth of the regions.

REFERENCES

1. Message of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis of the Republic of Uzbekistan dated December 28, 2018/ uza.uz

2. Abdullaev A.M., Abdurakhmanov A. Kh., Zakirova N. K. Forecasting and modeling of the national economy. - T: science and technology, 2007. - 575 p.
3. Abdullaev A., Karimov F. Small business and entrepreneurship. - T.: Employment. 2000,
4. Erokhin V. International entrepreneurship. - M.: Finance and Statistics 2008. – 390p.
5. Scientific electronic journal "Economics and Innovative Technologies". No. 2, March-April 2019 14 2/2019 (No. 00040) www.iqtisodiyot.uz



DOI: **10.5958/2249-7137.2021.00151.8**

MORPHOFUNCTIONAL PROPERTIES OF THE LYMPHOID STRUCTURES OF THE SPLEEN IN NORM AND UNDER THE INFLUENCE OF VARIOUS FACTORS

Khasanova Dilnoza Ahrorova*; **Khayrieva Dilshoda Ulugbek kizi****

^{1,2}Bukhara State Medical Institute,
UZBEKISTAN

ABSTRACT

Studied magazines, materials of scientific conferences, as well as other information sources for the collection of reliable information about the actions of various factors on the lymphoid formations of the spleen. In addition, in the Breeding Centers, one can observe the accumulation of macrophages with phagocytic lymphocytes and dendritic cells. In such cases, the central part of the node looks bright. The spleen plays an important role in the processes of hemolysis of red blood cells. In pathological cases, especially in some types of hemolytic anemia, the altered erythrocytes are retained and decomposed [9].

KEYWORDS: *Lymphoid Formations, Spleen, Humans, Various Factors*

INTRODUCTION

The purpose of the study: to study the safety problems of various factors on the lymphoid formations of the spleen.

MATERIALS AND METHODS

Information sources and materials devoted to the study of various factors on the lymphoid formations of the spleen were used.

A small amount of information about the structure of the spleen is based on the study of its structural structures, mainly conducted on various laboratory animals and extrapolated the information obtained in humans. A small number of studies conducted with the help of histological material from the human spleen do not fully reflect the nature of building structures and its cellular composition [17,21].

The spleen is a parenchymal organ consisting of pulp and connective tissue stroma. The stroma consists of a capsule, trabeculae, the vascular membranes of the vagina, the reticular framework of the red pulp and the follicle [10].

The connective tissue framework is formed in accordance with the body, provides close contact with the pulp cells, and creates a favorable biological environment for the parenchyma cells to perform their function. The blood vessels inside the stroma are connected in a network, provide metabolism, supply nutrients to the entire vascular flow and transport metabolic products [6,7].

The capsule is a dense connective tissue membrane that surrounds the spleen from all sides and consists of elastic, collagen fibers and myocytes, blood vessels. Some animal capsules may contain large amounts of smooth muscle fibers. From the surface, the capsule is covered with endothelium [13,14].

The trabeculae that are distributed from the capsule consist of collagen, elastic, reticular fibers and myocytes [4].

The proportion of capsules and trabeculae in the human spleen is 5-7% of the total volume of the penis and forms its base-reducing apparatus [5].

Polyarnye (trabecular) artery pass into the red pulp and around them are formed lymph nodes. In the lymph nodes, they are called the central artery, but they are located eccentrically. The central artery, which exits the lymph nodes, is divided into several penicillic arteries, which pass into ellipsoid capillaries. The end of the capillaries is tightly surrounded by reticular cells and reticulin fibers, which, in turn, form ellipsoids.

In different animals, the shape of the ellipses and their sizes are different, in humans 25x100 microns, in horses 28x65 microns. It is noted that pigs have additional ellipsoids of small size. Guinea pigs, squids, and mice will not have ellipsoids [9].

The shape and size of the ellipse are related to their immediate location. For example, in dogs, the ellipses in the marginal zone consist of oblong ones, while the red pulp has a round shape [19].

The spleen consists of two parts-red and white pulp, which has a different structure and function [18].

The red pulp is about 70-85% of the volume of the spleen and resembles red bone marrow in structure. It consists of the pulp and venous sinuses. They consist of hematopoietic elements, macrophages, and plasma cells. Here ends the stratification plasmatic and develop antibodies. In the pulpar tartar, V - and T - lymphocytes are collected, from which new lymph nodes of the white pulp can be formed.

The sinuses of the red pulp are located between the convolutions of the spleen, and the spleen is part of the vascular system. The sinuses of the red pulp have the appearance of large thin-walled vessels of irregular shape, covered with endothelial cells of reproductive form, between which there are narrow slits. Through these incisions, the hematopoietic elements pass from the surrounding gravity into the sinus cavity. The basal membrane of the sinuses is continuous, it is filled with a tumor of reticular fibers and reticular cells [15].

The red pulp, which contains three types of blood vessels (arterial capillaries, sinusoids, and pulpar veins), as well as a large number of macrophages in the pulp, performs mainly filtration and depot (reserve) functions [11].

The immune structure of the spleen includes components of the white pulp, that is, the periarterial lymph nodes with lymph nodes, the periarterial, mantle, and marginal areas with reproduction centers. This structure creates favorable conditions for the effective interaction of cells involved in the immune response [20].

The white pulp of the spleen has an elongated or ellipsoid shape of a whitish-grayish appearance, the color of which depends on the lymphocytes collected in it. The white pulp is densely located around the arteries, consisting of the sum of T- and B-lymphocytes, which provide an antigen-dependent immune response [15,17].

The area of the human spleen is usually much less extensive than the area of components in the human spleen dominated by LN [21].

The lymph nodes of the spleen are considered to be the V-region of the white pulp, consisting of a capsule of reticular cells and a set of T - and B - lymphocytes, plasmocytes, and macrophages. The central artery runs from the lymph node. On the lymph nodes of the spleen, there are 4 indistinguishable areas: periarterial, reproductive center, mantle and marginal areas.

The periarterial lymphatic sheaths (PALS) are those formed from the accumulation of lymphoid tissue in an elongated form along the pulpar artery. PALS is the T-sphere of the spleen.

The marginal area of the spleen nodes is the area of the passage between the white and red pulp, the width of which is about 100 microns. It consists of T - and B-lymphocytes and macrophages with marginal or marginal, sinusoidal vessels with bursting holes in the wall.

The reproduction center consists of reticular cells, V-lymphoblasts, and stratified plasma cells. In addition, in the Breeding Centers, one can observe the accumulation of macrophages with phagocytic lymphocytes and dendritic cells. In such cases, the central part of the node looks bright. The mantle region surrounds the periarterial region and the breeding center and consists of densely arranged small V-lymphocytes and a small number of T-lymphocytes, as well as plasmocytes and macrophages. The cells of the mantle region are densely arranged and layered with thick reticular fibers oriented to the circulatory system [21].

A population of immunocompetent cells usually has distribution mechanisms in specific functional areas of the spleen. Kengaitiradi understands the immunomorphological properties of this organ and can be used in the diagnosis of pathological processes of immune genesis [16].

The basis of the white and red pulp is the reticular tissue, which plays an important role in the stratification of each functional zone [21].

The reticular tissue is an integral part of the spleen stroma. Most of the reticular fibers are located in the red pulp of the organ, in the nodes of the white pulp their number is small. In the lymph nodes, they are more located on the periphery, and in the centers of reproduction they are not defined at all.

According to the data presented in the literature, the connective tissue of the spleen of an animal changes under the influence of intoxication and technological factors, which is manifested by fiber stratification, a decrease in the thickness of the organ [22].

The shape, color, structure, and density of the spleen may vary depending on the morphofunctional state of the organ, age-related changes, and pathological status [25].

The spleen has various and completely unexplored functions. One of the functions of the spleen is the immune control of the blood and the launch of special protective antibodies in response to antigens entering the body [24].

The spleen is not among the vital organs, but is responsible for the effectiveness of Innate and acquired immunity, cellular and humoral immune response, performs a complex of immunological and hematological functions [1,2].

The spleen produces a generalized immune response to antigens, inflammatory processes and various pathogenic microorganisms that provide the body with the necessary level of immune homeostasis, as well as flexibility [3].

In the spleen, there is a stratification of immunocompetent cells depending on the antigen, the formation of effector and memory cells, as well as the elimination of hematopoietic cells that have expired and are injured [8].

The spleen is actively involved in the immune responses of the humoral type of the body. Its T- and B-lymphocytes, plasmocytes, detect an antigen that is foreign to the body and produce special antibodies against it. [26].

It should be noted that the spleen is the main site of IgM synthesis. IgM synthesis, which occurs in response to the action of antigens, occurs in the spleen earlier than in other organs, and from the second day there is an activation of lymphocytes in the white pulp [8,10,12].

At the time of the immune response, antigens in the blood are retained in the marginal region of the spleen and in the red pulp. They are then transferred by macrophages to the surface of the intercellular cells of the white pulp. Lymphocytes in the bloodstream accumulate mainly in the periarterial lymphocytes (T-lymphocytes) and lymph nodes (B-lymphocytes). In the primary immune response, the antibody-producing cells first appear in the ellipsoid cells and then in the red pulp. In the secondary immune response, the lymph nodes form the centers of reproduction, in which clones of V-lymphocytes and memory cells are formed. The stratification of V-lymphocytes into plasma cells is completed in the red pulp [23].

The slow blood flow in the red pulp provides a close and long-term connection of antigens with phagocytes, allows for the process of phagocytosis without special receptors. This unique ability of spleen phagocytes plays an important role in clearing the body of infectious pathogens at the initial stage of bacterial invasion, until special antibodies are formed [16,22].

With the help of spleen macrophages, the destruction and phagocytosis of obsolete red blood cells and white blood cells, as well as bacteria and tumor cells is carried out [25].

Macrophages of the marginal region of the lymph node are important for the initial stages of the immune response and play an important role in clearing the body of apoptotic cells [12].

The spleen decomposes phagocytes and insoluble components of cellular detritus, endotoxins, which are formed during burns, injuries, and other tissue caries. [17].

The spleen plays an important role in maintaining the body's homeostasis, especially in extreme cases - blood loss, hypoxia, sepsis, this is clearly manifested. [16]. According to the literature, this function of the spleen in relation to tumors [4]. A significant amount of blood passes through the spleen and is filtered. The spleen is the only peripheral immune organ located in the blood stream flowing from the aorta to the venous vein [7].

The filtration function of the spleen is to control the circulation of blood cells. The specific structure of the fibrous tissue in the red pulp ensures the preservation of old and defective red blood cells in the spleen. The spleen is involved in the exchange of iron. Its macrophages convert iron formed from decomposed red blood cells. Also, bilirubin and hemoglobin are formed from hemoglobin in the spleen [14].

Granular inclusions in the red blood cells of the spleen (Fun, Gain bodies, iron granules) are eliminated without damaging the cell. When the spleen is removed and around it, there is an increase in the number of these cells in the blood [17].

After removal of the spleen, an increase in the number of siderocytes is detected in the blood. These changes are permanent and indicate that the function of elimination of glandular granules in red blood cells is specific to the spleen [15].

The spleen is able to accumulate hematopoietic elements. As a rule, 30-50% of all chromatids in it are partially deposited by neutrophils. They can be released into the peripheral blood during bleeding or infectious processes [17, 24].

When the blood flow in the body is disturbed, the spleen increases in size and, according to some researchers, can accumulate a large amount of blood, performing a depot function [1]. Due to the reduction, the spleen releases the accumulated blood into the vascular bed, as a result of which its volume decreases, the number of red blood cells in the blood increases [3].

In chronic blood loss, sepsis, and other cases where normal processes of hematopoiesis in the bone marrow are disrupted, the spleen is the main extramedullary hematopoietic organ [18].

The involvement of the spleen in protein metabolism is due to the fact that it synthesizes albumin and globin, and is also of great importance in the formation of immunoglobulins [10].

The spleen stimulates the formation of bilirubin, cholesterol, proteins with a blood clotting factor that neutralizes phenol, and the processes of tyrosine oxidation in the liver [6].

In addition, factors that stimulate the phagocytosis process carried out by opsonin, tufrein, white blood cells and macrophages are synthesized in the spleen [5].

The spleen plays an important role in the processes of hemolysis of red blood cells. In pathological cases, especially in some types of hemolytic anemia, the altered erythrocytes are retained and decomposed [9]. When passing through the spleen, the mechanical and osmotic resistance of white blood cells decreases [24].

The question of the hormonal function of the spleen remains open. At the beginning of the last century, the German scientist O. Stern determined that the spleen extract has a biologically active

effect, and assessed the presence of the hormone lienin in it. According to modern researchers, the spleen can produce the hormone, but its chemical nature has not yet been revealed [7].

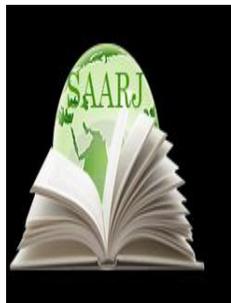
The mechanism of increasing the number of chromatoses, granulocytes in the blood after removal of the spleen remains unknown to this day. These changes are temporary and usually occur within a month after removal of the spleen [14].

In the elderly, there is a decrease in the functional activity of the spleen, which is manifested by an increase in the number of senile red blood cells in the bloodstream. This is one of the reasons for the absence of gas exchange processes in tissues during aging [10].

REFERENCES

1. Aboudkhil S., Zaid A., Henry L., Bureau J.P. Influence of age, castration, and testosterone on T cell subsets in healthy and leukemia grafted mice // *Biol Cell*. 2003. Vol. 95(1). P. 9-16
2. Akhmatova, N.K., Egorova, N.B., Akhmatov, E.A., Kurbatova E.A., Semenova, I.B., Chertov, I.V., Semenov, B.F., Zverev, V.V. Expression of Toll-like receptors in spleen and lymphatic nodes after immunization by mucosal routes // *Zh. Microbiol. (Moskov)*, 2010, No. 1, P. 50-55
3. Amsen, D. Instruction of Distinct CD4 T helper Cell Fates By Different Notch Ligands on Antigen Presenting Cells / D. Amsen, J.M. Blander, G.R. Lee, K. Tanigaki, T. Honjo, R.A. Flavell // *Cell*. – 2004. – Vol. 117 (4) – P. 515–526
4. Becker-Herman S., Lantner F., Shachar I. Id2 negatively regulates B cell differentiation in the spleen // *J. Immunol*. 2002. Vol. 168. № 11. P. 5507–5513
5. Bertrand J.Y. Fetal spleen stroma drives macrophage commitment / Julien Y. Bertrand, Guillaume E. Desanti, Richard Lo-Man, Claude Leclerc, Ana Cumano and Rachel Golub // *Development*. — 2006. — № 133. — P. 3619-3628
6. Cadili A., de Gara C. Complications of splenectomy // *Am J Med*. 2008. Vol. 121. P. 371–375
7. Cesta M. F. Normal Structure, Function, and Histology of the Spleen / M. F. Cesta // *Toxicologic Pathology*. — 2006. — № 34. — P. 455–465
8. Chadburn, A. The spleen: anatomy and anatomical function / A. Chadburn // *Semin Hematol*. – 2000. – Vol. 37 (Suppl. 1). – P. 13–21
9. Chu HB., Zhang TG., Zhao JH., Jian FG., Xu YB., Wang T., Wang M., Tang Den Haan, J.M., 2012
10. Di Sabatino A., Rosado M., Ciccocioppo R. Depletion of immunoglobulin M memory B cells is associated with splenic hypofunction in inflammatory bowel disease // *Am. J. Gastroenterol.*-2005.-Vol.100, N8.-P.1788-1795
11. Hoek, K.L. Follicular B cell trafficking within the spleen actively restricts humoral immune responses // *Immunity*.- 2010.- Vol. 33.- P. 254–265,
12. Khasanova DA. Current problems of safety of genetically modified foods (literature review), 2020; 5 (45): 20-27

13. Khasanova D.A, Teshaev S.J. Effects of genetically modified products on the human body (literature review), 2020; 5(45): 5-19
14. Khasanova DA, Teshaev SJ. Topografic-anatomical features of lymphoid structures of the small intestine of rats in norm and against the background of chronic radiation diseases. Eur. Sci. Rev. 2018; 2(9-10): 197-198
15. Kuchar, E. Review of guidance on immunization in persons with defective or deficient splenic function // Br. J. Haematol.- 2015. -Vol.171(5).- P. 683–694
16. Liezmann C., Stock D., Peters E.M. Stress induced neuroendocrine-immune plasticity: A role for the spleen in peripheral inflammatory disease and inflammaging? // Dermatoendocrinol. 2012. Vol. 4(3). P. 271-279
17. Maekawa T. Age-dependent and cell-population-restricted LRRK2 expression in normal mouse spleen / T. Maekawa [et al.] // Biochem Biophys Res Commun. – 2010. – Vol. 392, N 3. – P. 431-435
18. Nakajima O., Okano S., Harada H., Kusaka T., Gao X., Hosoya T., Suzuki N., Takahashi S., Yamamoto M. Transgenic rescue of erythroid 5-aminolevulinate synthase-deficient mice results in the formation of ring sideroblasts and siderocytes // Genes Cells. 2006. Vol. 11(6). P.685-700
19. Onkar, D.P. Comparative histology of human and dog spleen / D.P Onkar.,S.A., Govardhan // J. Morphol. Sci. – 2013. – Vol. 30. –No. 1. – P. 16–20.
20. Petrovova E., Massanyi P., Capcarova M. et al. Structural alterations in rabbit spleen after bendiocarb administration // J. Environ. Sci. Health. B. — 2011. — V. 46, — № 8. — P. 788—792
21. Steiniger B.S. Human spleen microanatomy: why mice do not suffice // Immunology. 2015. Vol. 145, № 3. P. 334–346.
22. Uckun F.M. Spleen tyrosine kinase as a molecular target for treatment of leukemias and lymphomas / F.M.Uckun, S. Qazi // Expert Rev Anticancer Ther. – 2010. – Vol. 10, N 9. – P. 1407-1418
23. Uddin M.N. Toxic effects of D-galactose on thymus and spleen that resemble aging / M.N. Uddin // J Immunotoxicol. – 2010. – Vol. 7, N 3. – P. 165-173
24. Van der Laan A.M., Ter Horst E.N., Delewi R. et al. Monocyte subset accumulation in the human heart following acute myocardial infarction and the role of the spleen as monocyte reservoir // Eur Heart J. 2014. Vol. 35. P.376–85
25. Velásquez-Lopera M.M. Human spleen contains different subsets of dendritic cells and regulatory T lymphocytes / M.M. Velásquez-Lopera, L.A. Correa, L.F. García // Clinical & Experimental Immunology. – 2008. – Vol. 154. –Iss. 1. – P. 107–114
26. Wang G.N., Xiong Y., Ye J., Zhang L.H. Synthetic N-alkalated iminosugars as new potential immunosuppressive agents// ACS Medical Chemistry Letters.- 2011. - V.2, №9.- P. 682-686



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00257.3

MICROTEXT COMPOSITION

M. Abdupattoev*; V. Abdurahmonov**

*Associate Professor, PhD,
 Head of the Department of Uzbek Language and Literature,
 Candidate of Philological Sciences,
 UZBEKISTAN

**Researcher
 Head of the Department of Foreign Languages in Natural Sciences,
 UZBEKISTAN

ABSTRACT

In this article it is provided a compilation of syntactic and semantic features - microtext (supersyntactic integrity - SSIs) as the largest text unit. At the same time, functional-semantic classification of composite components of such integrity - beginning, development of thought and completeness has been studied.

KEYWORDS: *Microtext, Supersyntactic Integrity, Composition, Composition, Beginning, Development Of Thought, Completion, Semantics, Methodological Function, Linguistic Sign, Lexical-Grammatical Instrument, Culmination.*

INTRODUCTION

As any language or unit of speech is examined and comprehensively investigated in different ways, its signs of unity become even more apparent, and its essential features are revealed. The same is true of microtexts (SSIs), the largest text unit. One of the key conditions for the integrity of the micromagnet (SSI) is that it has composite components. Compositional view is, first and foremost, as EA Referovskaya puts it, the orderly arrangement of the main elements that indicate the boundaries of the micromagnet (SSI) within the text. GS Solganik calls such a layout a compositional-thematic view, emphasizing that it consists of three main parts: beginning, thought development and completion.

Other researchers' ideas about the composite parts of micromagnets (SSIs) can be found in the works of other researchers. Researcher N.Yushina uses this view to the paragraph. In our opinion, it is only possible to comment on the compositional structure and components of the

paragraph in the case of microtext (SSI) parallels, and in other cases it is not applicable to the paragraph.

Therefore, microtext (SSI) as a semantic, syntactic, and stylistic whole is composed of the following three components:

1. The beginning is the part that defines the subject and acts as a semantic center, similar to the first sentence of microtext (SSI).
2. Ideas development is the part that develops an idea, as well as an explanation of the beginning, expressed in one or more sentences.
3. Completion is the last sentence of microtext (SSI). Summarizing, concluding. Part of the context that precedes it.

The above layout of the microtext (SSI) components is called a composite view.

The compositional view is available to any type of microtext and defines its content within the text.

Regardless of how many relatively independent clauses micrometry (SSI) is, the arrangement of its compositional components follows the above procedure.

1. Beginning and its functional - semantic features.

The Main Findings and Results

Despite the fact that microtext (SSI) is composed of several relatively independent clauses the first sentence in its structure plays an important role in both its compositional and structural structure. The first sentence is the syntactic and meaningful core of micromagnet (SSI). The first point is communicative, too. As I.Rasulov rightly points out, "the first component of the MSB differs from others with greater independence." The same first sentence serves as a starting point. That is, it starts the idea. In any form of Micromagnet (SSI), the beginning is the first sentence. The beginning is the first phrase, as we have already mentioned, the "most important part" of the microfinance service. Therefore, in the evaluation of microtext (SSB), it is advisable to pay attention to the beginnings of their content and to study in detail their features.

Examining the origins in microtexts (SSIs) of different types, we can see that the verdict in these statements strongly influences the structure, semantics, and methodological function of microtext (SSI). This situation further exacerbates the role and function of the beginning - sentence micromagnet (SSI).

Based on the functional-semantic (methodological) content of the beginnings, we consider it necessary to study them in the following description;

- 1) motion dynamic (dynamic) start.

The cross-section of this type is represented by a verb that expresses physical activity.

Sections of the sentence after the beginning are also represented by a verb (that is, expressing a specific physical activity). When the intersection of the beginning is in the form and the answer to the question, the sections of the next sentence are in the same form and require the same interrogation. This ensures a certain tone in the micromagnet (SSI) and the interrelationship of relatively independent sentences. In the semantics of such a micromagnet (SSI), the following is

observed: The dynamics (dynamics) reflected at the beginning are intensively developing, sharpening, and intensifying throughout the micromagnetic (SSI) structure;

As darkness fell, the Greeks attacked at the gate to distract the defenders of the village. By dawn they were throwing stones and shouted. At the back of the castle, three hundred soldiers mounted on each other's shoulders, and after that laid down their trousers and began to pile on a cliff. Towards dawn some strong and skillful soldiers managed to get up. They threw down ropes and pulled their companions down.

(M.Osim)

Qorong'u tushishi bilanoq, qo'rg'on himoyachilarini chalg'itish uchun yunonlar darvoza tomondan hujum ko'tarildilar. Tongacha tosh otib shovqin-suron ko'tardilar. Qal'aning orqa tomonidan esa uch yuz askar bir-birlarining yelkalariga minib, undan so'ng shoti qo'yib, tik qoyaga qoziq qoqa boshladilar... Tongga yaqin bir necha baquvvat va epchil askar yuqoriga chiqib olishga muvaffaq bo'ldi. Ular pastga arqon tashlab sheriklarini ham tortib chiqara boshladilar.

(M.Osim)

As shown in the microtext (SSI) above, the movement expressed in the starting line – “attacks” develops in the later parts of the microtext (SSI) "noise", "piling", "pulling". This kind of starter microtexts (SSIs) play a major role in the culinary arts. As a rule, the first step of the author towards the solution from the culmination of his work is similar to microtext (SSI):

2) Signal beginnings.

Such startups inform the individual, subject, or character of the event by confirming or denying it. The cross-section of this type of phrase is characterized by a cross-section, in most cases, and is expressed mainly in terms of a category of quality. The startup reports a sign of the subject. The following sections of the micromatn (SSI) fill in the sign and serve as an interpretation function:

Rano is handsome, and her face is as beautiful as the art of a rare sculptor. His eyes are full of humor and intelligence, his cheerful nature and his dark hair all over his waist. She reads Navoi and Fuzuli beautifully and feels deeply, and is familiar with the ghosts of such poets as Mukimi, Furkat, and Zawqi.

Ra'no qomati kelishgan, yuzi sutday tiniq nodirbir haykaltaroshning ijodi kabi go'zal. Ko'zlarida sho'xlik va aql mavji, tabiati quvnoq, quyuc sochlari beliga tushgan, o'ziga yarashgan g'ururi ham bor. Navoiyni, Fuzuliyini chiroyli o'qiydi, chuqur his qiladi, bir asr shoirlaridan Muqimiy, Furqat, Zavqiy kabi shoirlarning g'azallari bilan tanish.

Apparently, microtext (SSIs), which have a continuous beginning, are used to describe the appearance, characteristics of an individual, subject or event. Initial microtexts (SSIs) of this nature are characteristic of the speech type of speech.

3) quantity-dependent start-ups.

In this type of startup, the cross section indicates the amount of start. It reflects both the character or the character of the sign. In postoperative sections of supersactic integrity, the nature and properties of quantities are explained, interpreted and explained:

There are two lives of learned people. One is his life as a human being. The second is his life devoted to science. This is the second life which is eternal.

As the examples above show, the amount of expression in the initial function has a strong effect on the formation of microtext (SSI). The larger the quantity, the more the structure of the microenvironment (SSI). For comparison, we examine the contents of the examples given above: the amount of microtext at the start of the first micromagnet (SSI) is greater than "two", that is, the first microtext (SSI). Now, to examine their structure, the first microtext (SSI) consists of two sentences (1 simple and 1 joint without a link), and the second microtext (SSI) consists of four (all simple) sentences. This may be explained by the fact that the author tries to explain, at the outset of his speech, the amount (sentence) that is given, as far as possible, at the beginning. The higher the quantity (say, two, three or more), it lists the characteristics of each. As a result, the microtext (SSI) structure is expanding and complicating.

4) The condition is the beginning.

This type of supra-syntactic integrity, which is used in this type, also has a specific functional-semantic nature. These types of startups express a certain state of affairs. They play a special role in the meanings of the meaning of the situation, and play an important role in the semantics of the phrase. In the later sections of the Microtext (SSI), the position expressed in the startup is expanded and supplemented by additional information. The following statements are almost as follows:

Autumn is like a sick man on his deathbed. Underneath it, the grieving treasures groaned. In the early spring, the ditches, which swiftly flow along the coast, become clear. Realizing that all his efforts were wasted, he was sad to see the world... The sky and the sky are white and white. In the midst of the white darkness, the crows of the crows can hear the cries. (U.Hashimov)

Kuz o'lim to'shagida yotgan bemorga o'xshaydi. Oyoq ostida kasalmand xazonlar ingraydi. Erta bahordan bo'tana bo'lib, shosha-pisha qirg'og'iga sig'may oqqan ariqlar tiniqlashadi. Shuncha urinishlari zoe ketganini tushunib olamga ma'yus boqadi... endi suv tubida shodon chayqalgan maysalar emas, xazon ko'milib yotadi. Yeru ko'kni kafandek oppoq tuman chulg'aydi. Oq zulmat orasidan qarg'alarning xosiyatsiz fig'oni eshitiladi.

(O'.Hoshimov)

5) interrogative beginnings.

These types of beginnings include a form of rhetorical questioning. The author or subject addresses the rhetorical question to himself or the reader (reader) through the introduction. The following sections of the super-syntactic integrity function are answered by:

What is the strength of a woman? It reaches two eyes. A member of the necklace was trying to weep again.

(O.Yakubov)

The researcher M. Hakimov interprets the question form as a linking tool and says that it comes with the function of naming the text. In addition to the comments of the researcher, it is important to note that the question form is used as a header in the microtext (SSI) when it

performs the function of naming the text, defining its subject, and using the title as the (macro) text (general, large). The title of the microtext (SSI) is stated at the beginning:

What is love? It's good to be a good person. All that is needed for his or her well-being is to be prepared and to enjoy this goodness.

(Chernyshevsky)

From the previous considerations it can be concluded that the above mentioned types of microtext startups indicate that they are large, broad functional. Contextual learning of such discourses will help to address the problems of meaningful syntax in the development of Uzbek linguistics and provide new research in this area.

2. Linguistic signs of intellectual development.

The research work on text linguistics, including microtext (SSI), the largest text unit, does not mention one of its constituents - the development of thought. In the existing literature, the primary composite component of microtext (SSI) is mainly the primary component.

Indeed, the role of the startup in microtext (SSI) is enormous, it dominates over other parts, and the rest is always dependent on it. However, this fact does not diminish the function and place of the other components (mental development, completeness) in microtext (SSI) content.

As mentioned above, the development of thought is characterized by the development, interpretation, expansion, and completion of the idea or theme expressed in the beginning:

Murodkhoja is worried about the arrival of the mother of Saidiye's sister. And the teacher wanted to give Ihsan medication, good or bad, and if not, he would have said, "The doctor's medicine did not work, so it does not recover."

(A.Kahhor)

As can be seen from the example above, the fact that ideas are related to Murodkhoja's anxieties described in the introduction is intended to illustrate events, to uncover the causes of "anxiety", and to justify them.

The phrases that form the thought are often used in the pronunciation of the word syllabus. Contextual synonyms - complementary lexemes are used:

A woman in a long white dress tore off her white hair in the backyard. Heaven and earth tremble at his cry The birds joined in the cry. The birds were weeping, but they did not know what was happening and that she was the widow's grandmother.

(E. Samandar)

Or take an example:

In the year of his father's arrest, winter is severe. It was snowing and cold. The mulberry branches in the yard were bent under the snow. There was a flood. Mothers and children were lukewarm, and could not sleep until late in the night.

(U.Hashimov)

The phrase "weeping" in the beginning of the first micromatine (SSI) is broadened by the constructive synonyms of "trembling", "crying" and "mourning" in the expression of thought.

The same is true for the subsequent microtext (SSI) given. Words and phrases, such as "cold", "bully", "snowflake", which are close to the word snow in the beginning of the word, provide a semantic link between words and, secondly, the basis for the development of thought in a particular system.

Words that constitute the development of thought are expressed by rising intonation, that is, the intonation moves from word to word

3. Completion and its main features

The completion of the theme of the inferiority is explained by the generalization of the opinion and the pronouncement of the general sentence that follows this generalized thought. The final part in the Complete Microtext (SSI):

Spring is enough for everyone! What are flowers in front of royal palaces and sad graves in the cemetery. It all rolls evenly onto the lawn. All are treated with love.

(U.Hashimov)

The task of completion is particularly important in determining the boundaries of micromanagement (SSIs), since the completion is equivalent to the author's firm opinion on a particular microcosm. Usually it is not necessary to go back to the topic that has been summarized and resolved. Of course, when done, the micromanage will change. The change of the micromanage means that one microtext (SSI) is completed and the other is started. Occasionally, lexical and grammatical means may be included in the composition, in short.

Boytemirmash followed me down the stairs to the road. He shook my hand and stopped the car.

Climbing up the hill, I looked out of the cabin. Boytemir was still on the road. He patted his hat in his hand and lowered his head, thinking of something.

That's all, that's how we divorced.

(Ch. Aitmatov)

CONCLUSION

However, the lexical-grammatical tools we have mentioned above may not always be part of the micromatographic (SSI) completion. In this case, the completeness is determined by the semantics of microtext (SSI).

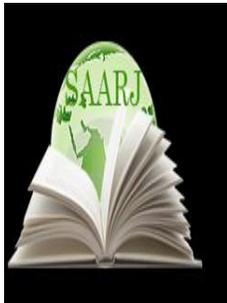
From the foregoing, it can be said that microtext (SSI) is the largest text unit but has its own distinctive features as a separate independent syntactic unit. The composite study of microtext (SSI) shows that it consists of parts such as beginning, development, and completeness, and that these are complex syntactic integrity of the words that form microtext (SSI), which are formed by certain semantic-grammatical and methodological laws. confirms that.

Consequently, microtexts (SSIs) have their own components, as do other types of syntactic constructions (vocabulary, sentence, and type), but also have composite parts. Its compositional elements (beginning, development, completeness) are important, firstly, by defining the boundaries of the microtext (SSI) in the text, and secondly, as components that indicate the existence of microtext (SSI) as a semantic-syntactic whole.

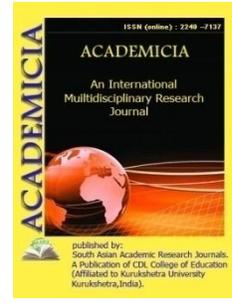
REFERENCES

1. Nurmonov A. Selected works. Volume 1 - T.: Akadernashr.2012.
2. Maslova V. A. Lingvokulturologiya: Ucheb. posobie dlya stud. visshix uchebnix zavedeniy. –M.: Izdatelskiy sentr «Akademiya», 2001.
3. Teliya V.N. Russkaya frazeologiya: semanticheskiy, pragmaticheskiy i lingvokulturologicheskiy aspekti. – M.: SHkola “Yaziki russkoy kulturi”, 1996.
4. Alefirenko N.F. Lingvokulturologiya. Sennostno-smislovoe prostranstvo yazika. Uchebnoe posobie. – M.: Flinta, Nauka, 2010. –S. 21.
5. Kornilov O.A. YAzikovie kartini mira kak proizvodnie natsionalnix mentalitetov. - M.: CHeRo, 2003. S.140
6. Usmonova Sh. Tarjimaning lingvomadaniy aspektlari.T.2015.
7. Sayidrahimova N., Qobulova U. Lingvokulturologiya – tilshunoslikning alohida sohasi. Uzbek language and literature.2015.4-son.
8. Musaev Q. Fundamentals of translation theory. Textbook. –Tashkent: Fan, 2005.
9. Stepanov YU.S. Fransuzskaya stilistika. –M., 1965.
10. T.Murod.The fields left by my father.-T.:East.1994.
11. Salieva Z.I. Konseptualnaya znachimost i natsionalno – kulturnaya spetsifika sentensii v angliyskom i uzbekskom yazikax: Avtoref.diss. ... kand.filol.nauk. – Tashkent, 2010. – S. 25.
12. Ibragimova R.S. Linguocognitive study of the concept of WOMAN in French and Uzbek: Philol. Candidate of Sciences ... dis.author. –Tashkent, 2012.
13. Mahmudov N. In search of ways to perfect the study of language... // Uzbek language and literature. - Tashkent, 2012. - № 5.
14. Khudoiberganova D. Anthropocentric study of the text. –Tashkent: Fan, 2013.
15. D.Kuronov and others. Literary Dictionary.T.: 2010.
16. Hakimov. M. Fundamentals of Uzbek pragmalinguistics. - Tashkent: Akadernashr, 2013 - p.5
17. Petrov V.V.Filosofiya, semantika, pragmatika // Novoe v zarubejnoj lingvistike. Vip. XVI. – M.,1985. – S.471.
18. Maslova V.A. CHelovek v zerkale sravneniya // htt: / www gumer. Info / biblioter – Burs / Linguist / maslova / 06 / php.
19. Vorobev V.V. Lingvokulturologiya: teoriya i metodi.–M., 1997;
20. Krasnix V.V. Etnopsixolingvistika i lingvokulturologiya. – M., 2002; 22. Ivanova S.V. Lingvokulturologicheskiy aspekt issledovaniya yazikovix edinits: Diss. filol.nauk. –Ufa, 2003.
21. Lingvisticheskiy ensiklopedicheskiy slovar.M., 1990.

22. Mahmudov N., Khudoiberganova D. Annotated dictionary of Uzbek language analogies. - Tashkent: Manaviyat, 2013.
23. Abdupattoyev M., Supersyntactic units in the Uzbek language. Diss. Abstract. Tashkent: 1998.
24. O. Hoshimov, Uzbeks, T.: Publishing and Printing House named after G. Gulom, 2016, -p - 268.
25. O. Yakubov, Selected Works Volume 2, T.: Sharq, 2007, -B-352.
26. Qahhor, Sarob novel, Tashkent "Sharq" NMC General Editorial Office



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00067.7

**IMPLICATION OF EARLY POTTERY PRACTICE BY WOMEN IN
 NIGERIA: A FOCUS ON WOMEN POTTERY PRACTICE IN AKWA
 IBOM STATE**

Dr. Edem E. Peters*

Department of Fine Arts and Design,
 University of Port Harcourt,
 Port Harcourt, Nigeria.

Email id: edem.peters@uniport.edu.ng, edem.peters@yahoo.com

ABSTRACT

The practice of pottery in Nigeria is commonly found among the women folk. The business of trading with products of pottery is also formulated by the women despite the burden of carrying the fragile wares from one market to another after production. It is in the light of women involvement in pottery business that Ladi Kwali was discovered by the English Potter Michael Cardew when he came to Nigeria in 1950. It has been observed that traditional pottery practice in Nigeria is almost dominated by the women and most of the pottery products are domestic wares which are mostly used by the women. This study is focusing on the involvement of women folk in traditional pottery practice particularly in Akwa Ibom State, Nigeria. The common shapes of oval and round features are identified among the products of traditional pottery easily produced by the women potters. The crucial question which comes to mind in this study's investigation is whether the circular shapes of the products by the women has any leasing or influence from the round features found on ideal, African women. Ideally, an African woman have the characteristics of round face, round chins, round buttocks, round breasts and round tummy during fattening or pregnancy. These characteristics accorded to a beautiful African maiden who undergoes fattening or customary after-child-birth care are celebrated and applauded especially by the Ibibios (Akwa Ibom State). The influence of roundness for beauty affects the shape of pottery products of women who are the custodians of myth and techniques of traditional pottery practice. No doubt, the Ibibio pots found at Jos Museum (Nigeria) and other places are noted as probably the most spherical pots globally. There are many implications in the practice of traditional pottery by the women folk in Akwa Ibom State and Nigeria at large.

This study also brings to limelight the traditional pottery as an outstanding economic venture for the women as well as the remedy to the plight of women in pottery practice in the face of adverse effect on the practice due technological and social changes.

KEYWORDS: *Fragile, Ideal, Pottery, Fattening, Roundness, Myths.*

INTRODUCTION

The curriculum of informal education in Nigeria and particularly Akwa Ibom State considers pottery skill among others as important and relevant to the society. The men folk were engaged in house constructions, tapping of palm wine, harvesting of palm fruits and clearing of bush for farming among many other things. The women majorly practice pottery, weaving, body decoration (Okukin), cooking, farming and others. Indigenous pottery making in Akwa Ibom State is seen as a special area for the women, and it requires high level of devotion to acquire the local but technical and sophisticated skills for a successful practice.

Women who are known for their dexterity and patience have advantage in pottery skill acquisition. The necessary knowledge of identifying and selecting good quality pottery wares especially the domestic wares are done by the women. In Akwa Ibom State women produce indigenous pottery wares and also trade on them despite the fragility and cumbersome transportation of such wares.

Ibibio pottery tradition (Akwa Ibom) from inception considers women as the forbearers and custodians of the unique tradition of pottery before the advent of modern pottery (Peters 2012). The products and practice of traditional pottery in Ibibio land are adjudged as feminine. The water pot for fetching water from the stream is hard carried on the heads by men to fetch water or carries about by men in anyway. It is the women who carry them about to fetch water and also the children carry the small pots made for children. The beauty of women carrying the round pots on their heads from the stream especially the pregnant ones makes the pots create sense of femininity. The corresponding wares from the round or oval pots on the head with the curve of the round tummy of the pregnant women and other curves from the features of the women for repetition create a unique balance. Virtually, the traditional Ibibio pottery shapes are round or oval despite the usage, but the sizes and opening of the rims distinguish the wares for the various uses. Some of the products of Ibibio indigenous pottery products are ‘abang mmong’ (water pot), ‘Oko Ibibio’ (cooking pot), ‘Usan Ibibio’ (bowls), ‘Oko ata’ (basin), ‘etok oko’ (small cooking pot), ‘etok abang’ (small water pot), ‘oko ukot’ (Palm wine pot) and ‘abang isong’ (big ceremonial pot for communal palm wine drinking). Food cooked from indigenous pottery pots have good unique taste which differ from food cooked from enamel or aluminum pots. Equally, water stored in fire dried indigenous water pot refreshes the body and with a sweeter taste than water from enamel or plastic pots. Women found joy in producing and utilizing the indigenous Ibibio (Akwa Ibom) pottery wares. It is also observed that pottery practice in other parts of Nigeria is dominated by women folk. According to Ochi (1971) “this renowned and noble Pottery craft may not live day longer than the women who currently engage in it.” Ali (2011) confirms this assertion by noting that out of numerous pottery communities in Igbo land only Afikpo, Inyi, Ishiagu and few others still practice traditional pottery and the craft is left in the hands of elderly women. Ecoma (2011) sees Ishibori women pottery practice and their pottery

wares as reflecting the item and values of the culture in which they are made and liken them to these of Nok, calabar, Igbo-Ukwu of Ife and others.

Myths Surrounding Women Domination of Pottery Practice in Akwa Ibom

The practice of pottery by women and the different techniques except the varying designs used by the women potters in Akwa Ibom seem to be closely related to what other African women are doing. Different pottery communities in Akwa Ibom hold to some beliefs that their pottery practice is unique to them alone. They claim that their ancestors handed the skill of pottery to the women folk and not the men. Peters (2012) observes,

The issue of initiating newly married young women into the pottery craft society entailed serious maintenance of aged long secrets involving their pottery production techniques. It is undisputed to know that members of such organization in the near-by-villages are ignorant of the techniques and certain tools for some designs used by the people in Ikot Ebom Itam. Some people in this village still believe that pottery techniques were handed down to them by their great ancestors who lived since the advent of formation of the raw material 'clay' in the area. This claim still ascertain that the practice of pottery in Ikot Ebom Itam village pottery tradition by the women started from time immemorial.

Many pottery communities in Akwa Ibom State share similar myths about pottery practice with Ikot Ebom women potters. This belief is likely as a result of the fact that they were born to see their great grand mothers, grandmothers and mothers practice the pottery craft. According to an over 80years old Elder Okon Anyang who was one of the most outstanding elders in Ikot Ebom village, and whose grandmother and mother were experts in the pottery craft, he said “anybody become anything in the area as a result of this old time pottery craft. Since every family in those days was engaged in the pottery business, everybody was therefore benefitting from the art either directly or indirectly (Peter 2012:10). In all the traditional pottery communities in Akwa Ibom State, the practice was pottery skill was practiced by only women since they believe it was handed down to only the women from the ancestors. Some of the pottery communities are: Ikot Ebom Itam in Itu Local Government Area, Ikot Ebidang in Onna Local Government Area, Mbiafun in Eastern Ibibio Ikono, Edemekpat in Etinana Local Government Area, Mbon Ebre in Oruk Anam Local Government Area, Ikot Abasi No. 1 in Etinana Local Government Area, Edeobom in Uruan Local Government Area, Ukpom in Oruk Anam Local Government Area, Ikot Ebekpo in Eket Local Government Area and Ikot Ekwere in Itu Local Government Area. There are many taboos, acts and superstitions attached to the indigenous pottery practice probably to certify or claim that the indigenous pottery practice is exclusive for women. According Mrs. Eno Edem who also hails from Ikot Ebom Itam, “Women potters in Ikot Ebom Itam and Ikot Ekwere dressed half-naked while quarrying the clay from the clay site”. This was customary to the women potters and it was probably to scare the men folk away from the site or an easy way to escape any unforeseen accident. Although men were not allow to quarry clay or practice indigenous pottery, but were always called upon to rescue accident victims at the ravine clay site.

Affinity of womanhood with indigenous pottery shapes and practice

There is a strong cultural relationship between Nigerian women and pottery practice. Eluwa et al (1988:83) observes that “pottery involved intricate process and was usually produced by women. Different sizes and shapes of pottery were made by Nigerian women for different uses. There were the small mouthed pots for fetching water from streams, the wide mouthed ones for storage and cooking, and those that were used as plates and bowls. Certain pots were also used for ritual purpose and in Borno, it is believed that the ‘sao pots’ were originally used for burial. Pots could also be identified by their colour. Some were grey block, brown, red or black”. Clay which is the basic raw material for pottery making has many colours and usages. Almost all the indigenous activities which involved the use of clay are predominantly practiced traditionally by the women. The various colours of clay are white, brown, red, gray, yellow and black and this depends on the clay site. Among the activities which involved the use of clay and dominated by the women are: body painting/decoration using white clay, red and yellow ochre, traditional house building and painting; medicinal use of clay; traditional fire chambers for cooking, pottery production especially the domestic wares, and trading with clay products. The activities of women with clay products create affinity between them, especially in the production of pottery domestic wares, usage and trading with the wares. The various indigenous pots produced by the women and their designs using local motifs are testimonies to their expertise in traditional pottery practice.

Eluwa et al further states that “the most popular method was the coil method in which coils of the prepared clay were added progressively until the maker came to the required height. While still wet, the pot was decorated with designs or motifs. Some people used maize husks to roll over the surface of the unified pot. It society of pots on display at the Jos Museum reflect the emphasis on surface decoration”. While the display of unique pots with unique shapes and decorations at the Jos Museum worth something to remember, Peters (2012:9) posits that “the Ibibio water pots ‘abang mmong’ is noted as one of the most spherical pots in the world. The Ibibio pots from different parts of Ibibio land such as Ikot Ebidang are seen in most museums in the country for instant the Jos museum” The pots in the museum which are indigenous are produced by women. The Ibibios (Akwa Ibom State) are known for high quality pot production by the women. The cultural symbol of a young girl with decorated calabash to depict an indigenous symbol from Northern Nigeria is similar to an Ibibio cultural symbol of a young girl with a decorated clay pot which is a pride to the people. In Akwa Ibom State pot was dear to the heart of the people especially the women before the advent of plastic and metal pots. The close relationship between the women and indigenous pottery can not be overemphasized. Pots were produced for the youths and women respectively for fetching water. Women produced pots and also admired them, while the round shape of the indigenous pots resemble some feminine features.

Indigenous pottery as an outstanding economic venture for the women

Women potters enjoyed enormous benefits and co-operation among themselves in the course of producing and communal firing of their pottery wares, as well as trading with the indigenous pottery products. Social relationship and monetary benefits were often associated with every activity of pottery of practice by the women.

Statistics are not available to show the number of pots made by an individual but it must have been very high enough to allow

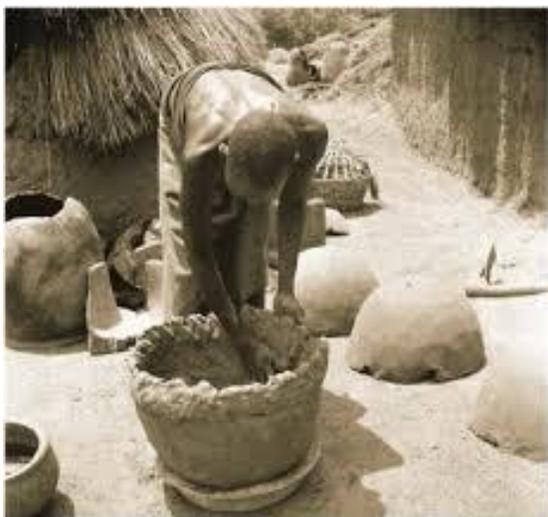
for local and long-distance trade in pottery. For example Ibeku women were known to have sold their pots in markets as far away as Ntigha in Ngwaland. However pots are fragile wares and occupy more space when finished. This certainly limited the sale of pots to those markets to which women could carry them safely stocked in the long baskets. In the 1950s, pots produced by Ishiagu women were transported by rail from Afikpo-round to other railway towns in the then Eastern Nigeria (Eluwa et al 1988:83).

Pottery making was a dignified occupation of women in Nigeria about a hundred years ago, but the advent of new containers with plaster as metal has replace some pottery products.

Uzzy, F. O. (2014: 149) observes that “Oka which is used to be a pottery village near Benin has been taken over by modernization, making it difficult for potters to carry out open air firing, while clay which used to be gotten free is now very expensive and difficult to get.” The ignoble expensive of women potters in Nigeria and particularly in Akwa Ibom State adversely affected the indigenous pottery which was an outstanding economic venture of the women. In Oku, the mass production of traditional pottery flask and coolers dropped drastically because of alternative products as investigated by Uzzi. Ekwere (2002) says that “Our domestic markets have witnessed the influx of industrial containers such as aluminum pots, pans, plastic plates, buckets and basins porcelains and enamel wares”. This observation by Ekwere in Akwa Ibom State market and in Nigeria at large supports the claims by Uzzi of the near extinct of Local pottery wares in Oka near Benin City in Edo State. Another view by Udeme (2006) still asserts to the reason for abandonment of pottery practice and products in recent times as so indicated:

The introduction of Christianity and formal education has had a serious effect on the traditional pottery. New converts were made to believe that everything indigenous is fetish. For this reason the converts stopped making pots.

Many issues culminate to act as barriers in the production of traditional pottery wares by the women potters in Akwa Ibom State and other parts of Nigeria. The mentioned barriers were not calling for a close door to pottery practice by the women but rather a change in approach to the practice to meet up with other changes in the society.



www.alamy.com - AXTYSE



www.alamy.com - HX27001



**INDIGENOUS POTTERY PRACTICE IN DIFFERENT PARTS OF NIGERIA
COURTESY OF GOOGLE.COM(2016)****Remedy to the plight of women in pottery**

Traditional pottery practice by the women suffered near extinction which brought about abandonment of pottery centers in almost everywhere. Any environment or society that gives very little or no encouragement to pottery products experienced gross discouragement by the pottery products makers.

Ladi Kwali, a popular Nigerian woman potter who vigorously practiced traditional pottery before the 1950s was fortunate to have met the expertise modern potter – Michael Cardew. According to Agberia (2997:63):

Hence, by 1950 when the plan for the potters centre was being conceived, Ladi's fame had extended beyond Kwali Village to other neighbouring villages and districts in the Abuja Emirate. This was why between 1954 and 1958 when Ladi Kwali was a trainee at the centre, the pots she produced were reported as products of very high quality that they attracted exhibitions in international circles.

The wise decision of the women potter – LadiKwali to align herself to the current change” in pottery then. The training she got made her to stay on the career and got exposed internationally. She thrived among the men to stand out and her reward was enormous. Numerous women potters from Akwa Ibom State and other parts of Nigeria never had such glorious opportunity and the harmer of “Current change” in the practice then caught with them and got them to abandon the pottery practice.

CONCLUSION

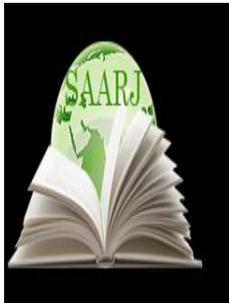
The practice of pottery by women which brought fortunes to them and their families before its hitting the wall due to lack of conformity to the necessary “Current change” then, still has great potentials to revive their economic endeavours in pottery. In the era of entrepreneurial ventures, pottery practice has a tremendous role to play. According to Peters (2015:52), “Interesting potters in these areas have actually displayed different skills in pottery making, used for different purposes from cultural, religious to social and decorative”.

All that women and others require involve sourcing for funds and updating their knowledge on modern pottery to boost production of glazed wares which are highly cherished by all. Women have very high concentration and intimacy for clay work production as found in different parts of the world. The establishment of pottery or ceramics cottage industries and their utilization of the abundant pottery material-clay found everywhere will boost income generation by the women.

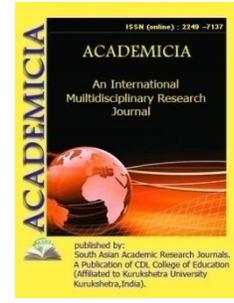
Traditional pottery product designs are yearning for innovations and re-invention to properly sustain the culture of the people, so this research anticipates a greater involvement of the women in the modern pottery production and practice.

REFERENCE

- Agberia, J. T. (2007). Ladi Kwali: A study of indigenous and modern techniques of Abuja pottery: Ibadan: Kraft Books Limited.
- Ali, V. E. (2011): Towards sustainable development of traditional pottery industry in Igbo of South Eastern Nigeria, Ashakwa journal of ceramics; Vol. 8 June, 2011, Department of Industrial Design, Almadu Bello University, Zaria.
- Ecoma, V. E. (2011): Interpreting past cultures and civilization through ceramics. Ashakwa journal of ceramics; Vol. 8 June, 2011, Dept of Industrial Design, Almadu Bello University, Zaria.
- Ekwere, A. B. (2002). Rejuvenation of Ibibio Traditional Decorative Motifs on Ceramic wares. Unpublished thesis. Department of Fine and Industrial Arts, University of Uyo, Uyo.
- Ochi, H. C. (1971): "Traditional pottery in Igboland". Unpublished B. A. Thesis. Nsukka: Department of Fine and Applied Arts, University of Nigeria.
- Peters, Edem E. (2012): Ikot Ebom Itam Pottery in Ibibio Art and Technology: The past and present. International journal of Arts and Culture in society Volume 4, Number 3, 2012. Accra, Pan-African Book Company.
- Peters, Edem E. (2015). Ceramics! The Art and the Business Potentials, the unique entrepreneur: The Business Magazine for inventors, innovators and investors, Vol. 01, No. 01.
- Udeme, n. U. (2006). Ibibio Traditional Pottery and its roles in contemporary society. A paper presented at national conference of CERAN, FUTA, Akura. Oct. 10-13.
- Uzzi, F. O. (2014). Arts tradition of Benin culture in Edo State of Nigeria; Journal of Ceramics and Environmental Design, Maiden Edition; Port Harcourt: University of Port Harcourt Press; vol.1, No. 1.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00079.3

**THE INTERACTION OF THE PRESCHOOL EDUCATIONAL
 ORGANIZATION WITH THE FAMILY AS A FACTOR IN THE SOCIAL
 DEVELOPMENT OF PRESCHOOL CHILDREN**

Tulkinovna Matluba Akramova*

*Bukhara State University,
 UZBEKISTAN

ABSTRACT

It is known that childhood is a unique and special period in the life of every person. In childhood, the foundations of a child's health are laid and his or her personality is also formed: guidelines, preferences, values. A child's childhood has a direct impact on the success of his or her future life. Social development is a valuable experience in this period. It should be noted that the psychological readiness of a child for school depends in many respects on the situation.

KEYWORDS: *Approach, Component, Childhood, Interaction, Help, Family, Period*

INTRODUCTION

The preschool period is very important for children to enter the world of social relations. The scientist L.S. Vigotsky views this world as "growing into the culture of people."

Social development is a process during which children learn the culture, traditions, values of the society in which they will live. In the structure of the personality, this experience is represented by a unique combination of components that are in close interdependence.

The first component is cultural skills. This is a set of specific skills that civil society imputes to a person in different situations as mandatory. Let's say before entering school - the skill of ordinal counting to 10.

The second component is specific knowledge. These are such representations that a person received in his personal experience of mastering the world around him and which bear the imprints of his interaction with reality in the form of a system of values, individual interests, and preferences. As for their distinctive feature, it is a close emotional and semantic relationship

between them. The totality of this knowledge forms an individual picture of the world for a person.

The third component is role behavior. This is human behavior in a certain situation, which is determined by the natural and socio-cultural environment. There is a person's acquaintance with the rules, customs, norms. It regulates human behavior in specific situations and is directly determined by his social competence. A child, even of preschool age, already has many roles: he is a kindergarten pupil, a son or daughter, someone's friend. It is not for nothing that a small child at home behaves differently than in a preschool educational organization, and communicates with friends differently than with unfamiliar adults. Note that each social role has its own rules. They can change. These rules are different for each value system adopted in a given society, for each subculture. However, if an adult consciously and freely assumes a certain role, realizes the possible consequences of his own actions and understands the full responsibility for the results of his own behavior, then children only have to learn this.

The fourth component is social qualities. It is advisable to combine them into 5 complex characteristics: initiative and rivalry, concern for others and cooperation, social adaptability, independence and independence, social flexibility and openness.

In the preschool period, the most favorable conditions are created for the social development of children. During this period, there is an expansion and restructuring of the system of relationships between the child and his peers and adults, joint activities with peers appear, and the types of activities become more complex.

All components of social development are very closely interconnected with each other. In this regard, changes in one of them, one way or another, lead to changes in other components.

Social development of a person is a means and a result, one of the aspects of socialization of a person, considered in philosophy from the point of view of the process of operational mastery of a set of programs of behavior and activity inherent in a particular cultural tradition; from the point of view of the process of internalization by a person of the norms, values and knowledge expressing them, from the point of view of the process of assimilation by a person of social experience and its active reproduction.

Social development is a controversial and complex phenomenon. Based on the concept of D.I. Feldstein, it is a systematically reproducible contradiction of two sides - individualization and socialization. Individualization acts here as a continuous discovery, assertion (awareness, separation), as well as the formation of oneself as a subject, and socialization is a person's appropriation of the norms of civil society. And in this context of the child's introduction to culture, any of his relations to the world takes part - smell, taste, sight, hearing, thinking, touch - that is, all organs of a person's individuality. Moreover, as the scientist believes, all these organs are the possibilities of perceiving the surrounding world in word, music, in colors - all this is conquered by a person and mastered by him in continuous interaction with the people around him, in the process of mastering objects, phenomena in the course of transformative activity.

Modern research on the personal development of a child determines the characteristics, the formation of which must be carried out in the process of social development: competence, creativity, initiative, independence, responsibility, the ability to self-esteem.

The main lines of social development are socialization as a process of familiarizing a person with social culture, its interiorization, which ensures his social adaptation in civil society, and individualization as a process of isolation, the formation of universal social abilities, which reflect the degree of social independence of the individual.

In the course of socialization, individualization, social experience gains great importance already in preschool age. Social experience by N.F. Golovanova considers from the point of view of the result of active interaction of a person with the world around him, the formation of which cannot be limited to the assimilation of a certain amount of knowledge, information, since it is associated with the mastery of methods of communication and activity. The social experience of the preschooler is very limited, it reflects the subjective essence of the individual.

The implementation of the tasks of social development of preschoolers is especially effective in the case of an integrated pedagogical system built according to the main approaches.

The first approach is axiological. It makes it possible to determine the set of the most important values in the upbringing, education and self-development of a person. As such, in relation to the social development of preschool children, the values of national, communicative, legal, ethnic culture can act.

The second approach is cultural. It makes it possible to take into account the main value orientations of the representatives of their ethnos and people.

The third approach is humanistic. It implies recognition of the child's personality principle, focus on his subjective interests and needs, recognition of the child's rights and freedoms, recognition of the intrinsic value of childhood as the basis of the child's mental development.

The fourth approach is synergistic. It makes it possible to consider any subject of the pedagogical process from the point of view of self-developing subsystems that make the transition from development to self-development. This approach in the aspect of social development of preschoolers presupposes, for example, a gradual change in the general orientations of the teacher in the formation of the main types of activity.

The fifth approach is systemic and structural. It implies carrying out work on the social development of preschool children in accordance with an integral pedagogical system of interdependent and interrelated goals, objectives, content, forms, methods, means of organization, conditions and results of interaction between teachers and pupils.

The sixth approach is activity-based. It makes it possible to determine the dominant of the child's relationship with the world around him, allows to actualize the implementation of existing needs in the awareness of himself as a subject of activity.

The seventh approach is environmental. It makes it possible to purposefully solve the problem of organizing the educational space as a means of human social development in relation to the tasks of social development; the organization of this space requires the formation of a subject-developing environment that ensures the most effective social development of preschoolers.

The current state of the preschool education system indicates the presence of a very large potential for the development and implementation of technologies and programs for the social development of preschool children. An analysis of the programs existing today makes it possible

to say about the possibility of implementing some areas of social development of preschool children.

According to Uzbek scientists, a preschool child is not able to independently master the achievements of the culture of the society through which he lives. The process of social development goes through the introduction of the child to social experience in communication with the surrounding adults and peers. So, in the studies of S.A. Kozlova highlighted the functions, degrees and ways of social development. When forming specific knowledge, it is necessary to take into account the fact that they perform a specific function: they carry information (information content); evoke emotions (emotionality); encourage activity (motivation).

S.A. Kozlova identifies three groups of sources for children to receive information about the social world:

- 1) Preschool educational organization, where children receive pre-processed information;
- 2) Stories of parents, adults, movies, television, books, which contain elements of random influence on the child;
- 3) children's own observations, stories of older children, which are difficult to control and do not lend themselves to direct control.

L.V. Korolev expresses his attitude to the problem of social development of preschool children. Kolomiychenko. She developed the concept of the child's social development, according to which the main goal of development is the upbringing of a cultured person (subject of culture), a free citizen (subject of history), creative individuality (subject of activity). According to this concept, "social development is a sequential, multidimensional process and the result of socialization of individualization, during which a person is introduced to the "universal, social" and constant discovery, assertion of himself as a subject of social culture.

Analysis of pedagogical and psychological literature has shown that social development is defined as the process of assimilating social experience through the performance of a certain role in practical activity; the process of assimilation by a person of norms, values and typical forms of behavior existing in society.

"The modern psychological and pedagogical literature presents the main lines of the child's social development, the content of pedagogical work, the technology of forming the social world of children, the task of adults to help children enter the modern world. "Social readiness includes the child's social adaptation to the conditions of a preschool educational organization and family, to various spheres of human life, a pronounced interest in social reality." The formation of social behavior is impossible without the recognition by teachers and parents of the uniqueness of each child, taking into account gender, individuality, age characteristics of his psyche.

The pedagogical culture of parents is one of the most effective factors in the spiritual and moral development, upbringing and socialization of preschool children.

Factor - a significant circumstance, driving force and cause. A special place among the factors of social development is occupied by the upbringing system of the younger generation. Society through institutions has a massive, collective, group and individual impact on each child.

The social development of a child's personality occurs under the influence of various factors, which is confirmed by numerous studies on social pedagogy.

A.V. Mudrik identifies several groups of factors that affect a person's socialization. These factors are:

macro factors - the world, planet, space;

mesofactors - mass media, type of settlement,

regional and ethnocultural conditions;

-micro-factors - religious organizations, socialization institutions (preschool educational organization, family, school, university, labor collective), subculture and peer group [40].

The action of these factors causes a number of contradictions in the social and individual development plans of the child. One of the main contradictions is the contradiction between the physiological and psychological capabilities of the child and the previously established types of relationships with forms of activity and the people around him. This contradiction fixes a significant discrepancy between the image of the world and the way of human life.

Giving a novelty to the socio-pedagogical practice of interaction between a preschool educational institution and the family, you need to know that the features of the family micro-society can be not only a stabilizing factor in a person's social development, but can also act as a provoking manifestation of various "failures". Because of this, today it is extremely necessary to rely on real ideas about social family well-being.

A family situation is a set of conditions that provide one or another environment (favorable or unfavorable) for the social development of a child. In order to successfully form, develop, and grow the individuality of children in a family, social conditions are needed.

The first condition is the creation of the necessary freedom for the child to manifest activity.

In a family, children have some degree of personal freedom. It is very necessary to logically and consistently expand the boundaries of children's independence, which has an impact on their general adaptability.

The second condition is the development of the child within a specific sign-symbolic environment (that is, the child's communication with his peers and adults). The formation of children's consciousness depends on the nature and forms of communication with adults - monologue and dialog city, on their way of thinking, as well as on how adults are able to make such a way of thinking "visible" to the child, in other words, understandable to him. It is an adult in a joint analysis that forms the conditions for a child to understand himself as a person with specific goals, likes and dislikes, intentions, a person with a number of abilities to think, feel, understand, and build his own activity.

The third condition is purposeful and emotionally rich communication between adults and a child.

Another scientist I.P. Pavlov said that for a person, emotion is a very strong and unique energy source. The ability of adults to find the correct and constant proportion for their own reactions to

a certain event, a certain act of children ensures the formation of clear everyday guidelines in the world of sensations and feelings.

The fourth condition is the continuity of mastering knowledge with the previous experience of children.

Knowledge arises from the awareness of children of certain situations of their own activity. The family gives the child the right to expand his own knowledge based on personal experience, awareness of those concepts that the child had already formed by that time; the right to choose one way or another of work (collective or individual), ensures the formation of the child's ability to make an independent choice and to bear full responsibility for it.

The fifth condition is harmonious family relationships.

Note that the studies carried out by domestic scientists (L.I.Bozhovich, A.N. Leontyev, A.V. Zaporozhets, etc.) made it possible to identify 2 types of factors that exist in the family and affect the development of the child. The first type of factors is the relationship between parents, the relationship between them, the relationship between sisters and brothers. The second type includes housing conditions, family financial situation, family structure. The researchers classified the factors of the first type as prevailing in relation to the second type of factors.

Studies of teachers, psychologists and other specialists indicate a low family-legal, psychological culture of parents. Therefore, for the full development of the child, it is necessary explaining to parents the peculiarities of the age development of preschool children, which is aimed at the positive formation of the younger generation.

In this regard, the psychological and pedagogical education of parents, carried out by a preschool educational organization, should solve a complex of preventive tasks:

to promote the formation of relevant knowledge and skills among parents, in particular, the desire to use them in communication with children and in the interests of their own development;

to create conditions for an optimally balanced mental development of children at each age stage, to timely prevent possible violations in his formation as a capable person.

In addition, tasks of a preventive nature are solved, preventing the onset of undesirable mental consequences in their development. Parents and teachers of a preschool educational organization should be able to observe each child, notice and correct negative features of his development in a timely manner. This will avoid the consequences of readaptation and maladjustment. Based on this, the following forms of cooperation with the family are considered appropriate: visiting families in order to study intra-family relations and establish contact with parents; holding open days, which acquaint parents with the traditions of the preschool educational organization, the features of the educational process; counseling parents in the framework of mastering certain knowledge skills in solving problematic issues; organization of workshops for aspiring parents, those who are most in need of acquiring practical skills in the upbringing of preschool children; parenting meetings (general and group), at which the tasks of educating preschool children are discussed, pedagogical situations are discussed; organization of parenting conferences with the aim of sharing experiences of family education.

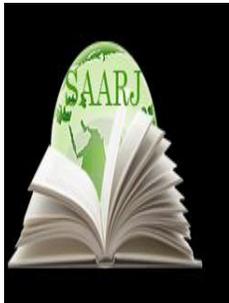
All these events can be organized and carried out as targeted, individually, and in optimal combinations.

Modern trends in preschool education are united by one important criterion - its quality, which directly depends on the level of professional competence of educators and the pedagogical culture of parents. A preschool educational organization and a family are two links in one chain, a kindergarten cannot replace a family, it supplements it by performing its special functions. Their common task: education and upbringing of the future generation, creating comfortable conditions for the full development of the individual.

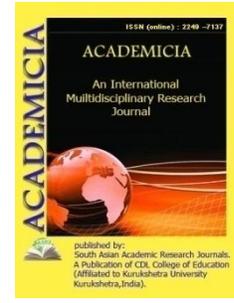
REFERENCES

1. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
2. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
3. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
6. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
7. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
8. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
9. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
10. Qo'ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among Students Of The First Year Of Study// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
11. Qo'ldoshev R.A. Birinchi Sinf Chapaqay O'Quvchilarining Maktabga Moslashishi, Maktabga Moslashishi Davridagi Pedagogik Yordamning Mazmuni// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
12. Qo'ldoshev R.A. Left-Handedness And The Reasons For Its Occurrence// Monografia Pokonferencyjna Science, Research, Development #32.- Berlin 30.08.2020- 31.08.2020 133-136
13. Koldoshev R.A. Cognitive activity of left-handed children. «NACHALNOE OBRAZOVANIE: PROBLEMY I PERSPEKTIVY» III-International scientific-practical conference. –Namangan, 2020.-B 132-136.

14. Koldoshev R.A. Azimov YY Some comments on teaching children to write // «NACHALNOE OBRAZOVANIE: PROBLEMY I PERSPEKTIVY» III-Mezhdunarodnaya nauchno-prakticheskaya konferentsiya. –Namangan, 2020.-B 83-87.
15. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. European Journal of Research and Reflection in Educational Sciences, 8 (8), 40-45.
16. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
17. Anan'ev B.G. Chelovek as a subject of knowledge. Izbrannye psichologicheskie trudy: V 2 – x t. T.1. M.: Pedagogika, 1980. 232 p.
18. Vygotskiy L.S. Enlightenment and creativity in children's age: Psixologicheskiy ocherk: Kn dlya uchit. M. 1991.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00080.X

**PSYCHOLOGICAL CHARACTERISTICS OF SPEECH CULTIVATION
 BY WORKING ON THE TEXT IN PRIMARY SCHOOL READING
 LESSONS**

Asadovna Yulduz Polatovna*

*The Teacher of Bukhara State University,
 UZBEKISTAN

ABSTRACT

In the process of formation of innovative educational environment, as in all stages of the continuous education of the Republic, the priority of traditional teaching in primary classes does not allow students to find perfection in all aspects. Consequently, traditional education is "In many cases serves to strengthen memory, ignoring the issue of thinking development. Also, this education has little opportunity to develop creative abilities, independence, and activity. Widely popular assignments are: "put", "divide", "mark", "remember", "redevelopment", "solve on the basis of samples", etc. The educational process of cognition is based on the reproductive method in which the cognitive activity of the learner is based, in most cases, on the property of reproduction (redevelopment)".

KEYWORDS: *Speech, Text, Re-Storytelling, the Content Of The Work, Graphic Image, Reading Lessons, Reader, Independent Thinking.*

INTRODUCTION

At the last stages of preschool age, the child correctly hears the sounds of speech, does not replace them with other sounds, acquires the skills of correct pronunciation of sounds. But this will not be enough to go through the period of teaching literacy. In the language if its phonetics and morphology had not been shown to have an active mastering feature, there would have been a problem of teaching infants who have not yet mastered the words to their native language. According to the calculations made by some psychologists, the vocabulary of a two-year-old child reaches 250-400 words, the vocabulary in them when children reach the age of seven goes to 300-3500. As children grow rich in vocabulary, they also develop a semantic aspect of their speech [1].

The essence of the work on the text is that it serves the task of mastering the content of the work, studying its ideological and artistic features and, on this basis, giving moral and spiritual education through the formation of independent thinking skills of students [2].

Teacher from the description through the word for different purposes, If, it can be used by readers to make a plan based on the content of the text, to prepare for re-storytelling, to determine the circumstances under which the event occurred. As an independent work, the teacher assigns to the students the task of describing the landscape, which is acceptable from a certain part of the text, either in a word tool or in a graphic. When teaching primary school students to describe the content of the text in words, it is worthwhile to start with a comparison of the corresponding part of the text with the picture given in the textbook. Here students are sure that the character traits of the Hero, which the writer describes, are shown by the artist skillfully. When describing the text with a word in the course of the lesson, it is worth paying attention to the fact that it does not turn out to be a re-narrative. In the process of analysis, the teacher draws the attention of the students to the use of words and phrases that the author used.

The main part. In the full assimilation of the contents of the work by readers, the role of the causal link between the events of the work, the landscape, the character and appearance of the heroes by word is very important.

The actions of the students in the process of performing this task are carried out in the following stages::

1. Students read the text and divide the relative completed parts.

This kind of behavior allows readers to understand what the author meant.

2. Lexical-stylistic preparation is carried out for the recounting of the text. In this, the meaning of unfamiliar words in the text is clarified, the main points are allocated, images and events are drawn to the analysis.

3. Students will attempt to find out the basic situation described in them according to the relative completed parts.

4. The text is re-narrated by readers independently.

Graphic Imaging is more done at home. To do this, students carefully re-read the text, draw a picture corresponding to its content, and also reflect on the content of the text in the lesson. As a result, their language wealth increases, oral speech and independent thinking skills go into shape. It is also characteristic that the pictures depicted in the book help closely to read the texts, understand the meaning and understand the essence of the expressed moral-spiritual issues. By reflecting the significant places of the text in the pictures, the attention of readers is directed to study the characteristic aspects of the behavior of literary heroes, to be in the correct attitude to the ideological content of the work.

The behavior of the personages in the pictures, especially their interiorspecial emphasis is placed on the opening of the spiritual world. Accordingly, pictures with examples of Fine Arts have a positive effect not only on the students' speech, but also on their independent thinking. Students will have the opportunity to master the works of art not only externally, but also ideologically-artistically, through Fine Arts.

Teaching students to choose key words in the text without difficulty consciously comprehensively is also an important aspect of working on the text. "The reader in the process of working on the text of the work tries to bite the core of the thought-idea in it. In it, independent thinking skills are formed, new educational and cognitive qualities are also included " [3].

As a result of continuous, consistent and purposefully organized pedagogical activity aimed at the re-creation of text by pupils on the basis of the text given in the textbook in the lessons of primary school reading, they are able to master the ability to independently, clearly explain their thoughts, having mastered the signs of the text and the rules for its formation. After all, the ultimate goal of the actions carried out in the school on the development of speech is to freely express the student's opinion in oral and written form.

It is a phrase from training.

From experience it is known that the child has the property of remembering more meaningful concepts a little more quickly and firmly than meaningless words. His speech will be enough to engage in communication with adults at the stage of preparation for school education, at the level of awareness and correct perception of people's thoughts, the structure of his speech and logical coherence, expressive, quantitative and voluminous exchange of views in accordance with the rules [1].

Among the pictorial tools of the language, figurative analogies are clearly distinguished. Figurative analogies are one of the brightest ways to express the author's opinion. Analogy in the scientific language means the comparison of one subject to another on the basis of a common sign [57; 139-p.]. Analogy allows to perceive the desired abstract concept, more precisely, the unknown through a certain concept. Teaching students to recreate the similarities by working on the text will help them formulate their individual style of speech.

The work of teaching the analogy to the conscious application in his speech can be carried out in two stages::

1. To acquaint readers with the role and importance of analogy by analyzing the language and content of the work.
2. Formation of the ability to independently apply this or that kind of analogy in written speech as a result of performing special assignment exercises in the lessons of mother tongue.

In the first two years of primary education, the main type of reading is aloud reading, within which reading plays an auxiliary role. It is noted that before reading, an introductory conversation will be held to prepare students for the perception of the text. Interpretation of incomprehensible words is part of the introductory conversation. After the introductory conversation, an exemplary reading of educational significance is carried out by the teacher.

Pupils of the first and second classes remember dry, not understanding the meaning, not giving importance to the internal connections of educational materials. They will be master without making logical analysis of the materials under study [3].

Work by sample is a legitimate process. Because of speech is more mastered only in the process of imitation. Students enrich their speech lexically and grammatically by imitating exemplary speech. Language sensation develops in it, the verbal memory improves.

According to the example of the teacher's reading, students learn to read correctly, expressively. In order to read the text in the lesson, the teacher should thoroughly prepare, strive for a deeper understanding of the meaning, and determine how certain parts of the text should be read. After the teacher explained how to read some sounds, syllables, words, the pupils read the text alternately. The teacher follows them and fixes them.

Reading as a team is used when working on correct, clear and fluent pronunciation. This makes it possible to attract all students to study.

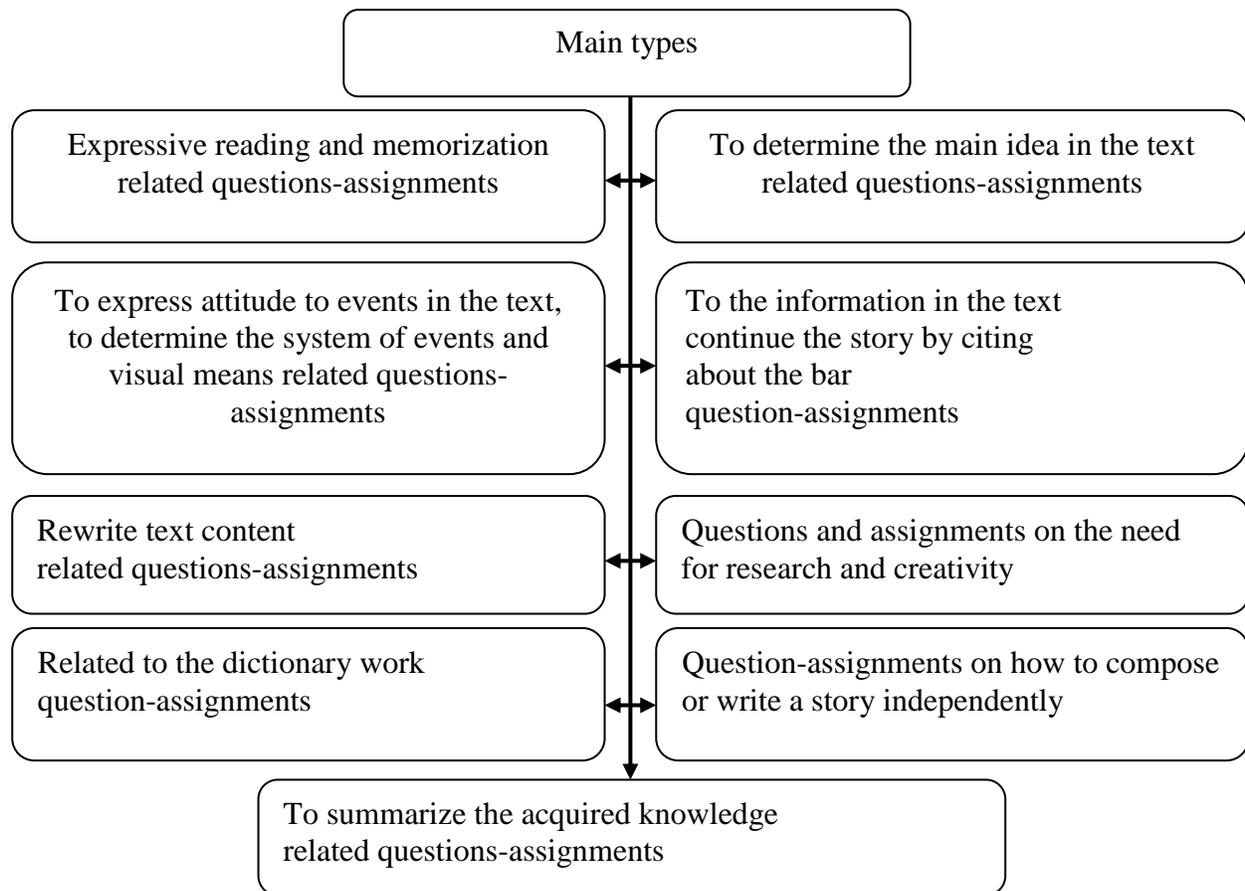
When mastering the technique of reading, repetition plays an important role. Some students try to read this or that text several times. Interest in reading activities also creates interest in its content, creates the need for knowledge acquisition, and motivates reading to become content [1].

Repeatedly re-reading the text, the interpretation of a new word, vocabulary and exemplary sentences contribute to a deeper understanding of the content. In addition, it contributes to an increase in the quality of reading, its correctness, fluency, expressiveness, the development of affixes. The fact that repeated reading of the text is not organized with the help of special exercises makes it boring for students and puts them to exhaustion. Reading selectively when working on the text, that is, a separate sentence holds an important place in the transfer of Question-Answer on the piece. In this it is desirable to formulate questions and assignments methodically correctly.

By working on questions and assignments related to the content of the text, it is necessary not only to limit the questions and assignments in the textbook, but also to draw up new questions about thinking, reasoning in each lesson and refer to the pupils wonder. For example, on the text "Sumalak" [2] it is possible to compose the following questions::

1. Why did the peasant soak the willow?
2. What words does the old woman use to describe the dish she cooked?
3. How do you understand the word "plenty" in the narration?
4. What is the so-called food that the peasant's children sympathize with?
5. What properties does "Sumalak" have?

In the course of the research on the problem, it was concluded that the questions and assignments of the text given in the textbooks 1 - st and 2-nd classes "reading book" can be categorized as follows:



Given in the textbooks "The book of reading" the main types of questions and assignments under the text

1. Question-assignments on expressive reading and memorization. It is worth saying, it is impossible to imagine expressive reading without understanding the meaning and idea of the text. Hence, questions and assignments about the content of the text will focus on the formation of expressive reading skills to some extent. There are also special assignments for the formation of expressive reading skills. For example: a) reading the text as a role; b) determining the general mood that was born by reading the poem; C) holding a creative competition on expressive reading; d) focusing the attention of students on the means of visual expression in the text and so on. A piece or something from the text memorization of poetry is also an aspect of speech-building work.
2. Questions and assignments about the attitude to events in the text, the system of events and the definition of visual means.
3. Question-assignments on the determination of the main idea in the text. This is the first step in preparing students for their re-storytelling through the same questions and assignments to independently identify the main idea in the finished piece of the text or in terms of its content.

For example, what would be the consequence of the boastfulness of students about the story "The Cock of the boast", which is presented in the 1st Class "Reading book"? "In the process of answering the question [2], they approach the assimilation of the main idea of the work.

4. Question-assignments on the re-storytelling of the content of the text. Such questions and assignments also allow the reader to preserve in his memory the event or image that will be analyzed later in the story. For example, "Put Headlines on the divided parts of the text and recapture" [2], "Recapture the text according to plan" [2], "what news did you learn from the text?" [2] and so on.

5. Question-assignments on the continuation of the story, relying on the information in the text. Such questions-assignments have a creative character and are used for different purposes.

6. Question-assignments on the dictionary work. This includes questions and assignments on how to determine the meaning of certain words and phrases in the text (example: "understand the meaning of the following words in the poem give: patron, shield, pride, savior, Brave" [2]). The sound in words is either a replacement of the letter, rebuses; puzzles are also in the sentence of the same kind of work.

7. Question-assignments on how to compose or write a story independently. Such assignments come very hand in the cultivation of oral or written speech of students.

8. Questions and assignments on the generalization of acquired knowledge. These include, in principle, questions and assignments of a generalizing nature, which are given on the surface of each section of the textbook. At the same time, for individual texts, there may also be questions and assignments of a generalizing nature.

Reading exercises on the basis of a specific task help to capture the normative pace in reading and the area of reading widely, deep understanding of the content of the text by readers. To do this, the teacher initially said "read the title once more", "quote;... read the passage in which it is said about" quota; gives such assignments as "read a few sentences from the beginning of the second letter and tell there what is said about it". Later, tasks are complicated, depending on the reader's technique of reading and mastering the content of the text: like "read the text inside you", "read the text, tell which hero you like more and why". This mode of selective reading teaches students to read inside and develops independent reading skills.

It should never be forgotten that the text of works of art is an excellent material for the formation and development of speech skills, which are considered the main reading skills in students. The development of reading skills as a type of speech activity is carried out from the loud reading form of reading to the form of reading without making a sound, which is carried out as a mental activity, which passes through the secondary level. In this way, the reading and mastering of artistic works will, first of all, make students' attitudes thoughtful and enrich their knowledge and feelings; secondly, it will serve as a means of educational influence on the students; thirdly, it will lead to the richness and development of the students language.

The acceptance of an artistic work (text) by students is a rather complicated process. Psychologist S.L.Rubinshteyn acceptance is something that affects us when we say, and understands that the phenomena in the object are reflected by the senses. "Life practice" – states S.A.Rubinshteyn, - force a person to move from an unintended acceptance to a goal-oriented observation; at this

stage, acceptance becomes a theoretical activity, which includes analysis and synthesis, that is, acceptance understanding and implementation" [1].

Psychologists believe that in primary school students there will be two different attitudes towards the artistic world of the work. The first emotional-figurative type of attitude manifests a direct emotional reaction of the child to the logos that stand in the center of the work. The second type of evaluation depends on the life and reading experience of the child, in which there will be elements of analysis.

According to the classification of N.D.Moldavskaya [1], the following four levels of information reception are characteristic for Primary School students.

1. Fragments degrees. At this level, readers will not have a holistic vision of the work, their attention is focused on individual events, they will not be able to connect episodes. At this stage of reception, when compiling a question on the text of the work, students either will not be able to completely fulfill the task, nor will they be able to formulate one or two questions about the beginning part of the text.

2. Recording level. Pupils of this level are characterized by pronounced emotional reactions. Their imagination will become sluggish; attention will be drawn to the development of events. Such readers easily restore the sequence of events, but do not always understand how these events are connected with each other.

3. "Hero" level. At this level, students are distinguished by the ability to clearly see the changes in their emotions in relation to the events described in the game and express themselves in words. They are interested in primarily heroes in the game. Children will be able to base their point of view on the personage behavior, while correctly determining the results of the motivation of the personage behavior.

4. "Ideas" level. Those entering this level are able to pay emotional attention not only to the factual side of the work, but also to its artistic form. They have a developed imagination and love to read the work over and over again, thinking about what they read. Such readers are able to determine the function of this or that element in the text, to see the author's position.

In the course of the study, we determined the level of "perfection" among these levels and identified the students belonging to this level and carried out various observation work. Although the entrants to this level are deficient, they are able to perceive the work as a whole, any aspect in the work does not go unnoticed by them, they are able to connect events with life freely, draw conclusions from the work and also explain their position. In them, as in adults, speech skills are formed, which attract attention with beautiful speech.

RESULTS AND DISCUSSIONS

It should be noted that "the basic requirement of an informed society is determined not by the amount of information that has been mastered, but by the level of application of the information that has been mastered in the relevant spheres and in the course of vital activity" [5].

Based on the above points, it can be said that by working on the text in the reading lessons, it is of great importance in the development of speech to support students in the cultivation of speech to correctly and fully perceive the artistic work, that is, to bring them from the fragmental level to the level of "perfection".

The work on the understanding of the essence of the work of art by M.S.Vasileva, M.I.Omorokova, N.N.Svetlovskaya [5] is presented as follows, the basis of which is integrated into the psychological features of understanding of the work by students, taking into account the laws of acceptance, goals and means of teaching:

Understanding of literary work by students

Stages of work	Working styles
I Preparation for reading Introductory course	Teacher's question or conversation
II Primary holistic acceptance of the work	Read aloud (I class) or "inside "(II-III classes), read by the teacher
III Primary acceptance check	Answers to clarifying questions about the imagination of the reading work
IV I stage of analysis-understanding of the content of evidence	Continuous reading of the text by the pupils, interpretation of its content with the help of the teacher
V II stage of analysis – the main points, understanding the feeling of the heroes, assessing their actions	Analysis of parts of text or images using selective reading and imagination "drawing with a word"
VI Synthesis-a holistic perception on a relatively thoughtful basis (a holistic understanding of the ideological, figurative side of the work)	Independent assessment of what is read by students. Express in their own words their attitude to the Read work. Expressive reading

Full acceptance of an artistic work is a complex process that has its own peculiarities. The formation of a correct and full-fledged acceptance of the work of art in students, that is, the transfer of them from the fragmental level to the level of "perfection", is one of the main tasks of the primary school teacher. However, without the purposeful use of methods of analysis of works of art, this can not be achieved.

Psychologist S.L.Rubinshteyn recognizes that the level of development of cognition, which expresses the child's mental development, is the stage of interpretation (comprehension giving, interpretation). In his opinion, interpretation (lot. "Interpretation", "expression", "understanding") – is not considered the final stage of the development of cognition, and it changes at the stage of the development of perception. According to the state of deep understanding of the content of the predicate, the scientist shows that there are the following types of interpretation: 1) interpretation, which bases the connection of events in the cause and effect and in a similar way; 2) summary interpretation, based on the properties of external intuition; 3) summary interpretation, covering the logical aspects of interaction from the essence of the subject and phenomena [1].

Psychologist D.B.Elkonin's observations that the interpretation change is associated with a change in the perception process, which is based on the initial, random-generating statement of

the child at the stage of a similar interpretation, and then re-perceives some situations of the phenomenon on the basis of the results of a random comparison deserve special attention [1].

In carrying out the study, accordingly, 1st-graders were offered pictures on different topics (simple and complex, easy to find and unfamiliar plot for children). It was found that the complexity in the content of the pictures would allow the readers to make changes to the story again. In some cases, it was observed that in the children's story the process of calculating or describing a simple number has changed. But this situation does not indicate the presence of a specific counting, counting or imaging stage in primary schoolchildren. After all, in the process of perceiving and describing images in simple terms, the Readers compiled explanatory stories. It is worth bearing in mind that in the process, students will not only be able to circumvent this or that argument, but also be able to express them on the basis of their own vocabulary.

It should be strictly noted that in the lessons of primary school reading, No matter what type of work and method is used in the process of speech development by working on the text, after each type of creative work, the teacher should analyze the mistakes and shortcomings that have been made in pronunciation, word application, and sentence construction. And this, in turn, is one of the most important factors for the correct formation and growth of speech.

It is noted that full-fledged acceptance of the text (work) is necessary to have a number of skills: to be able to evaluate the hero of the work, to reflect on the results of the behavior of the personages, on mistakes, on motivations, to understand the change in emotions, to master the idea of the work. The students' answer to each question will allow them to judge the level of development of a particular skill. Also, reading the artistic text, correctly displaying the results of the actions of the personages in it, evaluating them, understanding the idea of the text creates the opportunity to develop the thinking abilities of readers, oral and written speech.

CONCLUSION

Taking into account the characteristics of the types of oral, written, external and internal speech in the classes, the psycho-volitional and moral aspects of the students guarantees the successful passage of the process of speech cultivation.

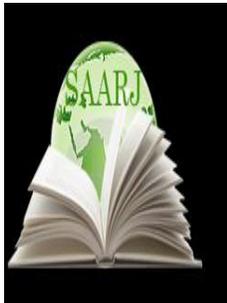
REFERENCES:

1. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
2. O'qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
3. O'qish kitobi 4-sinf: umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to'ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo'l poligraf servis», 2017. - 216 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.

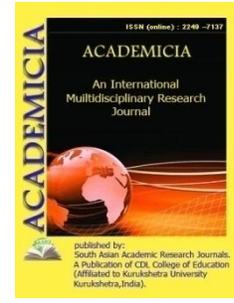
6. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
7. R.A.Qo`ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo`ldoshev. Husnixatga o`rgatishning amaliy asoslari (metodik qo`llanma). GlobeEdit, 2020. - 141 bet.
9. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – С. 285-296.
10. Kamroev, Alijon. "Students'creative Activities In Designing Mother Tongue Education."
11. Xamraev A . Modelirovanie deyatelnosti uchitelya pri proektirovanii tvorcheskoy deyatelnosti uchashchixsya // Pedagoginı innovatsii: ideı, realii, perspektivi. - 2018. - №. 2. - S. 23-26.
12. Rustambek QO`LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. European Journal of Research and Reflection in Educational Sciences, 8 (8), 40-45.
14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
15. QO`LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
17. Qo`ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
18. Ismoilovich D. D. Theoretical Foundations Of Work On Text Analysis In Primary School.
19. Hamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
20. Adizov B. R., Khamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //ILMIY XABARNOMA. – С. 69.
21. Saidova G. E.. Situatsiya svobodnogo vybora na urokax matematiki v nachalnyx klassakh // Vestnik nauki i obrazovaniya. - 2019. - №. 7-3 (61).
22. Sayfullaeva N. B., Saidova G. E.. Increasing the effectiveness of training, using interactive methods in early education // Scientific journal. - 2019. - №. 6 (40).

23. Saidova G. E., Sanokulova S. F. EFFICIENCY OF USING TECHNOLOGIES DIDAKTICHESKOGO IGROVOGO OBRAZOVANIYA V NACHALNYX KLASSAX // EUROPEAN RESEARCH. - 2020. - C. 118-120.
24. Saidova G. E.. RAZVITIE LOGICHESKOGO MYSHLENIYA UCHASHCHIXSYA NA UROKAX MATEMATIKI V NACHALNOY SHKOLE // INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND. - 2019. - C. 97-101.
25. Saidova G. E.. USE OF SOVREMENNYX PEDAGOGICAL TECHNOLOGIES IN MATHEMATICS.
26. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – C. 65-67.
27. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – C. 91-94.
28. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 2. – C. 131-134.
29. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
30. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯНАУЧНАЯСТАТЬЯ 2020. – 2020. – C. 53-57.
31. Тилавова М. М. и др. Гендерныйподходнаурокахтехнологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – C. 33-35.
32. Tilavova M. M. Methods of forming the industriousness of junior schoolchildren //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – C. 23-25.
33. QO’LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
34. Tilavova M. M.
35. FEATURES OF PREPARING CHILDREN FOR GENDER RELATIONS FOR THE FAMILY //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – C. 40-41.
36. Ruzieva ZS, Adizova DG METHODS OF STUDYING ROMAN NUMBERS IN THE ELEMENTARY CLASSES // SCIENTIST OF THE XXI CENTURY. - S. 67.
37. Ruzieva ZS The role of information and communication technologies in primary education // Bulletin of science and education. - 2019. - No. 2-2 (56).

38. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS // EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
39. Qo'ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
40. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
41. Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
42. Qo'ldoshev R.A. Cognitive activity of left-handed children. "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International Scientific and Practical Conference. – Namangan, 2020.-B 132-136.
43. Qo'ldoshev R.A. Azimov Y.Y Чapaқайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.
44. Umurov Z. L. DIDACTICAL FOUNDATIONS OF EDUCATIONAL AND Cognitive PROBLEMS IN THE ELEMENTARY CLASSES // Science, technology and education. - 2020. - No. 3 (67).
45. KULDOSHEV R. How to prepare children for school // Pedagogical skills. Scientific-theoretical and methodical journal Bukhara 2020, No. 3, pp. 145-147.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00081.1

ON SOME TYPICAL PROBLEMS TO BE SOLVED IN PRIMARY SCHOOLS

Muhamadovna Mavlyuda Qosimova* ; Abdulloyevich Asror Kasimov**

^{1,2}Bukhara State University,
 UZBEKISTAN

ABSTRACT

One of the main requirements of school mathematics education in this article is the formation of an independent-minded creative thinker, a creative approach to the performance of educational tasks. The concept of "problem" is one of the most important tools in developing independent thinking of primary school students in mathematics. In math classes, students seek to analyze connections between subjects through problems. In particular, typical arithmetic problems play a special role in enhancing the student's logical thinking, creative activity, as well as expanding their free, independent thinking.

KEYWORDS: *Problem, Arithmetic Problem, Complex Arithmetic Problem, Typical Arithmetic Problem, Mean Arithmetic Value, Sum, Subtraction, Multiple Ratio.*

INTRODUCTION

Long-term observations and school experience show that elementary school students have difficulty solving typical arithmetic problems. Even some elementary school teachers are no exception. Although there are some types of problems in elementary school math textbooks, most elementary school students make some mistakes when it comes to observing and fully analyzing such problems and looking for solutions.

It is not difficult to distinguish a number of problems from complex textual problems that are performed in the same sequence and solved by the same actions. Such issues can be said to be issues of the same kind. But complex problems with some important features have been adopted as typical arithmetic problems in the methodology course.

A distinctive feature of typical problems is that they are much more difficult than non-typical problems and require the use of special reasoning methods to solve them.

Below we think about some typical problems that can be solved in primary school, their specific important features, and ways to solve them.

Problems of finding the arithmetic mean.

In people's lives, terms such as "average", "average" are often used, for example, "average age of students in the classroom", "average score of children", "the average amount of money spent on purchases", "average height of students", Phrases such as "average temperature", "average speed", etc. can be evidence of our opinion. Let us interpret the concept of the arithmetic mean.

Definition: The arithmetic mean of several numbers (two or more) is the sum of these numbers divided by the number of digits. For example, the arithmetic mean of the numbers $a_1, a_2, a_3, \dots, a_n$ ($a_1 + a_2 + a_3 + \dots + a_n$) is equal to n . In particular, the arithmetic mean of the numbers 2, 3, 4, 5, 6 is found as follows.

$$(2 + 3 + 4 + 5 + 6) : 5 = 20 : 5 = 4$$

Consider the following issue.

Issue 1. The air temperature was measured every 3 hours during the day and the following data were obtained: 180, 210, 190, 220, 230, 260, 240, 230. Based on the data, determine the average amount of air temperature.

Given the problem conditions and the definition of the arithmetic mean, the average air temperature is found as follows:

$$t = 0$$

Answer: The average air temperature is 220.

The work of preparing primary school students to find the arithmetic mean of several numbers provides a basis for solving such problems.

First, we prepare students from 1st grade onwards to learn how to multiply them by adding the same additives, adding different additives. Also, in Grade 2, students will be given the following tasks to study multiplication and division and consolidate them, which will prepare them to find the arithmetic mean.

Assignment 1. Add the numbers 6,4,2. Divide their sum by 3. What number is formed?

Assignment 2. Divide the sum of the numbers 10 and 8 by 2.

Assignment 3. Find the sum of 4 numbers starting with 4 and increasing by 2. Divide the sum by 4. What number is formed?

The final assignment can be given in the last quarter of 2nd grade, at the beginning of 3rd grade. This task is adequate to the following problem: "What is the arithmetic mean of 4 numbers starting with four and increasing by 2?"

Of course, in the process of completing the above task 3, the student relies on the following knowledge, skills, and abilities:

b) Find the sum of 4 written numbers (4,6,8,10,) ($4 + 6 + 8 + 10 = 28$)

c) Divide the result by 4 ($28 : 4 = 7$). Be able to show the result (7).

Assignment 4. Choose a number instead of a window so that the equation is correct: $(10+): 2 = 8$

This task represents the arithmetic mean of the sum of two numbers and the problem model for finding the second additive according to a known 1 additive. It is possible to create multiple textual issues that fit this model. For example:

- a) The 10-line and multi-check notebooks were distributed to 2 groups of 8. How many checkered notebooks are distributed?
- b) Each of the 2 plates on the table has 8 fruits consisting of apples and pears. If 10 of these fruits are apples, how many are pears?
- c) School children who went to plant seedlings were divided into two equal parts. In each group, 8 students planted seedlings. 10 of the students are boys and the rest are girls. How many girls planted seedlings?
- g) The brothers were playing hide-and-seek. His brother is 10 years old. If their average age is 8, how old is their brother?

By solving such problems, students acquire the skills to solve the arithmetic mean of several numbers and the appearance of some inverse problems. Encouraging fourth graders to solve the following problem requires them to think creatively.

Masala. The average score of 11 players on a football team is 20. If they add up the coach's age, the average age is 22 years old. How old is the coach?

The reader can comment on this issue as follows:

- 1) Multiply 20 by 11 to find the sum of the youth of 11 players on a football team. $20 * 11 = 220$ (age)
- 2) 11 players and a coach in a football team together make $11 + 1 = 12$ (people).
- 3) Multiply 22 by 12 to find the combined age of 11 players and 1 coach from a football team. $22 * 12 = 264$ (age)
- 4) To determine the age of the coach, subtract 264 from 220.

$$264 - 220 = 44 \text{ (age)}$$

Answer: The coach is 44 years old.

The concept of arithmetic mean plays an important role in solving the problem of finding the "weighted average value" and "average velocity". If such issues are taught in 5th grade, it is advisable to start preparations for them in grades 3-4. The student faces such issues in his lifestyle. In particular, the market learns that you need to address issues of medium weight when shopping.

Masala. 2 kg of sweet cakes worth 2,400 souls per kilogram and 3 kg of candies worth 2,800 souls per kilogram were purchased. How much did you pay for all the sweets?

The reader can complete this task quickly.

Solution of the problem: 1) $2400 * 2 = 4800$ (sum)

$$2) 2800 * 3 = 8400 \text{ (sum)}$$

$$3) 4800 + 8400 = 13200 \text{ (sum)}$$

Answer: 13,200 sum were paid for all sweets.

One more addition to this question is "How much does a kilogram of sweets cost?" if the question is addressed to students, the question remains a problematic question for the reader. Students will hear different answers: "We divide 13200 by 5 (that is, the mass of sweets)", "Add 2400 and 2800 sum, we divide by 2" and so on.

Students are explained that 1 of the answers given is correct. So, $13200 : (3 + 2) = 13200 : 5 = 2640$ (sum) - the average price of 1 kg of sweets.

It is a good idea to include students in Grade 4 after learning about speed, time, distance, or movement. Initially, it may be recommended that students be familiar with the problem of finding their average velocities in 2 situations when the distance (velocity) of an object is different in 1 hour. For example, when a pedestrian was walking from a village to a city, he first covered 3 km in 1 hour and 5 km in 2 hours. How fast did the pedestrian walk on average?

$$(3 + 5) : 2 = 4 \text{ (km / h)}$$

A: Pedestrians walk at an average speed of 4 km / h.

It is recommended to gradually study the problem of finding the average velocity depending on the distances of the body at different speeds at the same time (e.g. 2 hours, 3 hours, 4 hours ...).

Masala. "The train was traveling at 80 km / h for the first 2 hours and then at 100 km / h for 2 hours. How many kilometers does train travel? " The issue is discussed and resolved by the students.

$$\text{Solution: Method 1. } 1) 80 * 2 = 160 \text{ (km) Method 2 } 1) 80 + 100 = 180 \text{ (km)}$$

$$2) 100 * 2 = 200 \text{ (km) } 2) 180 * 2 = 360 \text{ (km)}$$

$$3) 160 + 200 = 360 \text{ (km)}$$

Answer: The train traveled 360 km.

Now, if students are given the additional task "Find the average speed of the train", they can get different answers.

a) "We divide 360 by 2" c) "We divide (80 + 100) by 2"

b) "We divide 360 by 4" g) "We divide (80 + 100) by 4" and so on.

Given that the train travels in 2 situations at different speeds (80km / h and 100km / h) and at the same time (2 hours), the sum of the speeds is divided by 2, or the total distance (360km) is divided by time (4 hours). is given.

Problems of finding two (or more) numbers according to their sum and difference)

Problem: Lola and Ali have a total of 9700 sum. Lola's money is 300 sum less than Ali's. How much money does each of them have?

We will solve the above problem by discussing it with the students.

- What are the students talking about?

- We are talking about Lola and Ali's money.

"How much money do Lola and Ali have together?"

- Yes

"How much?"

- 9700 sum

"What else is given?"

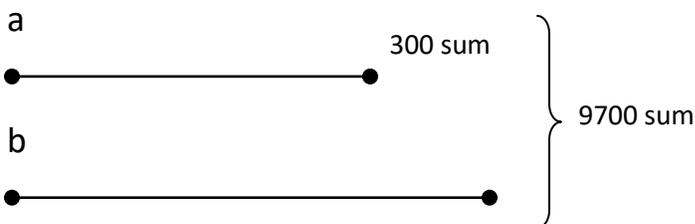
- Lola's money is 300 sum less than Ali's.

- What does the question require us to deny?

"How much money do Lola and Ali have?"

As a result of our observations, we note that most teachers find it difficult to discuss this type of issue. Because, continuing the question and answer in the form of the current discussion, the following: "How do we answer the question?", "How do we find it?" inappropriate questions such prevent the reader from understanding the specifics of a new type of problem that has not been mastered, leading to erroneous solutions; i.e., the reader may give the following answers. "Subtract 300 from 9700" or "Add 300 to 9700". But he can't justify why he chose these actions. It is as if he must do something about the two numbers given in the problem.

At this point, the teacher should give the following referral. That is, after the guiding questions and answers, "Students read the text of the question carefully again. Who has a lot of money? (Alida). Who has less money (Lola)? Conditionally, we denote the money in Lola by one section, and the money in Ali by another longer section, that is, we give a graphical condition to the problem: "



Since the money in Lola and Ali is 9700 sum, we define them together as 9700 sum. The amount of money in Lola is 300 sum less than in Ali. This model is an important tool in finding a solution to a problem. We will now continue the discussion of the issue.

- How much money would they both have if Lola had money like Alida?

- $(9700 + 300)$ sum

"Can you find out how much money Alida has now?"

- Yes

- How to divide the sum of 9700 and 300 numbers by 2

"Can you find out how much money Lola has?"

"Yeah, how about deducting 300 from Ali's money."

- So, how many cases will be solved?

- 3 jobs (with first addition, second division, third multiplication)

We describe the solution to the problem as follows:

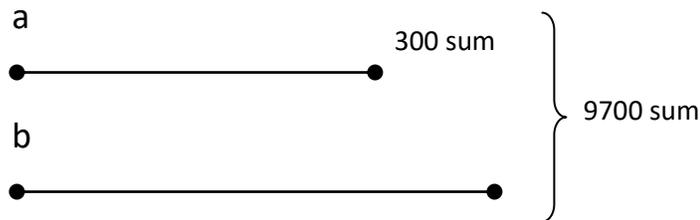
1) $9700 + 300 = 10000$ (sum)

2) $10000: 2 = 5000$ (sum)

3) $5000-300 = 4700$ (sum)

Answer: Alida has 5,000 sum and Lola has 4,700 sum.

Saying that this problem can be solved in two ways if the solution of Method 2 is required to be done by students independently, the students' independent thinking will increase. To do this, we express the graphical condition of the problem as follows:



1) How much money would both have if Ali had the same money as Lola?

$9700-300 = 9400$ (sum)

2) How many rubles did Lola have?

$9400: 2 = 4700$ (sum)

3) How much money did Ali have?

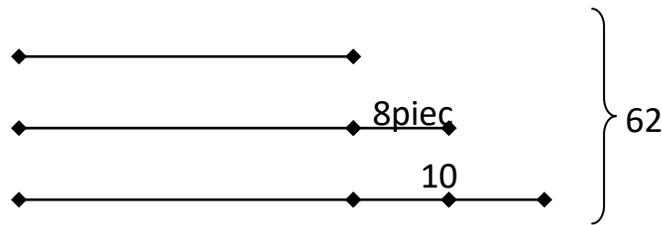
$4700 + 300 = 5000$ (sum).

Answer: Lola has 4700 sum and Alida has 5000 sum.

It is important to draw students' attention to the fact that they solved the problem correctly, and in both methods it was found that Ali had 5,000 sum and Lola had 4,700 sum.

The next step is to add the sum of three numbers and the problems of finding these numbers according to the differences of the pairs of these numbers.

Masala. There are 62 apples in 3 slices. The apples in Division 2 are 8 more than the apples in Division 1 and 10 less than the apples in Division 3. How many apples are in each serving?



The text of this problem will be mastered by the students and we will create a graphical model consisting of three parts. Therefore, in Table 1, which is the smallest apple, we conditionally express the number of apples with the 1st cut. Since there are 8 more apples in Section 2, we draw Section 2 as longer than Section 1. In Section 3, because there are 10 more apples than Section 2, Section 3 is longer than Section 2.

We will solve this problem in 3 ways.

Method 1: What would be the total number of apples when they were in subdivisions 2 and 3, as in the first subdivision?

$$62 - 10 - 8 - 8 = 36 \text{ (pieces)}$$

2) How many apples are in the first serving?

$$36 : 3 = 12 \text{ (pieces)}$$

3) How many apples are in the second division?

$$12 + 8 = 20 \text{ (pieces)}$$

4) How many apples are in the third division?

$$20 + 10 = 30 \text{ (pieces)}$$

Answer: 12, 20, 30.

Method 2: How many apples would there be on all three plates if there were apples in subdivisions 1 and 3 as in subdivision 2?

$$1) 62 - 10 + 8 = 60 \text{ (pieces)}$$

2) How many apples are in Division 2?

$$60 : 3 = 20 \text{ (pieces)}$$

3) How many apples are in Division 1?

$$20 - 8 = 12 \text{ (pieces)}$$

4) How many apples are there in Division 3?

$$20 + 10 = 30 \text{ (pieces)}$$

Answer: 12, 20, 30

Method 3: 1) How many apples would there be in all three subdivisions if there were apples in subdivisions 1 and 2 as in subdivision 3?

$$62 + 8 + 10 + 10 = 90 \text{ (pieces)}$$

2) How many apples are there in Division 3?

$$90: 3 = 30 \text{ (pieces)}$$

3) How many apples are in Division 2?

$$30 - 10 = 20 \text{ (pieces)}$$

4) How many apples are in Division 1?

$$20 - 8 = 12 \text{ (pieces)}$$

ANSWER: 12, 20, 30.

Consider the following issue.

A total of 912 saplings were planted by the second, third and fourth grade students of the school. 3rd graders planted more than 30 seedlings than 2nd graders and 4th graders planted more than 27 seedlings than 3rd graders. How many bushes did each class plant in order to plant the city?

We give a brief condition of the matter.



To give the condition, we think as follows. Since the condition of the problem is that the 4th grader planted the most seedlings, then the 3rd grader planted the 3rd grader, and the 2nd grader planted the least, we draw the cross-sections representing the seedlings planted by each grader.

Students know that this problem can be solved in 3 ways.

According to the previous question, the easiest way to solve the problem is "how many seedlings would the three classmates have planted together if the number of seedlings planted by the second and fourth graders were the same as in the third grade?" it is expedient to do so by seeking an answer to the question.

The graph shows that the total number of seedlings when second and fourth graders planted seedlings as third graders

$$(912 + 30 - 27).$$

$$\text{Solution: } 1) 912 + 30 - 27 = 915 \text{ (pieces)}$$

$$2) 915: 3 = 305 \text{ (pieces) Number of seedlings planted by 3rd graders.}$$

$$3) 305 - 30 = 275 \text{ (pieces) Number of seedlings planted by 2nd graders.}$$

$$4) 305 + 27 = 332 \text{ (pieces) Number of seedlings planted by 4th graders.}$$

Answer 275,305,332.

Specific features of problems of the type "Find these numbers by the sum and difference of two (or more) numbers" are:

- the problem is always given the sum or difference of two or more numbers and it is required to find these numbers themselves.
- it will be convenient to graphically describe the brief condition of the problem.
- The solution begins with the equalization of conditionally accepted sections of arbitrary length.
- Conditionally accepted, the number of cuts of arbitrary length is equal to the number of unknowns.
- The more unknowns are involved in the issue, the more solutions the issue will have.

Problems of finding these numbers according to the sum (or difference) and multiplication of two numbers

This type of problem can be solved by elementary school students with interest. Consider the following issue.

Issue: Nadir and Talib picked 24 mushrooms. The number of rare mushrooms is 2 times more than the number of mushrooms collected by Talib. How many mushrooms did Nadir sweat? How many mushrooms did Talib pick?

To make this issue clear, let us first give a graphical model representing the short term of the problem. Since the number of rare mushrooms is 2 times longer, we denote the section 2 times longer than "a" by "b". We denote the number by which they both picked 24 mushrooms.



We will solve the problem by discussing it with the students as follows.

- Do you know how many mushrooms Nadir picked?

- No, it's not

"How many mushrooms did Talib pick?"

- No, it is not known.

"How many mushrooms did they pick?"

- Yes. 24 ta

"Who picked a lot of mushrooms?"

- Rare.

- How many times did you pick mushrooms from Nadir Talib?

- 2 times.

"How many mushrooms did Nadir or Talib pick?" the question leads students to misjudge.

Some students think for themselves and divide 24 by 2 to find the number of mushrooms that Talib picked. This error leads to resolution.

Encouraging students to think correctly, the teacher says from the graphic model, "If we take the number of mushrooms picked by Tolib as 1 part (share), the number of mushrooms picked by Nadir will be 2 parts (parts) because it is 2 times more than the number picked by Talib." Then students will know how many parts (parts) of 24 picked mushrooms there are.

$$1 + 2 = 3 \text{ (part)}$$

- Is it possible to find the number of mushrooms that Talib collected?

- Yes.

"How?"

- 24 by 3. $24: 3 = 8$ (pieces)

- Who picked 8 mushrooms?

- Tolib.

- How many mushrooms can Nadir pick?

- Yes, multiplying 8 by 2 $8 \cdot 2 = 16$ (pieces)

The teacher tells them to make sure they have solved the problem correctly. Then the students check the problem.

$8 + 16 = 24$ (pieces) or $16: 8 = 2$ (times) these solutions represent that the problem was solved correctly.

Let us now consider introducing students to the problem of finding two numbers according to their difference and multiplication.

Problem: Geese in the meadow are 3 times less than ducks. If the ducks are more than 14 geese, how many geese and how many ducks are there in the meadow?

This problem is two unknown linear equations

$$\left. \begin{array}{l} a = 3b \\ a - b = 14 \end{array} \right\}$$

This problem represents a system of two unknown linear equations (where a is the number of ducks in the meadow and b is the number of geese).

This problem can be solved by discussing it with primary school students as follows:

- What are the students talking about?

- About geese and ducks in the meadow

- Is it known how many times the geese in the meadow are less than the ducks?

- Yes, 3 times

"What else is given?"

- It is known that ducks in the meadow are 14 more than geese.

- What does the issue require us to find?
- How many geese and how many ducks are in the pasture.

To find a solution to a problem, we first create a graphical condition (model) that represents the problem condition.



Since geese are 3 times smaller than ducks, we choose 1 section that represents the number of geese. The section that represents the number of ducks is 3 times longer than the number of geese, so this section should be 3 times longer than the first section. and denote it by 14.

Looking at this graphical model, we will continue to observe. As we can see from the graph, 14 represents two of these cross-sections representing the number of geese. So you can find the number of geese by dividing 14 by 2. When the number of geese is exact, the number of ducks is found. The problem is solved with 3 cases. (by multiplication, division and multiplication)

Solution: 1) $3 - 1 = 2$ (part)

2) $14: 2 = 7$ (pieces)

3) $7 \cdot 3 = 21$ (pieces)

Answer: 7 geese, 21 ducks.

To check the correctness of the solution of the problem, it is necessary to subtract 21 from 7.

$$21 - 7 = 14 \text{ (ta)}$$

The peculiarities of the problem of "finding two numbers by their sum (or difference) and multiplicity" are as follows:

- The problem gives the sum (or difference) of two numbers or quantities and their multiple, it is necessary to find the number or quantity itself.
- In order to clarify the text of the problem and find a solution, a graphical condition (problem model) is created.

When creating a graphical condition, the smallest number or quantity is selected as a fraction (contribution) and conditionally determined by a cross section of a certain length. From the text of the problem, the length of the second section is determined by considering the magnitude of the second number or quantity multiplied by the ratio.

- Two or more unknown numbers or quantities are involved in the matter.
- The solution of the problem begins with the calculation of the number of equal parts. If the sum and multiplication ratios of two numbers or quantities are given in the text of the problem, the number of parts is added. If the difference and multiplication ratio of two numbers or quantities is given in the text of the problem, the number of parts is subtracted.
- The problem will always have a unique solution.

- There may be other types of issues in the case.

Problems of finding the unknown by the difference of two quantities

A distinctive feature of this type of issue is:

- a) no more than two unknowns are involved in the matter.
- b) they involve finding two unknown quantities by their difference.
- c) the content of the issue is clarified by the presence of words such as “same”, “so”, “same as” and so on.
- g) The solution of the problem always begins with the operation of multiplication.

This type of issue is very common in elementary school textbooks. Short terms of this type of issue can often be given in tabular form or in the form of a short note.

Let's look at the following problem that can be solved in elementary grades

Issue 1. One tractor worked 60 hours a week and the other 55 hours. The second tractor consumed 35 liters less fuel at the same rate than the first tractor. How many liters of fuel does each tractor consume per week?

Let us give the condition of the matter in tabular form.

	Working time	Normal	Total fuel
1-t.	60 hours	Same	?
2-t.	55 hours		?, 35l less

Let's show the solution note by asking questions.

1) How many hours did the second tractor work less than the first tractor?

$$60 - 55 = 5 \text{ (hours)}$$

2) How many liters of fuel did each tractor consume per hour?

$$35 : 5 = 7 \text{ (l)}$$

3) How many liters of fuel did the first tractor consume in a week?

$$7 \cdot 60 = 420 \text{ (l)}$$

4) How many liters of fuel did the second tractor consume in a week?

$$7 \cdot 55 = 385 \text{ (l)}$$

Answer: the first tractor is 420 liters, the second tractor is 385 liters.

Issue 2. There were an equal number of mandarin trees in the two fields. An average of 420 mandarins were obtained from each tree in the first field, and 350 mandarins from each tree in the second field. As a result, more than 9,800 units were produced from the first to the second field. All mandarins were divided into varieties according to their size. The average number of mandarins was 2 times the number of small mandarins and 20,700 more than large mandarins. How many large mandarins are picked?

The condition of this matter consists of 2 parts. The contents of Part 1 relate to type IV. The content of Part 2 belongs to type III. First we do the type IV part.

Masala. The brief condition of Part 1 may be as follows.

Number of trees per 1 tree Total number of mandarins

I 420 pieces Equal ?, 9800 more

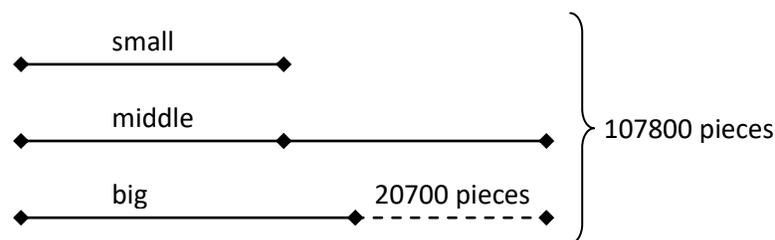
II 350 pieces?

Solve. We will explain.

1. $420 - 350 = 70$ (pieces) is the difference of mandarins taken from each tree.
2. $9800 : 70 = 140$ (bush) - number of trees.
3. $420 \cdot 140 = 58800$ (pieces) - The number of mandarins taken from area I.
4. $350 \cdot 140 = 49000$ (pieces) - the number of mandarins taken from area II.
5. $58800 + 49000 = 107800$ (pieces) - the number of mandarins taken from two fields.

We now turn to the type III part of this issue. Let's make a graphical condition.

We will continue to resolve the issue.



6. $107800 + 20700 = 128500$ (pieces)
7. $128500 : 5 = 25700$ (pieces) is the number of small mandarins
8. $25700 * 2 = 51400$ (pieces) - the number of medium mandarins
9. $51400 - 20700 = 30700$ (pieces) - number of large mandarins.

Answer: 30700 pcs.

Among the typical problems mentioned above are also the problems of assumption and solution of the calculation of surfaces in motion in terms of time to work together.

Solving typical textual problems develops students' independent thinking skills and increases children's desire to solve problems.

REFERENCES:

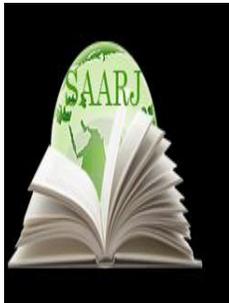
1. Zhumaev.ME, Tadzhiyeva Z.Y. "Boshlanich sinflarda mathematician Citish methodology" T. "Fan va technology". 2005
- Raykhonov.Sh. R, Kosimov. F.M, Kosimova M.M "Boshlanich Sinflarda tipik arithmeticist masalalar ustida ishlash" B. 2017.

2. "Technology of work on comparison tasks" . *Evropen Journal of Research and Reflection Sciences*, 7(12) 603-608 November. (2019) (Қосимов Ф, Қосимова М)
3. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
4. Textbook: Textbook for 1st grade / Authors: T. Gafforova, E. Shodmonov, G. Eshturdiyeva; Editor-in-Chief: S. Mat Chonov. - T. : «Sharq» 2017. - 128 p.
5. Textbook 4th grade: textbook for 4th grade of general secondary schools / S. Matchonov [et al.]. - Revised and supplemented sixth edition.- Tashkent. : «Yangiyul polygraph service», 2017. - 216 p.
1. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
2. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
3. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
4. R.A.Qo'ldoshev. Kўмаки педагог ба кўдакони чапдаст дар соли якуми хониш.- *GlobeEdit, 2020.-93 bet*
5. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). *GlobeEdit, 2020. - 141 bet.*
6. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION // *Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.*
7. Kamroev, Alijon. "Students' creative Activities In Designing Mother Tongue Education."
8. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся // *Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.*
9. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
10. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
11. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
12. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak // *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
13. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children // *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40. – 2020. – T. 45.
14. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// *EPRA*

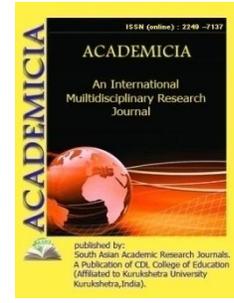
International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281

15. Ismoilovich D. D. Theoretical Foundations Of Work On Text Analysis In Primary School.
16. Hamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
17. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – C. 69.
18. Saidova G. E. The situation of free choice in mathematics lessons in primary school // Bulletin of science and education. - 2019. - No. 7-3 (61).
19. Sayfullaeva N. B., Saidova G. E. Improving the efficiency of classes using interactive methods in primary education // Scientific journal. - 2019. - No. 6 (40).
20. Saidova G. E., Sanokulova S. F. EFFICIENCY OF USING TECHNOLOGIES DIDAKTICHESKOGO IGROVOGO OBRAZOVANIYA V NACHALNYX KLASSAX // EUROPEAN RESEARCH. - 2020. - C. 118-120.
21. Saidova G. E.. Razvitie Logicheskogo Myshleniya Uchashchixsya Na Urokax Matematiki V Nachalnoy Shkole // International Scientific Review Of The Problems Of Philosophy, Psychology And. - 2019. - C. 97-101.
22. Saidova G. E.. USE OF SOVREMENNYX PEDAGOGICAL TECHNOLOGIES IN MATHEMATICS.
23. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – C. 65-67.
24. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – C. 91-94.
25. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 2. – C. 131-134.
26. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
27. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – C. 53-57.
28. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – C. 33-35.
29. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – C. 23-25.

30. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
31. Tilavova M. M. PECULIARITIES OF PREPARING CHILDREN FOR GENDER RELATIONS IN THE FAMILY // EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. - 2019.- S. 40-41.
32. Ruzieva ZS, Adizova DG METHODS OF STUDYING ROMAN NUMBERS IN THE ELEMENTARY CLASSES // SCIENTIST OF THE XXI CENTURY. - S. 67.
33. Ruzieva ZS The role of information and communication technologies in primary education // Bulletin of science and education. - 2019. - No. 2-2 (56).
34. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
35. Qo'ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among Students Of The First Year Of Study// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
36. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
37. Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
38. Qo'ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
39. Qo'ldoshev R.A. Azimov Y.Y Чапақайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00082.3

**THE BASICS OF COMMUNICATIVE COMPETENCE ARE THE
 GUARANTEE OF THE DEVELOPMENT OF SPEECH IN PRIMARY
 SCHOOLCHILDREN IN THE LESSONS OF THEIR NATIVE LANGUAGE**

Baymuradovna Shoirababaeva*^{*}; Rustamovna Sitormirova^{**};
 Uzakova Alina Bakhtiyorovna***^{***}; Rohatova Zarinabegim Ikhtiyorovna****^{****}**

^{1,4}Bukhara State University,
 UZBEKISTAN

ABSTRACT

The article reveals the features of the formation of the communicative skills of primary school children. The age and communicative characteristics of junior schoolchildren, which act as a means and guarantee of speech development, are determined, the work of junior schoolchildren for the development of speech is characterized.

KEYWORDS: *Communication Skills, Learning Activity, Competence, Dialogue, Monologue, Speech Development, Reading, Speaking, Writing, Listening, Coherent Speech, Text.*

INTRODUCTION

The primary school acts as the first stage at which the foundations of communicative competence are laid and begin to develop, allowing communication in the native language and interaction of children. Communicative competence is the ability to carry out speech activity by means of the target language in accordance with the goals and situation of communication within a particular field of activity. It is based on a set of skills that allow you to participate in verbal communication in its productive and receptive forms.

Communication skills by type of speech activity:

In the area of speaking:

1. Dialogical form

Be able to lead:

- Etiquette dialogues in typical situations of everyday life, educational-labor and intercultural communication, including those obtained using communication means;

- Dialogue - inquiry (request for information and response to it);

- Dialogue is an incentive for action.

2. Monologue form:

Be able to use:

- The main communicative types of speech: description, story, characterization (of characters).

In the field of listening

Listen and understand:

- Speech of the teacher and classmates in the process of communication in the lesson and verbally / non-verbally respond to what he heard;

- Small accessible texts in audio recordings, built mainly on the studied language material, including those obtained using communication means.

In the reading area

To read:

- Aloud small texts based on the studied language material;

- To myself and to understand texts containing both the studied language material and individual new words, to find the necessary information in the text (the names of the characters, where the action takes place, etc.)

In the field of writing

Own:

- The ability to write words, phrases, and sentences from the text;

- The basics of writing: write a congratulation on the holiday, a short personal letter.

Characteristics of the main activities of students:

- ask questions about anything; answer the questions of the interlocutor;

- To ask about something;

- ask for something and respond to the request of the interlocutor;

- start, maintain and end a conversation;

- describe something;

- To report something;

- To tell, expressing your attitude;

- To characterize, naming the qualities of a person/object;

- To reproduce by heart the texts of rhymes, poems, songs;

- retell the heard / read text (on supports, without supports);

- compose your own text by analogy.

Indirect communication

- To understand in general the teacher's speech during the lesson;
- recognize by ear and understand a coherent statement of a teacher, classmate, built on familiar material, and / or containing some unfamiliar words.
- use a re-ask or a request to repeat to clarify individual details;
- Verbally or non-verbally react to what you hear;

When communicating indirectly (based on the audio text)

- To perceive by ear and understand the basic information contained in the text (about whom, what is it about, where it happens, etc.);
- To correlate the graphic image of a word with its sound image based on knowledge of the basic rules of reading;
- To observe the correct stress in words and phrases, intonation in general;
- Expressively read aloud small texts containing only studied material;
- predict the content of the text based on the title;
- To perceive the text visually, to recognize familiar words, grammatical phenomena, to fully understand the content;
- guess about the meaning of unfamiliar words by the similarity with the Russian language, by the context;
- find the meaning of certain unfamiliar words in the bilingual dictionary of the textbook;

Younger schoolchildren master the following special (subject) educational skills and abilities:

- use reference material presented in the form of tables, diagrams, rules;
- keep a dictionary (vocabulary notebook);
- organize words, for example, according to the thematic principle

In the process of learning their native language, younger students:

- improve the methods of working with the text, relying on the skills acquired in the lessons of the native language (predict the content of the text by its title, the figures given to the text, copy the text, write out individual words and sentences from the text, etc.);
- Master more diverse methods of disclosing the meaning of a word, using word-formation elements; synonyms, antonyms, context;
- improve general speech communication skills, for example: start and end a conversation using speech cliches; keep the conversation going by asking questions and asking again;
- learn to exercise self-assessment, self-control;
- learn to independently complete tasks using a computer (if there is a multimedia application).

The use of computer technology in educational activities is one of the most effective ways to increase motivation and individualization of learning. Knowledge comes only to an interested

person. It is not for nothing that folk wisdom says: "The one who wants to do more than the one who can." The use of ICT helps an elementary school teacher move from an explanatory-illustrative teaching method to a personal-activity method, in which the child becomes an active subject of educational and cognitive activity. and also allows you to combine play and learning activities. "The younger student has better developed involuntary attention, which becomes especially concentrated when he is interested, the educational material is clear, bright, evokes positive emotions in the student.

Correct effective use of a computer in a lesson is solid assimilation of knowledge by students, the development of independence, activity, and self-assessment skills in them. There are various computer programs for the subjects of competence: training, information, and reference, demonstration, control, and others. In this regard, teachers of their native language have to create themselves, because there are no ready-made materials for lessons.

Tables, pivotal notes, tests, crosswords - this is far from the complete list of didactic materials that can be created on a computer. The tables created in the presentation are offered to students in the form of visual and didactic material - a folding bed. Thus, the impact on the student's consciousness is not limited only to viewing the presentation, but already familiar visual images and content create a cognitive environment in the office. Presentations contribute to the best memorization of the teaching material taught in the lesson. A visual presentation of material about folk customs and traditions enables children to more vividly imagine a particular rite, remember its important points, and systematize them.

Communication helps to replenish and build vocabulary among students, but the next exercise can be a continuation of the previous one. Performing this exercise, the student relies on previously acquired knowledge, uses the learned vocabulary, and already makes sentences without difficulty, supplementing them with the necessary words. Upon completion of this assignment, a coherent text is obtained, which the student needs to read, headline, break into logically connected parts, draw up a plan and retell the content of the text-based on it. This consistent presentation makes it easier for the student to master the language and develop spoken language.

What does society expect from the school? The answer is seemingly simple: quality education. How should a native language teacher perform this task? What does quality education mean?

The result of the work of a native language teacher is a person with a unique personality, who knows his roots, a conductor of his national cultural heritage in the family, and society. If a student speaks his native language, how to rejoice and how to behave in moments of sadness and sadness, then the teacher has coped with his main task, it means that he is on the right path.

A literary text adapted for the needs of the educational process moves from the category of authentic works created by a native speaker for native speakers to the category of educational texts. To preserve the originality of the original text during adaptation, it is necessary to preserve the internal structure of the adapted text in terms of content and its linguistic expression. Compliance with this requirement is facilitated by the reliance on keyword images of the adapted text, which allows you to set the adaptation in the necessary direction and preserve the most conceptually significant elements of the work. Having undergone adaptation, an authentic educational text becomes a teaching aid, but in this case, there is a problem of preserving the artistic originality of the original, the danger of replacing the distortion of the author's artistic and

aesthetic attitudes with purely didactic attitudes. You will be able to understand how texts are selected for literary reading in Russian lessons. By what principles are they selected and how can interesting but difficult texts be adapted without violating their integrity? When working on special texts, listening is usually reinforced by the simultaneous reading of the text by the teacher or students aloud or silently. The majority of students in grades 1 and 2 of primary school are known to have poorly developed skills for correct, meaningful expressive reading. The inability to read correctly and expressively negatively affects the quality of assimilation of the content of educational texts, consolidation of grammatical forms and structures. Therefore, when studying special educational texts, students perform some practical exercises to develop the skills of correct intonation of sentences of different purposes with the nouns in the texts in the role of the main and secondary members. So, on the material of the text "In the bazaar", the intonation of declarative, interrogative, and exclamation sentences is worked out (with the definition of these types of sentences, students are familiar in everyday situations), the intonation of enumeration with homogeneous members of the sentence, when applying and expressing a request.

Here are examples of relevant phrases from the text:

Many fruits and vegetables have grown and matured over the summer. There are a lot of potatoes, cabbage, cucumbers, and tomatoes in the stalls.

- How much is a watermelon? the woman asks.

- Please give me this watermelon.

There is so much in the bazaar!

Using this material ("Some nouns denoting product names do not have a plural number"), students construct similar phrases, practice the necessary intonation, pauses, and logical stress. Observing the basic rules of reading, students pronounce and memorize case forms of nouns more clearly and well. Independent reading of the rest of the texts is carried out by students taking into account the above criteria. students read Before reading the text aloud, the students read it to themselves and think over which phrases are more in it for the purpose of the statement, with what intonation these phrases should be pronounced. At the same time, special attention is paid to the correct pronunciation of non-sentence and prepositional constructions with nouns. Knowing the basic program requirements for reading, explaining them on a specific educational material, self-control in work lead to certain positive results in the development and consolidation of the ability to listen and read special educational texts. This has a positive effect on reading lessons. For a better understanding of new words in the texts, students' independent work is systematically carried out; selection of synonyms and antonyms for words, analysis of the composition of a word, word interpretation, and especially - the inclusion of these words and expressions in dialogical and monologue speech. When conducting vocabulary work, serious attention is paid to the development of students' skills to correctly pose questions from main words to dependent ones, for example, from verbs controlled by them nouns. To do this, first, the teacher writes down questions on a portable board, then students do the same work. Students read new words and makeup phrases based on the material of the text and life observations and impressions. Thus, they practically consolidate the skills of non-sentence and prepositional management. Thus, the following verbs and questions to them are given to the text "Eagle and the Cat":

Appeared (who?)

Grabbed (who? What?)

Grabbed (with whom?)

Grabbed (who?)

Students make up phrases and sentences: an eagle has appeared; the eagle grabbed the kitten; grabbed an eagle, etc. (according to the text); a boy (grandfather, brother) appeared; the cat clung to the dove; an eagle grabbed a sparrow (duck, hare), etc. (by analogy and based on their own observations and impressions).

Similar analogies and rethinking are practiced with phraseological combinations. In particular, interpretations of the expression are given to the above text: the battle to the death has boiled, not a single living place has lost its courage.

With great enthusiasm, the students compose new sentences with these expressions on the topic of their favorite city.

For instance:

My city is the oldest, it is the pearl of the east. There are many ancient monuments in the city. Bukhara is located in central Asia, it is in the heart of Uzbekistan. We are proud to live in this city.

Carrying out such work on the material of educational texts to connect teaching with upbringing, to include the learned vocabulary incoherent statements for students to express their own thoughts and feelings.

As the skills of mastering the vocabulary for educational texts are developed under the guidance of the teacher, students are offered independent assignments for mastering new words. Thus, for the text "In the summer camp", students independently work out new words. By analogy with the previous lessons, they give phrases:

Enjoy the sea, sun, friend, vacation, summer;

Change color, clothing, shape.

The use of various methods of vocabulary work on the material of special educational texts develops in students an active attitude to the semantics of each new word and certain skills and abilities to introduce these words into their own speech.

Writing out the studied grammatical forms and structures from educational texts as a basis for the organization of subsequent retellings is carried out in such a way as to ensure, firstly, complete extraction of the studied structures in the students' speech so that too much time is not spent on writing out these texts and analyzing the studied grammatical forms after mastering the content of the text as a whole, each row or team of students is invited to perform similar work on the material, complete within the meaning of a part of the text. Based on the written combinations of verbs with nouns, students convey in detail the content of the entire text. Since there are "specialists" for each of the semantic parts of the text, the class actively listens to the retellings and evaluates them. To develop the skills for more active inclusion in the speech of the grammatical constructions learned in the educational text, students make up similar phrases and

sentences. Since in this case too, students work in groups, teams, or rows, it is interesting for the whole class to hear new phrases and sentences.

This additional lexical and grammatical material enriches the speech of students and is included in a commented letter, individual assignments, and is reflected in vocabulary notebooks. Rational methods of independent work on writing out the studied grammatical forms from the texts and special speech tasks on this material can reduce the time spent (from 3-5 to 8-10 minutes), and with greater benefit for speech practice, in particular, the development of management skills. Question-answer conversations on the content of the text offered in Russian textbooks correspond to the age and psychological factors of primary school students. The texts proposed in the Russian language textbook are formulated so that, in answering them, students use nouns in different cases. "Karim and His Friends".

1. Where do Karim and his friends study?
2. What did the friends decide to do?
3. Whom did Karim and his friends help?

Despite the undoubted benefit of such questions, they mainly activate the work of memory, and not thinking; they only require ascertaining answers in a ready-made form taken from the text. It is necessary and useful for the development of primary speech skills, but for the development of students' own independent speech, it is insufficient. Therefore, the reproduction of data in the textbook of questions to the texts and the answers to them can be considered only as of the first stage of conversations on the content of special educational texts. The second stage of question-and-answer conversations includes drawing up additional questions of previously studied cases by analogy with those proposed in the textbook or with the inclusion of other interrogative words corresponding to questions of previously studied cases. After the training exercises under the guidance of the teacher, the students independently compose additional questions and ask their comrades, which contributes to more detailed assimilation of the content of educational texts, introduces elements of novelty into the monotonous questions of the textbook, helping to consolidate the already familiar non-sentence and prepositional constructions with nouns in the complex. For example, for the test "Karim and his friends" students make the following questions:

1. Who asked Karim and his friends to help the old people?
2. Who else decided to help Karim?
3. What did friends do to help old people?
4. How much work did your friends have to do in a day?

These questions force students not only to pay attention to new details of the content of the educational text but also to activate nouns in different cases in speech. Similar work is carried out in the study of other educational texts. The third stage of question-and-answer conversations provides for the teacher to pose and further compilation by the class of so-called generalizing questions, that is, questions requiring the disclosure of elementary cause-and-effect relationships, highlighting the main thing, comparing facts, evaluating events and phenomena, expressing their feelings and thoughts. These are questions that contribute to the development of the thinking of primary school students in Russian lessons. Generalizing questions are also valuable because

they enliven the predominantly grammatically directed nature of educational texts, expand their semantic connections, and cause more interest in the perception of these texts. In unity with the content of generalizing questions and answers to them, prepositional and non-sentence constructions with nouns are fixed, the skills of constructing sentences are improved.

Thus, communicative competence is the ability to carry out speech activities by means of the target language in accordance with the goals and situation of communication within a particular field of activity.

REFERENCES:

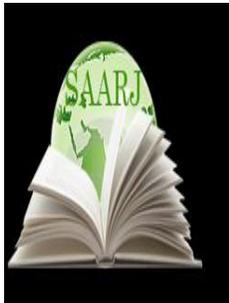
1. Arkhipova E.V. Questions of speech development of a younger student: Textbook. manual for a special seminar for correspondence students of the Faculty of Pedagogy and Methods of Primary Education Ryazan: Publishing House of the Russian State Pedagogical University, 1995.-92s.
2. Arkhipova E.B. Speech development: Experiment. study. allowance: grade 3. -M .: Open World, 1995.-64p .: ill. (Study ser. "Step by step" -Russian language)
3. Aspects of general and private linguistic theory of text / (Editorial board: H.A. Slyusareva (editor-in-chief) et al.) M .: Nauka, 1982. - 192s.
4. Akhmanova O.S. Dictionary of linguistic terms. M .: Sov. encyclopedia, 1966 .-- 608p.
5. Babailova A.E. Text as a product, means, and object of communication in teaching a non-native language. Saratov: Publishing house of Saratov unte, 1987.-152s.
6. Babaytseva V.V., Bednarskaya L.D. Complex analysis of the text at the lesson of the Russian language // Russian literature, 1997, №3.
7. Belobrykina O.A. Speech and communication. A popular guide for parents and educators. Yaroslavl: "Academy of Development", "Academy K °", 1998. - 240p.
8. Belyaev I.A. Correlation of the concepts of "ability" and "skill" in the context of the educational process // Formation of educational skills in the process of implementing education standards: Abstracts. -Ulyanovsk: Ulyanovsk State Pedagogical University, 1997, p. 51.
9. Velichko L.I. Work on the text in the Russian language lesson. Teacher's guide. M .: Education, 1983.- 128 p., Ill.
10. Velichko A.B. Text and communication training // Text: problems and perspectives. Aspects of study for the purpose of teaching Russian as a foreign language. Abstracts. Int. scientific and practical conference. M .: Moscow State University. M.V. Lomonosov, 1996. - P.58.
11. Gasparov B.N. On the place of text linguistics in the general language model // Text Linguistics. Materials of the scientific conference. Part 1. -M .: Moscow State Pedagogical Institute. Maurice Thorez, 1974. -S.73-77.
12. Gnedovsky M.B. Text, communication and speech activity of students // Actual problems of the development of students' speech / Research Institute of Schools: Ed. A.P. Eremeeva. M .: Education, 1980. -S. 19-20.

13. Demidova N.I. On the teacher's work on the grammatical correctness of the speech of primary schoolchildren // Questions of the methodology of the Russian language: Collection of scientific works. -Ryazan: Publishing house Ryaz. state ped. University, 1998.-Issue Z. S. 13-16.
14. Demidova N.I. Texts and tasks for the development of speech in primary schoolchildren. Ryazan, Ryaz. ped. Institute, 1992.-- 107s. with fig.
15. Izarenkov D.I. Basic components of communicative competence and their formation at an advanced stage of training non-philological students // The Russian language abroad, 1990, no.
16. Kolshansky G.V. Communicative discreteness of language // Linguistics of text. Resp. ed. Doctor of Philology, prof. I.I. Chernysheva. Sat. scientific papers. Issue M.: Moscow State Pedagogical Institute. Maurice Thorez, 1974. - S. 15-21.
17. Ladyzhenskaya T.A. Methods of teaching coherent speech // Enhancing the cognitive activity of students in the classroom in the Russian language: Sat. scientific. tr. / Mosk. state ped. in-t them. IN AND. Lenin. M.: MGPI, 1979.-- S. 20-37.
18. Ladyzhenskaya T.A. The system of work on the development of coherent oral speech. M.: Pedagogika, 1974.-- 256s.
19. Mirova S. R., Uzakova A. B., Rohatova Z. I., Babaeva Sh. B., Akhmedova H. Kh. (Bukhara, Uzbekistan) Basic Types Of Work Fo Development Of Russian Speech In The Uzbek School. International Scientific Journal "Global Science And Innovations 2020: Central Asia" Nur-Sultan, Kazakhstan, Feb-March 2020
20. 196s.
21. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
22. O'qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
23. O'qish kitobi 4-sinf: umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to'ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo'l poligraf servis», 2017. - 216 b.
24. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
25. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
26. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma'ruza matnlari). Buxoro, 2003, -52 bet.
27. R.A.Qo'ldoshev. Кўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
28. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.

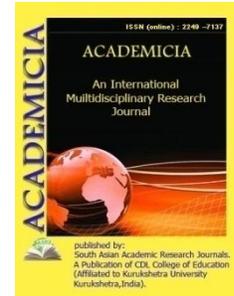
29. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – С. 285-296.
30. Kamroev, Alijon. "STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
31. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
32. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
33. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
34. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
35. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
36. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
37. Qo'ldoshev R.A. Left-Handed Children And The Learning Process// Epra International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
38. Ismoilovich D. D. Theoretical Foundations Of Work On Text Analysis In Primary School.
39. Hamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
40. Adizov B. R., Khamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //Ilmiy Xabarnoma. – С. 69.
41. Saidova G. E.. Situatsiya svobodnogo vybora na urokax matematiki v nachalnyx klassakh // Vestnik nauki i obrazovaniya. - 2019. - №. 7-3 (61).
42. Sayfullaeva N. B., Saidova G. E. Improving the effectiveness of classes using interactive methods in primary education // Scientific journal. - 2019. - No. 6 (40).
43. Saidova G. E., Sanokulova S. F. EFFICIENCY OF USING THE TECHNOLOGY OF DIDACTIC GAMING EDUCATION IN PRIMARY CLASSES // EUROPEAN RESEARCH. - 2020. - S. 118-120.
44. Saidova G. E. DEVELOPMENT OF LOGICAL THINKING OF STUDENTS IN THE LESSONS OF MATHES IN PRIMARY SCHOOL //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.

45. Saidova G. E. USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE LESSON OF MATHEMATICS.
46. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
47. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
48. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
49. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
50. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
51. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
52. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
53. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
54. Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
55. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛЬНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
56. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
57. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
58. Qo'ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
59. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35

-
- 60.** Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
- 61.** Qo'ldoshev R.A. Cognitive activity of left-handed children. "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International Scientific and Practical Conference. – Namangan, 2020.-B 132-136.
- 62.** Qo'ldoshev R.A. Azimov Y.Y Chapakailarni yozishga ʻrgatishga doir ayrim muloxazalar // "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International scientific and practical conference. –Namangan, 2020.-B 83-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00083.5

THE SPIRITUAL DESCRIPTION OF ADULTS IN UZBEK CHILDREN'S PROSE-THE PLACE OF LITERARY PSYCHOLOGISM

Jamilova Bashorat Sattorovna* ; Nuriddinova Shaxnoza Sadriddinovna**

*Professor of Bukhara State University,
 UZBEKISTAN

**Teacher of Bukhara State University,
 UZBEKISTAN

ABSTRACT

The article is about the literary description of adults' spiritual world, the psychology of heroes, new innovative methods of personages' thinking and images, the place and ways of psychologism in children's literature. Then his idleness overcame him easily; then "the numbers, letters of his notebook jumped like a cricket in his dreams; he got frustrated because his uncle was brought to his house as his godfather. Women were forced to work with young girls and boys. They went to wide -open pastures to feed their herds of cattle.

KEYWORDS: *Description, Explanation, Spirit, Psychologism, The Author, Realistic, Autobiographical, Hero, Image, Detective, Historical, Esthetic, Epoch, Analogism, Imaginative Literature, Fiction Story, World Of Crime, Adults, Justice.*

INTRODUCTION

A literary word is a fragile term which influences the spiritual world of a person and it can extremely occupy the heart of every person. Imaginative literature describes people how they are in real world. But we should mention about its great impact on the life of adults and older people either. Especially, adulthood is the period of time when a person is being fully grown. The impact of imaginative literature is prominent for tending the independent thinking of adults.

It is undeniable to give a lesson to matures by the manners of heroes in books. Psychologism of adults is crucial for the children's writers' works. (psych poetics, the style of expressing spirituality etc.)

It is true that the literature of every epoch describes its history and social life clearly. Another clear evidence if this notion is the case of literary description of children's spiritual world.

There is a big difference between the XX th century heroes' psychology of 1960-1970s and 1980-1990s. As illustration we can see this evidence in the works of the following writers: H. Nazir, N. Fozilov, T.Malik, X. Tuxtaboyev.

Furthermore, analogism was salient term in the literature of the 1980s. The problems were solved easily and the heroes of the book became happy without any obstacles. For instance, Hakim Nazir took materials for his new works from the people of his own real life. The events of his works took place in Fergana Valley, Bukhara, Azerbaijan fields and in the delegation of cotton collectors.

Additionally, the most crucial problems are described in the works of Hakim Nazir. The fiction story of "Yonar daryo" is about the schoolboy Damir who is known by the nickname "little" and his family life. There is also given a short description about Damir's close friend.

The writer tries to see everything with the eye of his hero- Damir: the attitude of elders to their progenies, vice and virtues of the world. The main hero of the story Damir, after his father's death, was abandoned alone with his mother and little sister Popuk. His mother could not look after her children as she had to work to nurture her family. Therefore she did not spare her time for her children.

Damir spent most of his time with his kind grandmother, as he grow he became quite a spoilt, naughty, lazy boy and decided to change his schedule and not to obey his mother.¹

His distant relative uncle Sulton used to come to their house and this helped young boy not to feel lack of his own father's love. Lately, his uncle became his godfather. The second event happened in the life of Damir when he traveled to Qizilqum. His close friend Buron described him: "As the young child –Damir has never gone out before, a new world has opened its doors for him."

The writer described the psychology of adults in his fiction story "Yonar daryo".

He follows every step of his hero, wherever he goes, whatever he does. He describes his hero's life vividly. Damir never conceals his secrets. He is open like a book: being angry with his mother, he decided to be hungry and refused to eat for a long time. Then his idleness overcame him easily; then "the numbers, letters of his notebook jumped like a cricket in his dreams; he got frustrated because his uncle was brought to his house as his godfather. Once he claimed disillusionment about his mum when she did not allow him to go to the desert with his godfather.

All heroes of Hakim Nazir are grown-ups. Furthermore, the writer has experienced a lot of difficulties in his adulthood that can be the most important reason why he is referring to this period of time.

There will appear psychological opportunities in a boy's imagination. As he grows he starts to show his talent, enthusiasm and courage. However, unless parents, relatives pay attention to their children's way of behavior, (who are their real friends, what kind of people they are) these young adults will actually make lots of mistakes.

If parents understand their children's skills, abilities, talents and direct them to their future jobs properly, their progenies will become great people when they mature. Parents should comprehend the feelings of their children as they will have bright future.

Russian writer L.N. Tolstoy expressed his opinion in his trilogy “Childhood”, “Adulthood”, “Grown-ups”: “If I tell anything about my adulthood, I can say that everything was not convenient for my age. However, from my point of view there is no similarity between person’s activity and status.

I did not have any friends, I was obsessed with my own thoughts and imaginations. My head filled with full thoughts of how future life and eternity of spirit will be; I childishly tried to find the answers to these questions.

Although people have tried to solve these issues, they have been left unsolved for a long time. As ideas obviously came to my mind, I felt, as if I invented something and even I started to take advantages of them. In every minute and seconds, I could not understand why people did not take everything for granted. Unless they think about their future they will not be happy. Three days I thought about my ideas without doing my homework, I read a novel and bought to eat honeyed bun, I took a lot of pleasure out of it. That was really enjoyable for me.”

The heroes of Hakim Nazir experienced spiritual feelings in their lives.

For example, family relations, the destinations of adults and children are described in “Yonar daryo”.

The fiction story consists of several independent parts. The story was told by the main hero Damir. The story starts from the short description of spring. The hero of the story was sleeping by the pond in the yard of his house in one of spring days. He dreamt about the eagle which was carrying him in its claws in the sky, then he woke up he fell into the pond by chance. His grandmother dragged him out of water. His grandmother told her grandson that he was in a hurry and he was a disobedient boy that his real life reflected in his dreams either.

We can see the denouement of the story starts from this part. Why is Damir’s grandmother calling him a naughty and disobedient child? What are the problems in their family? The events of the story give explanations to those questions step by step.

Long ago stepmothers were cruel, ill-natured people in fairy tales who tortured their stepdaughters. Stepdaughters were insulted, bullied with no reasons and they were forced to work hard by their stepmothers. Finally, they were exiled from their own houses with lots of lies and fibs.

In stark contrast, uncle Sulton was as a nice, kind, good-natured gentleman that he treated Damir and his little sister as his own children in “Yonar daryo”. Children considered uncle Sulton to be their godfather not as a stepfather.

The main hero of the story describes his godfather with following descriptions:

“After my father’s death our house turned to be boring and mundane day by day. My grandma, especially, my mum has not been looking at me with her shining bright eyes for a long time, as her eyes sunk by sorrow and distress. The pampering behavior of me and my sister was not liked by our mother, as well as by my grandmother. I could hardly understand my mum’s grief but my sister could not. She used to make noises, if anybody was not listening to her. Anyway, my mum used to calm my sister down with her kindness.

When uncle Sul-ton came to our house, it seemed as if our family was filled with joy and happiness. He told interesting stories about his life. I was curious to hear about his personal life and asked questions in purpose:

-Why are you so black, uncle Sul-ton, - I asked him.

-My dear young chicks, because I spent the whole of my life in deserts, - he answered.

I tried to continue the conversation by asking him silly questions :

-Is the color of your skin black from your birth?

-Yes, I was born and brought up in the field. Then I took education in the city. After graduating from the institute, I returned to deserts. I built roads, bridges, pumped the water from aquifers. As a poet said, I swam with my high boots and drank water from these aquifers.”

Firstly, Damir tried to avoid from this man. Gradually, uncle Sul-ton tried to find a way to the boy’s heart, even he built a tennis-table for the boy and taught him how to play tennis. Day by day children got used to their “new father” and they did not go out staying with him at home. They started to do their homeworks in time, they played different games with uncle Sul-ton.

The eyes of Damir’s mother started to shine brightly from happiness. As everything went smoothly, children could find their father’s love from uncle Sul-ton. However, their happiness did not last for a long time. One day their stepfather wanted to go to deserts as he promised to someone to work in a desert for a year. Damir’s mother told her son to follow her words:

“My darling, your father is going to leave us, concentrate your mind and listen to me attentively. If he mentions about taking us to the desert, tell him not to go there and tell Popuk not to allow him to go. If both of you insist on him not leaving us alone, perhaps, he will change his mind. Is it clear to you my dear son?”

It goes without saying that father’s role is important in the family and it is accepted by Damir’s mother. If uncle Sul-ton became ill, the young boy’s mother was disappointed by worrying about his husband’s health.

It was not difficult for an engineer to find a job from the city. But uncle Sul-ton had his own principles: he felt that he was responsible to look after those deserts. Consequently, he could not stay in the city for a long time. Although his family was against his wish he decided to go.

In conclusion, some events of certain period, social family life are described in “Yonar daryo”. Furthermore, we can notice the upbringing of the children, the heroes who participated in building places and exerted their efforts, real-specific world of young adults when reading the fiction story.

Even though the story was written a half century ago, children’s, adults’ world, the attitude of father-son, the attitude of elders to their children, the heroes who were ready to do everything for their country – these precious features have not been lost their value until now.

Nosir Fozilov depicted the adults who told the story of people and then became great people in their future. The fiction story of “Saraton” is about the life of Uzbek adults. There is a girl-Kamola and a boy-Tura in the story.

Cattle feeding were a favorite activity of every nation: Uzbek, Kazak, Turkmen, Tadjik, Kirgiz. This activity was favorite pastime which connected people with friendship during the war. The most difficult moments of cattle-feeding were in the adults' life: "The cattle were brought to the place where the cows can drink water during midday. Kamola and Tura were approaching with their cattle, their clothes were dragging along the road picking up dirt. Although the day was hot and stuffy the young adults were wearing old, shabby pullovers, cotton trousers, high boots and hats. Their clothes were covered with dust and dirt and it was difficult to recognize which of them was a girl Kamola and a boy Tura. Brother Giyos was going ahead of them riding his donkey wearing his cotton gown. Suvat was a place where cattlemen and cows had a rest. There was a grapes' tree in Suvat and gentle breeze blew quietly. That place gave a feeling of pleasure to a person.

The scenery of the nature seems extraordinary for other contemporary adults. But the events took place during the war. Therefore, it was challenging for those adults to proceed their life. They had never complaint about obstacles in their life.

The writer tried to depict true love of young adults through realistic scenery of the nature in literary style. There are specific customs and traditions in the country. All men and young fellows went to the war. Women were forced to work with young girls and boys. They went to wide -open pastures to feed their herds of cattle. They were forced to work in fields either. Adults had to spend their free time in pastures and fields from early morning and till late night.

The responsibilities of the adults were to work hard: Tura and Kamola were among them. It was not easy to look after animals for them. They followed father Giyos, they have to swallow dirt and dust. These 'miserable adults 'were hungry when they took their herds of cattle to distant places. They have to eat hard bread with dried apricots in order to satiate their hungry stomachs. By the midday they dispelled their cattle to the village.

Although their clothes were shabby and old they did not show it in their faces. Conversely, they had a kind of feeling which does not choose a place or age.

As illustration we can give Chulpon's main hero – Zebo in "Kecha va Kunduz".

Nosir Fozilov tried to describe true, pure emotions of adults Kamola and Tura. They were close friends, they played together and by this way the adults could forget their misfortune.

The girl Kamola was like a boy. She wore and behaved like a boy, even her close friend was a boy. People considered her to be a boy. However, one day the boy lost his close friend. At midday Tura took qurut (round shaped dried cream) from the table and tried to break it but he could not. Then he took the sharpener from his pullover and broke the qurut with it. He gave the half of it to Kamola and the other half to Brother Giyos. Kamola wanted to play trick on the boy, she took the sharpener from the boy and escaped from him. The boy chased her to take his sharpener back. Tura ran after the girl to the lake. Suddenly, there he remembered that they should dispel the cattle to the village and he continued to look for Kamola. Maybe, she was playing hide-and-seeK with him. He took some steps slowly with his tiptoes so that he can frighten the girl. He prepared himself to meet Kamola. He heard the noise which was coming through the water. He listened to that noise attentively. But he was surprised when he saw something with his opened mouth behind the tree. He was unconscious: "Is it that Kamola whom

he has met a few hours ago, they have been together for a long time. They have been friends from their childhood. Now he has lost his close friend.”

We are amazed at the miracles of the nature; the sun shines upon the summit of the hills, birds' whistling sounds attracts a person's attention, blossoming flowerbeds started to appear in trees in spring.

Only nature can show its real beauty: ripened fruit's juice and color in summer, the golden view of autumn, fascinating snowballs draw pictures on the windows in winter. Every person is mesmerized by the beauty and charm of the nature.

As artists try to depict real nature by their brushes, imaginative literature also gives a description of real life by a writer's pencil. Special skills are required from the writer to write about emotional feelings and spiritual world of his heroes. While reading stories readers try to imagine the events in their imaginations. Therefore, it is important for a writer to describe the story with his excellent skills and capabilities.

A number of changes have been made writing about heroes by Uzbek writers in the 1980s. For example, the fiction stories of “Mungli kuzlar” (X. Tuxtaboyev), “Alvido bolalik”(T.Malik) are about juvenile delinquents who entered the world of crime by chance. Both of these books were written in 1988-89.

We can notice a new genre is being appeared in Uzbek literature. This genre is called ‘detective’ which is emulating the detective genre of the world's literature. A writer describes the emotional feelings of his personages by their psychology. Juvenile delinquents entered the world of crime without knowing anything.

A writer feels, cries, suffers with his personages. He is sorry about the destinations of his heroes, this bitter world brought them to suffer from unhappy life. These young adults had to choose this incorrect way of life with certain reasons.

The fiction story of “Mungli kuzlar” is told by the boy Zafar. The boy was arrested when he was 16 years old. The boy's parents were always busy with their own affairs and they did not pay attention to their children. The social life made these ‘young creatures’ to choose wrong ways of life.

By reading the fiction story we can imagine Zafar's life: his parents', brother's, teacher Ataulla's attitude, the fabricating behavior of shop-keeper's, the arresting of his mother's for her illegal affairs.²

When Zafar's parents were arrested he had to go to the office judge asking his property. Then he was taken to the asylum. Being like a mad person he entered the world of crime. The objective and subjective reasons of misfortune are given in the story.

“I have been fighting with pain for a long time. However, dilemma is the most aching pain of all other pains in the world. I'll kill both of them. Is it called crime? I'll strike fire to their houses. Isn't it crime?

Revenge and honesty are fighting inside of my feelings. Why was money appealing for me? I was arrested when I was 16 years old because of my mum and dad. Their blood is flowing in me,

I am their son, naturally, I take after them. My heart beats as their hearts. Their spirits, character, mind are living in me. What were they dreaming about took after me through their blood?

I went to the judge to take our property back. Conversely, everything was in vain. Why was I blamed for being mad? I have a proof that I am a healthy person.

Mother, why did you leave me in this bitter world? Why did you teach me to love money and wealth? My father was taken to prison, my mother could not tolerate all of this and died, my elder brother was burnt in the fire, my little brother died. People are gossiping about me whether I am mad or not.

No, I'm really a healthy person being ready to burn the whole world .

Father, how are you now? Why did you accumulate a lot of money? Your wealth, property turned into a monster and swallowed all of us, we have been destroyed. Although you are destroyed, you are my father. Don't cry my darling, don't cry!"

In Uzbek children's literature X. Tuxtaboyev tried to show his main heroes who were able to comprehend themselves, who they are, how they occupy their right places in society.

It is known that the main heroes of children's literature are children and adults. Having introduced the events of the story to readers, they ought to make conclusions about them. Fiction stories describe main hero's thoughts, fighting with his own feelings, every time he tries to open the doors of justice.

These descriptions might seem more influential to readers.

The scientist claimed his own opinion about the writer X. Tuxtaboyev's main heroes' in his works:

"X. Tuxtaboyev's main hero Zafar differs from allover heroes' of his stories: Olim from "Besh bolali yigitcha", Hoshim from "Sariq devni minib", Akrom from "Shirin qovunlar mamlakati".

Zafar in "Mungli Kuzlar" is from a rich family. His parents had a huge mansion in the city. The writer describes the destruction of the whole family."

Yoqutxon and his friends started to lie people with their fake affairs, Qumondon stole the jewelers of aunt Qozi. They blamed Yoqutxon for stealing money he was taken to prison; Zafar was considered to be mad.

Yoqutxon's friends lay and left him when he needed help. The misfortune in the family influenced the children's spirit: The family's elder son was burnt in the yard of the house, Zafar died in a car accident. Zafar entered the world of crime in order to take revenge from his father's false friends. Nigora became ill from the skin disease.

While reading the story we can feel a feeling of pity for innocent children who did not have happy life because of their family's money and wealth.

The personages in "Mungli Kuzlar" : Yoqutxon, Said Karimov, Aunt Qozi, Aunt Qumondon, Aunt Shaxodat lack characteristic features of patience, truth, conscience, generosity. Their government deprived them from their spiritual world and culture. The family of Yoqutxon bankrupted not knowing sins and patience, as for the people who lived in wealthy- rich environment had no idea about obstacles and difficulties in life. The rich family became poor

because of their being too proud in life. The people in the story were rich enough, but their inner spiritual world was too poor.

By the way, the writer tried to describe inner and outer world of people openly.

He reflected all characteristic features of people in his story.

The events of detective stories occupy a special place in every reader's heart. It's natural that no person's even adult's patience cannot tolerate this kind of misfortune in life. The writer describes that there is no justice in the society where truth has been looking for by adults.

"Alvido bolalik" by T.Malik is also considered to be a detective story in Uzbek imaginative literature.

The story is told by the third person –that's to say by the writer himself. The story is about Asror who entered the world of crime abruptly. The composition of story consists of several chapters. Many stories are related to the fate main heroes' life.

The writer revealed psychologism of the story through adults who entered the world of crime because of their being left alone without parents.

For example, Qamariddin is a complex person which cannot be compared with other Uzbek personages in stories.

It's noticeable that the adults entered the world of crime and they have no fears in their eyes. They commit crime by stealing people's money even they are ready to kill them. The whole story is about the crime of young juvenile delinquents.

The main hero is Qamariddin who is the head of the group which consists of robbers. These young adults steal people's money by frightening them. They commit crime without knowing anything.³

However, the readers start to understand the hero of story when they read about the chapter "The miserable life of the left child". Gradually, they get to know about hero's philosophy. That's to say if we want to understand the hero we should be born and live, try life drops of poison as Qamariddin.

The following gives explanation to our statement:

"Qamariddin doesn't still know who is his father. For the first time he saw his birth mother when he went to school. He was brought up in orphanage. He did not know what is love of parents. He used to look forward to someone's coming to take him away from this house. People came but no one wanted to take him. Perhaps, he was cross-eyed and walked like a bear. That was the reason that no one hugged and kissed him.

The writer pays attention to the children who live in orphanage waiting for someone who will take them away from this house and they will have happy life. Sometimes these children lost their hope about their parents and they start to invent stories about them:

"My parents were spacemen. They flew to the sun and while coming back their spaceship ran out of petrol and exploded....."

Qamariddin also believed that his father was a pilot and mother served in military campaign. They died when they went to the war which held in Berlin to defend their country from enemies.

But when the boy learnt how to count, he found that he was born after the war, twenty years later.

When his mother came to see him he was 10-year-old child. A feeling of pure hatred flashed across his face when he saw his mother. His inner voice told him:

Qamariddin run away, she is not your mother, she is a witch. She hasn't come to see you for 10 years, therefore she cannot be your mother."

The writer gives explanations to these problems: the woman made a big mistake when she considered his son to be a little child. The children who are growing without parents' love have different philosophy about life. They feel hatred towards their parents when they were too young.

When Qamariddin's grandmother died, his mother took him to the house once. Two days later he was returned to the orphanage.

The young boy could not tolerate the bullying of people when they insulted him saying that he was an illegitimate son. He beat everybody who abused his parents.

He was punished for his bad behavior by the authority of orphanage. The hero fought with himself: "Why do these people find innocent children guilty? Is this my fault that I am orphan without parents' custody? What am I to do? Who is my protector?"

It is obvious that he is orphan although his mother's being alive. Other events happen spontaneously. Finally, he came to conclusion: "You have no one who can defend you, you ought to fight for justice with your power and defeat all of these people who are going to insult you. Show yourself to them! If you cannot show yourself, you had better die..."

Qamariddin took his first steps to the world of crime. The child who needs 'love' and 'care' choose this incorrect way of living in this story.

One day Qamariddin gathered some boys and went to that district where he was bullied and insulted. He apologized:

"I came to apologize you for my behavior, forgive me, please, with hundreds of excuses."

The boy who was beaten by Qamariddin replied:

"Oh, this young miserable creature who is being brought up in the orphanage came to regret for his misbehavior."

Qamariddin gave his hand to that boy as he was pretending to forgive him.

"Forgive him", said another boy pointing his finger to Qamariddin.

"Nazimchik, forgive him, as he has already been punished by the God", continued the conversation the other one.

Nozim gave his hand to Qamariddin nodding his head. Qamariddin took hold of Nozim's hands and pressed them tightly telling him:

"I am sorry that I had not awfully beaten you then." He beat Nozim and his friends again and again. Even he threw a big stone to the car of Nozim's father.

The writer wants to show that no one is born as a robber or murderer but life and people's attitude make a person to choose incorrect way of living. The author tries to describe Qamariddin's psychology thoroughly. By this way he is eager to show the world of crime today.

The reasons why adults are committing crime are their poverty, elders' attitude towards them. If the society wishes to get rid of these young creatures, it will take away other children too. We can see the adults' psychology who committed crime without knowing its outcomes in the story of "Alvido bolalik".

Furthermore, there are juvenile delinquents who selected wrong ways of life living in good conditions in the story. This kind of spoiled children were rich enough that they wasted their parents' money.

Conversely, there is a personage –Asror who is not a cruel murderer or robber. He joined this bad group abruptly. As the boy used to work with his father in weddings. His family incomes were not enough for him. Qamariddin was his close friend. He used to give Asror small amount of money for his daily expenses.

One day the whole group of Qamariddin went to have a drink to the pub. They saw a stranger and asked him if he had a cigarette. The stranger refused to give cigars to these adults. Consequently, he was beaten until his death by these miserable young adults. The young group of robbers threw the body of this man to the lake at midnight.

Asror's spiritual feelings starts from this day. He suffered when he remembered the face of the killed man. Every moment in his dreams and in his real life he saw the spirit of this man. He was calling him somewhere.

The reasons why adults' committing crime are explained through the events of the story.

Passing through the bridge Asror thought about three ways: he was in dilemma which one to choose.

There is a white Devil in the first way. There are some people who have a lot of money. But they are ridiculously silly enough. Select this way, you will be rich and you will have a lot of entertainment. People will give you much money. However, they may take advantage over you. If they ask to bark, you will bark like a dog. If they ask to meow, you have to meow like a cat. If they tell you to laugh, you will have to put face and pretend to laugh. And you must bend your head down by saying: "thank you my dear brother." Never mind, take your money. That's the most important thing for you. This white Devil looks like his father.

Asror has never looked straightly at his father's eyes. Therefore, when he looked at the white Devil he felt a feeling of fear in his eyes.

There was a black devil in the second way. This black devil urges a person to choose this way saying: "This is every boy's way. You won't bend your head down. In the contrary, other people bend their head down to you. They will be afraid of you. You will do everything you want. You will be as free as a bird. This black Devil was his close friend Qamariddin. But Asror liked him more than his father even though his friend was cross-eyed and walked like a bear.

There was the third way in a gloomy dark place. There was his teacher Maxmud waiting for him. He was a straight-haired kind-hearted man.

After the murder case Asror used to pass through the bridge where the stranger was thrown. He was in panic. Once he fell down the bridge and died.

Why did Asror choose this wrong way? Because his family and school life forced him to choose this incorrect way of living.

There are other personages Sanjar, Dilfuza, Salim who were also innocent adults who had to commit crime.

For example, Dilfuza was an orphan young girl whose mother died several years ago. She had a disabled father. She had no friends in her life. When she came from orphanage to school, schoolchildren used to bull her and make fun of her.

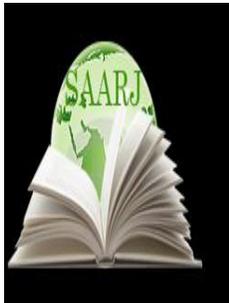
Fortunately, there were other people who cared about her, they were Asror and Qamariddin. They provided her financially.

In conclusion, the writer says that these young adults are like fruits of a garden. If the fruits disappear in the garden, there won't be any gardens in the world. Therefore, we cannot imagine our society without our future generation.

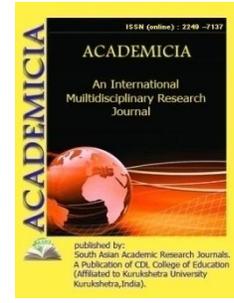
LITERATURE:

Nosir Fozilov. Saraton. T., 2009.

1. Tohir Malik. Goodbye baby. Tashkent, "Sharq", 2009. –B. 186-365.
2. Tokhtaboyev H. Dark eyes. T., "New Age Generation", 2013. –P.307
3. Hakim Nazir. TA. Two roofs. Volume 2 Tashkent, 1970. –B. 30
4. Yashar Kamol. If they kill a snake. Translated from the Turkish by Lola Aminova. T. "New Age Generation", 2001
5. Jamilova B.S. Basics of Uzbek Children's Reading. TEST Engineering & Management//<http://www.testmagzine.biz/index.php/testmagzine>
6. Zhamilova Bashorat. The Plot And Its Creative Interpretation. Ovreime Philology. materials of the II International Scientific Conference. 2013
7. Bashorat Jamilova . Description of the spirit of teenagers in uzbek children's prose. Middle European Scientific Bulletin ISSN 2694-9970
<https://cejsr.academicjournal.io/index.php/journal/article/view/134/136>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00084.7

THEORETICAL AND DIDACTIC PRINCIPLES OF DISTANCE LEARNING

Shavkatovna Dilora Sidikova*

*Doctoral Student,
 Bukhara State University,
 UZBEKISTAN

ABSTRACT

In the article, the student and teacher in distance education are considered to be realized by means of continuous communication with the help of specially created training courses, forms of control, electronic communication and other technologies of the Internet. Distance learning, based on the application of Internet technology, provides access to the world information education network, performs a number of important new functions that have the principle of integration and interoperability. Distance learning is an educational complex based on means of exchanging distance learning information, with the help of a special information environment, providing educational services to all strata of the population and foreign education recipients.

KEYWORDS: *Technology, Integration, Distance Learning, Instructional Material, Teaching, Telecommunications, Textbook, Instructional.*

INTRODUCTION

The penetration of Internet technologies has sent cases that have not changed for several centuries. This was manifested in the usual correspondence with e-mail, and in the exchange of libraries with websites. Now, instead of traditional forms of education in the educational system, elements of distance learning have entered. The penetration of modern information and communication technology tools into the educational process has been a factor in the creation of a new form of teaching - distance learning in addition to traditional teaching methods. In distance education, the student and the teacher communicate continuously with each other using specially created training courses, forms of control, electronic communication and other technologies of the Internet. Distance learning, based on the application of Internet technology, provides access to the world information education network, performs a number of important new functions that

have the principle of integration and interoperability. Distance learning provides continuous improvement of their skills to all those who wish to receive education. In the process of such teaching, the student adopts independent teaching-methodical materials in an interactive mode, goes through control, supervises the control work under the direct guidance of the teacher for certain reasons, distance learning is a convenient form of training for those who do not have the opportunity to study in the daytime departments of educational institutions, for example, those who do not. In distance learning, different types of information and communication technologies are used, that is, each technology depends on the purpose and essence of the issue. For example, if teaching tools (textbooks, textbooks) based on the traditional printing method are based on the introduction of students with new material, interactive audio and video conferences are designed to interact between a certain time, to send and receive e-mails correctly and in reverse, that is, to send and receive messages. While pre-tape-sealed video recording allows students to listen and view lectures, fax communication, instant exchange of messages, assignments over the network allows students to be taught through mutual feedback. Based on the above, we will come up with descriptions and definitions of some terms that are being repeatedly mentioned in the educational process at the same time. Distance learning is a form of education based on information and telecommunication technologies, such as correspondence and day education, which includes the best traditional and innovative techniques, teaching tools and forms. Distance learning is an educational system based on new information technology, telecommunication technology and technical tools. It is a system that requires the learner to engage more independently than the learner, by providing the learner with educational conditions and communication with the teacher on the basis of certain standards and educational laws. The process of reading in this does not depend on at what time and in what place the educator will be. Distance learning is an educational complex based on means of exchanging distance learning information, with the help of a special information environment, providing educational services to all strata of the population and foreign education recipients.

For certain reasons, distance learning is a convenient form of training for those who do not have the opportunity to study in full-time Departments of educational institutions, for example, do not require health care, have the intention to change their profession or are older, intend to improve their skills. In distance learning, different types of information and communication technologies are used, that is, each technology depends on the purpose and essence of the issue. For example, if teaching tools (textbooks, textbooks) based on the traditional printing method are based on the introduction of students with new material, interactive audio and video conferences are designed to interact between a certain time, to send and receive e-mails correctly and in reverse, that is, to send and receive messages. While pre-tape-sealed video recording allows students to listen and view lectures, fax communication, instant exchange of messages, assignments over the network allows students to be taught through mutual feedback. Based on the above, we will come up with descriptions and definitions of some terms that are being repeatedly mentioned in the educational process at the same time.

Distance learning is a form of education based on information and telecommunication technologies, such as correspondence and day education, which includes the best traditional and innovative techniques, teaching tools and forms.

Distance learning is an educational system based on new information technology, telecommunication technology and technical tools. It is a system that requires the learner to

engage more independently than the learner, by providing the learner with educational conditions and communication with the teacher on the basis of certain standards and educational laws. The process of reading in this does not depend on at what time and in what place the educator will be. Distance learning is an educational complex based on means of exchanging distance learning information, with the help of a special information environment, providing educational services to all strata of the population and foreign education recipients. Distance learning system is a system of teaching that is organized on the basis of distance learning conditions. Like all educational systems, distance learning system has its own structural purpose, content, methods, tools and organizational forms. Why did distance learning become necessary? - it is natural that the question arises. The answer to this question can be listed as follows:

- new opportunities in education (low cost of education, lack of attachment to time and place, etc.).
- limited number of student admission to educational institutions. - An increase in the number of those wishing to receive education.
- the emergence and development of quality information technology.
- international integration. The conditions and opportunities listed above indicate the need for distance learning. In the educational system of distance learning there are models and forms that differ from each other, they differ in the following terms of application::
- geographical conditions (for example, the territory of the country, its location far from the center, its climate);
- general level of informatization and computerization of the country;
- the level of communication and vehicle development;
- the level of application of information and communication technologies in educational process;
- traditions used in education;
- availability of scientific pedagogical personnel for the distance learning system and their potential, etc. In general, the purpose of distance education is as follows: - to provide the opportunity for all students, students, those wishing to receive education in all regions of the country and abroad to receive education in the same way. - The use of scientific and educational potentials of leading universities, academies, institutes, training centers, personnel training institutions, qualification improvement institutions and other educational institutions to improve the quality level of teaching evazi. - Parallel with basic education and basic work activities to provide an opportunity for further education.
- to meet the need for educators to be educated and to expand the educational environment.
- to create opportunities for continuing education.
- new opportunities in education (low cost of education, lack of attachment to time and place, etc.).
- limited number of student admission to educational institutions. - An increase in the number of those wishing to receive education.
- the emergence and development of quality information technology.

- international integration. The conditions and opportunities listed above indicate the need for distance learning. In the educational system of distance learning there are models and forms that differ from each other, they differ in the following terms of application::

- geographical conditions (for example, the territory of the country, its location far from the center, its climate);
- general level of informatization and computerization of the country;
- the level of communication and vehicle development;
- the level of application of information and communication technologies in educational process;
- traditions used in education;
- Availability of scientific pedagogical personnel for the distance learning system and their potential, etc. In general, the purpose of distance education includes:
 - To provide an opportunity for all students, students, those wishing to receive education in all regions of the country and abroad with the same education.
 - The use of scientific and educational potentials of leading universities, academies, institutes, training centers, personnel training institutions, qualification improvement institutions and other educational institutions to improve the quality level of teaching.
 - Parallel with basic education and basic work activities to provide an opportunity for further education.
 - To meet the need for educators to be educated and to expand the educational environment.
 - Create opportunities for continuing education.

- Ensure new principles of education level by maintaining the quality of Education. In summary of the above, we can say that the introduction of elements of distance learning into educational institutions is of every benefit. In the higher education system, there are all prerequisites for the introduction of this. The application of Information Communication Technology in the educational process (in particular the distance learning process) is mainly carried out in two different ways. The first condition is that this is technical equipment, and the second condition is provided with special software. 1. Technical equipment supply: computers, network enclosures, high-speed Internet access, video conferencing equipment and so on. 2. To software: a set of programs designed for the same field, from software that uses existing devices are based on. So in recent years, the type of education in electronic form through the Internet or networking, which is being used in the management of the education system in the West, has entered with the term E-learning (electronic education).

E-learning is a broad concept that refers to various forms of Education based on information and Communication Technology. E-learning's own electronic learning contents can be divided into groups based on the way they are delivered to the cognitive recipient [1]. We present the models of distance learning presented in the analytical research materials of the UNESCO Institute in 2000 ("Distance Education for the Information Society: Policies, Pedagogy and Professional Development").:

The consortium. This model consists in the unification of two universities. In this, they exchange training materials or share some of the tasks [4]. For example, one university produces educational materials for distance learning, another provides virtual teaching groups with teachers, or conducts official accreditation of distance learning programs. In such cases, the university may be a partner of commercial or government organizations that work entirely or in its separate centers, faculties, even in the market of educational services. The consortium will be effective only on the conditions of strict centralized management and compliance with the authorship and material rights of the created goods.

Franchise. In the distance learning model established by the franchise principle, partner universities give each other their own distance courses [3]. Any university that has established itself in the market of education services in this can give the right to teach its developed courses to other high school partners who are organizing distance learning and who do not have the experience of independent development of educational equipment for distance learning. The interesting aspect of such a model is that students will have educational services in the same volume and in the same quality as an advanced high school student who is enrolled in a consortium by enrolling in their university, mainly diplomas after graduation. Here all attributes of the advanced university retain their strength.

As an example of the franchise model, it is possible to take the business school under the Open University of Great Britain (Open University Business School, Great Britain) and its relationship with universities in Eastern Europe.

Being a very common model of distance learning, educational institutions are able to sign an agreement that all partners of distance learning services can perform equally. One of them is the diploma validation, does the accreditation of courses and programs, is responsible for the issuance of officially recognized diplomas and certificates, gives scientific degrees, and so on. Chief higher school (state

Technical and software requirements for the organization of the distance learning process in the educational institution can be implemented on the basis of the following stages in the implementation of the MT process:

Step 1: analysis

Step 2: designing

Step 3: introduction

Step 4: create training content

Step 5: launch

Stage 6: Development [2]

At Stage 1, the needs of the educational institution for the distance learning process, the number of users participating in the educational process, the methods and forms of teaching, the technical, programming and human resources required for the implementation of the project, the economic basis of the project are analyzed. The scope of work to be carried out as a result of the analysis in Step 2 and the technical assignment will be improved. In the 3rd stage, the software complex that manages the selected distance learning process is installed on the appropriate

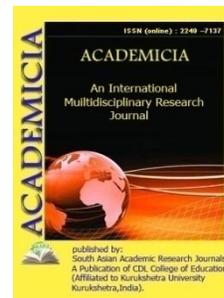
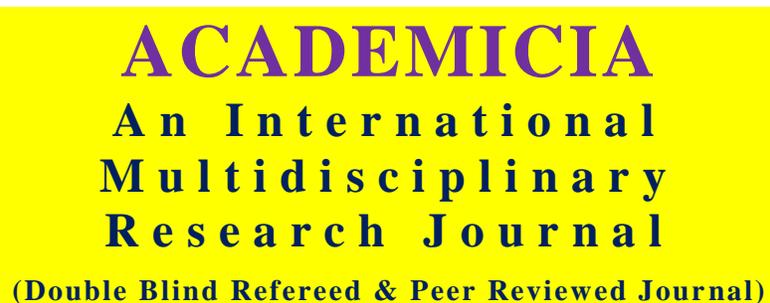
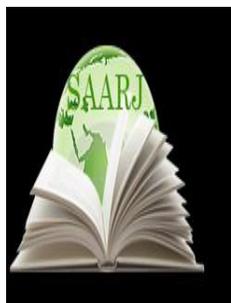
server, the system domain is selected. There will be organized training sessions on the use of a software complex that manages the distance learning process and training of technical support staff. At the 4th stage, one of the main elements of the distance learning process, the educational content will be created in cooperation with the training department and specialists of the field. The educational content created is checked by the experts. At the 5th stage, the distance learning process will be launched. In the process of education, the learning process is under constant control. Security measures in the system are monitored. At the 6th stage, the existing shortcomings will be corrected at the above mentioned stages, new training courses will be created, technical opportunities will be created, the scale of work related to the development of the system will be implemented.

REFERENCES:

1. E-learning: concepts, trends, applications. Corporation Trust Center by Epignosis LLC 2013.
2. The pedagogy of the Massive Open Online Course: the UK view. Siân Bayne and Jen Ross, the University of Edinburgh. The Higher Education Academy, 2013.
3. Evaluation of Evidence - Based Practices in Online Learning: A MetaAnalysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies Service, 2010.
3. Arafeh, S. The implications of information and communications technologies for distance education: Looking toward the future / S. Arafeh. — Arlington, VA: SRI International — Final Report. — 2004.
4. Bates, A.W. Distance education in a knowledge-based society / A.W. Bates // A keynote address in the ICDE Conference on The Metamorphosis of Distance Education in the Third Millennium — Toluca, Mexico. — 2007.
5. Bullen, M. Digital Learners in Higher Education: Generation is Not the Issue / M. Bullen, T. Morgan, A. Qayyum, // Canadian Journal of Learning Technology – 2011 — № 37(1).
6. Donhue, B. Faculty and administrators collaborating for e-learning courseware / B.Donhue, L. Howe-Steiger // EDUCAUSE Quarterly — 2005 — №28 (1). — p.20-32.
7. Henri, P. E-learning technology, content and services / P. Henri // Education and Training — 2001 — №43(4) — p.249-255.
8. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin Of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.
9. Kamroev, Alijon. "Students' creative Activities In Designing Mother Tongue Education."
10. Khamraev A. Modeling the teacher's activity in the design of the creative activity of students // Pedagogical innovations: ideas, realities, perspectives. - 2018. - No. 2. - S. 23-26.
11. Rustambek QO'LDOSHEV. Chapaqaybolalarnimaktabgaqandaytayyorlashkerak? Pedagogikmahorat. Ilmiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
12. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. EuropeanJournalofResearchandReflectioninEducationalSciences, 8 (8), 40-45.

13. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
14. QO'LDOSHEV R. Chapaqaybolalarnimaktabgaqandaytayyorlashkerak // Pedagogikmahorat. Ilmiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
15. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
16. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
17. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
18. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
19. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – C. 69.
20. Saidova G. E. The situation of free choice in mathematics lessons in primary school // Bulletin of science and education. - 2019. - No. 7-3 (61).
21. Sayfullaeva N. B., Saidova G. E. Improving the effectiveness of classes using interactive methods in primary education // Scientific journal. - 2019. - No. 6 (40).
22. Saidova G. E., Sanokulova S. F. EFFICIENCY OF USING THE TECHNOLOGY OF DIDACTIC GAMING EDUCATION IN THE ELEMENTARY CLASSES // EUROPEAN RESEARCH. - 2020. - S. 118-120.
23. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – C. 97-101.
24. Saidova G. E. USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE LESSON OF MATHEMATICS.
25. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – C. 65-67.
26. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – C. 91-94.
27. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 2. – C. 131-134.

28. Raximqulovich, IsmatovSobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
29. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯНАУЧНАЯСТАТЬЯ 2020. – 2020. – С. 53-57.
30. Тилавова М. М. и др. Гендерныйподходнаурокахтехнологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
31. ТилавоваМ. М. Приёмыформированиятрудолюбияумладшихшкольников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
32. QO’LDOSHEV R. Чапақайболаларнимактабгақандайтayyorlashkerak //Pedagogikmahorat. Ilimiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
- Tilavova M. M. FEATURES OF PREPARING CHILDREN FOR GENDER RELATIONS FOR THE FAMILY //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
33. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛЬНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
34. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
35. Qo‘ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
36. Qo‘ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogikmahorat.-Buxoro, 2020,- №5.-132-135
37. Qo‘ldoshev R.A. BIRINCHI SINIF CHAPAQAY O‘QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogikmahorat.-Buxoro, 2020,- Maxsus son.-32-35
38. Qo‘ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
39. Qo‘ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
40. Qo‘ldoshev R.A. Azimov Y.Y Чапақайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.



DOI: **10.5958/2249-7137.2021.00085.9**

QUALITY AND EFFECTIVENESS FOR DESIGN OF LEARNING OUTCOMES IN THE LANGUAGE TEACHING

A.Khamroev*

*Bukhara State University,
Bukhara, Republic of UZBEKISTAN
Email id: omad1011@mai.ru

ABSTRACT

In this article was discusses the subject of pedagogical experience, describes the goals, objectives, and the analysis of the experience of the pedagogical experience, and analyzes its outcomes, in order to substantiate the peculiarities of the creative work of pupils in the mother tongue education. The main purpose of designing the creative activity of pupils in mother tongue education is to improve the quality of education and improve their quality. When and how to design the creativity of pupils in their mother tongue education provides the desired pedagogical effect? Responding to this question requires a combination of educational types, including interpreting illustrated-visual education and creative learning.

KEYWORDS: *Mother Tongue, Primary School, Creative Education, Creativity, Creative Activity, Project, Design, Thinking, Learning Process, Productivity, Pedagogical Experience, Organization, Management, State Education Standard, Reader.*

INTRODUCTION

Expository teaching is one of the most widely used types of education and has a number of advantages. However, the lack of this tutorial reflects the shortcomings of explanatory and illustrative education, such as poor attendance of learners in the teaching and learning process, and the general nature of negative feedback. Creative learning opportunities are very high in addressing these shortcomings. There are peculiarities of creative education: the didactic content of educational content, the fact that the educational process is both memorable and contemplative, personality of students' learning, and the activity of students in education are unique qualities of creative education. Adherence to them will increase the effectiveness of the learning process. According to these, the effectiveness of teaching in the context of creative education is defined as the subject of pedagogical experience.

Didactics and methodologists explain the difference between the educational objectives of the teaching process and the outcome of the learning process. The smaller the gap between the objective and the achieved results in the learning process, the more effectiveness will be in education.

Qualitative performance indicators are determined based on knowledge and methods of operation. Quantity indicators are determined by the difference between the learning objective and the students' knowledge, skill, skills. Efficiency improvement will be tested in the following areas: Improvement of quality of education (scale of students' knowledge, level of generalization, application of knowledge in production, ability to use knowledge and skills when necessary); raising the target of the learning outcome (knowledge, skills, experience of creative activity at the level of the State education standards and at a higher level); to ensure that the teaching and learning process is consistent with its essence; rational distribution of time budget.

The listed directions make it much easier to define the goal of pedagogical experience: the purpose of pedagogical experience is to establish the effectiveness of organizing, managing, and controlling creative education on the basis of scientifically-projected design tools.

The tasks to the subject of pedagogical experience, we have defined pedagogical and methodological approach as experimental tasks.

I. Defining the subject of pedagogical experiment, its purpose. The effectiveness of the creative education was examined by analyzing the factors that led to the effectiveness of the learning, and the purpose of the research was shaped.

II. Describe the innovations introduced into the mother tongue education system in primary education in terms of creative education. Based on designing the mother tongue education, the students have improved their teaching skills in general secondary education, and have developed a conceptual design concept that has the ability to organize, manage, and manage education.

III. To record forms of comparison of creative education to explanatory and illustrative education to study and describe the effectiveness of the pedagogical experience. To qualitatively address this task, teachers were provided with explanatory, visual and creative education lessons, and gave appropriate recommendations.

IV. Gradual recording of individual changes in pupils under creative learning. To this end, the individual traineeship plan has been developed. It clarifies the pupils' perception of the teaching material; clear, complete and careful execution of tasks; attitudes of interest, independent assignment of tasks.

V. To study the effectiveness of designing the creative activity of students in the mother tongue education. The effectiveness of the program varies from the point of view of its use to the design process, and it is difficult to measure it on a single criterion. Nevertheless, designing a mother tongue education is seen as a key feature of the course's effectiveness. The reliability of the project is understood as the degree of eradication.

The design of each lesson and the conditions for its implementation should be clearly defined. The effects of these features in the teaching experience on the effectiveness of the lesson have also been studied.

VI. Collecting results for analysis. It is a method of recording the results of pedagogical

experiments using statistical methods and methods of statistical methodology, showing superiority of methodology and superiority over one.

The elementary grade is the search for ways to solve specific problems related to the peculiarities of design, design, and psychological, pedagogical, methodological foundations of the creative activity of pupils in the mother tongue education. For this purpose, we started looking for answers to the question of whether or not the students will be able to raise their knowledge on the basis of designing their creative activities in mother tongue teaching. For this purpose, there were selected four general secondary schools and 5 classes in each class for experiments.

When classes were organized in regular classes, students were slowly absorbed in the learning process and only completed two or three exercises per lesson. Many of the readers took part in the lesson as an observer. The rest of the students also found that their answers to the teacher's questions did not fully absorb the learning material. The assessment of the students' knowledge on the lesson was partly implemented and the assessment was not fair.

In the mother tongue education, students' active participation in project-based lessons was demonstrated through the preparation of creative activities of pupils. The students were able to practice 4-5 exercises in one lesson, and their answers to the teacher's questions were justified. The level of readiness of students has increased. When using the project for student activation, a complete and objective assessment of the students' knowledge was provided.

The problem of designing the creative activity of students in mother tongue education is analyzed in the school practice. In the mother tongue education, we consider experimenting students' creativity as a system, to distinguish features of creative learning, and to share the ideas of school teachers about creative education. We distinguish between the strengths and weaknesses of creative education by comparing the true state of the practice of creative organization of mother tongue education and the teacher's opinions.

1. The experience of creating a native language in elementary classes. In order to study and summarize the existing experience in creative organization of mother tongue, the lessons of progressive teachers were recorded and recorded. During the tracking and registration process, the following questions were addressed: a) questions related to the purpose of creative education - the goals, objectives, objectives of creative organization of education, the purpose of the educational objectives of the curriculum; b) questions related to the content of creative education - the content of creative training assignments, the content of creative assignments, the content of the teaching material, the relevance of teachers to the real learning opportunities, the role of the curriculum in a given or other creative work; c) questions related to the procedural features of creative education - questions of the type, stages of creative assignments, the real learning opportunities of the teachers in creative education, the methods used in the creative work, methods of recording activities; d) Questions relating to the outcome of a creative work - the importance of a particular or creative work for the pupils, the ability to complete the training objectives in the learning content, the role of creative work in the formulation of independent workforce and so on.

During the course observing and recording we have based on the types of lessons developed by prof. O. Rozikov [1]. Here are some of the following topics: lessons on teaching and strengthening new learning materials; lessons learned and retraining; classes of generalization of knowledge and skills; Knowledge and Skills Controls [1, 34-68]. Over 200 tutorials on the

problem of creative organization of education were recorded and recorded. Distribution of lessons learned on organizing creative activities is given in Table 1.1.

TABLE 1.1 DESCRIPTION OF OBSERVED LESSONS BELONGING TO ORGANIZING CREATIVE WORKS

Number of observed lessons	Types of the lessons			
	The lessons of teaching new theme and strengthen them	The lessons of repeating previous lessons and building up skills	The lessons of generalizing of knowledge and skills	The lessons of observing or controlling knowledge and skills
200	57	123	8	12

As it is seen in the table, the possibilities for creative education in each of the native language classes are extensive. The first lesson is the core of the lesson that teaches and strengthens new teaching material in the mother tongue is to train teachers to explore a new theme, to provide new insights, rules, thematic perceptions, and to reinforce the knowledge and practices that have been first learned. Students will focus their attention on a new topic and the relevant facts, by putting problems in the learning process, putting questions, creating difficult learning situations, and explaining the purpose of teaching the subject. Consequently, it can also encourage learners to engage themselves in self-determination, to identify difficult issues, and to increase the effectiveness of teaching, and encourage teachers to work creatively. During the second phase of the course, the students will be able to explore new knowledge and methods of work: a comparison between the previously learned topic and the findings on the topic, the observation of the facts, the findings from the observations, the conclusions in the textbook, comparison. This kind of curriculum provides teachers with creative independent work. Similarly, after studying the subject, it is possible to carry out various creative works during its strengthening. The creative work of this kind includes the description of the definition, the transfer of rules to new evidence, the definition, the introduction of the rules into the new learning mode. It is clear from this that in each of the classes, there are many opportunities for teachers to engage in creative activities, making them methodically accurate. In this regard, we refer to the experience of the teachers: 57 subjects of the classroom were trained and strengthened, and 25 creative workshops were organized. Every creative work is arranged for about 3 minutes. The distribution of creative work in the main stages of the lesson is given in Table 1.2.

TABLE 1.2 NUMBER OF CREATIVE WORKS IN LEARNING NEW EDUCATIONAL MATERIALS AND STRENGTHEN THEM

Number of the lessons which were written	Period of teaching (In minute)	Main stages of the lesson			Time for creative thinking (In %)
		Preparing to learn the new educational material	Teaching the new educational material	Strengthen the new educational material	
57	2565	12	33	30	75
In (%)	100	≈2,3	≈6,2	≈5,3	≈13,8

From the table, two conclusions can be drawn: first, the first type of mother tongue lessons is held occasionally, although limited time is spent for creative work; but in spite of this, the teacher's creative work in the mother tongue is limited to a limited amount of time. It takes about 3 minutes to identify and complete each creative work. Lesson 14% of the total time budget is spent on creative work in the training and strengthening of new teaching materials. This allocation of time budget is based on the teacher's activity, with new training materials, mainly deductive.

The second lesson will be improved: the skills learned in the lesson of repeating lessons and skills development. We have 123 classes of this type. Ongoing lessons mainly focus on textbook exercises. Lessons for retraining and skills development are intended for teachers' memorization, with a long amount of time spent on teaching activities, such as applying knowledge to a similar situation. This, in turn, pays little time for creative assignments in education. In total, 103 workshops have been conducted and average 5 minutes have been spent. All creative works were characteristic of applying the learned knowledge to the given circumstances.

In the methodological literature there are three main stages of repeating and skill-building lessons: enhanced learning and learning. Defining the definition of the evidence, how to define the rule, recalling the description, the rules, the definition of the problem, the definition of the rule, and so on. In these training sessions, students will be able to recall their knowledge and ways of acting in ways that they can act independently. This type of creative work will be organized in the studied lessons; apply the learned knowledge and methods of study to different learning situations. The 103 creative assignments we have observed correspond to the second phase of the lesson, the process of applying knowledge and methods of action; the stage of identification of novel new aspects of the learned concept, rules. The study of the trail, the rule of law, the separation of its new features, and enrichment of knowledge with new information are called dumping in didactic research. The cumulative phenomenon - the greater the efficiency of the creative transfer of education, if the knowledge gained and the methods of learning are continuously studied at all stages of the educational process, from the initial learning. There were no cumulative nature study assignments in the observed lessons. The distribution of creative work in the main stages of the lesson is given in Table 1.3.

TABLE 1.3 DESCRIPTION OF CREATIVE WORKS USING DURING THE LESSON

Number of the written lessons	Time limit of the class(in minetes)	The main stages of the lesson			Time for creative thinking
		Recognizing knowledge, methods of action	Implementing the knowledge, and methods of action	Expanding knowledge, methods of action	
123	5535	-	515	-	515
In %	100	-	≈13	-	≈13

From the analysis it is clear that in the second lesson of mother tongue - repeat lessons and qualifications, only 13% of the total time budget is devoted to organizing creative work of teachers. It can be found to be reasonable enough. But one of the weaknesses of the technology of organizing and conducting creative work is to mention that the weakness of the lesson of

repeatability and qualification is to neglect the teachers' creative work against the course stages. In scientific and methodological researches, every stage of the lesson, each ring of the educational process, teaches the need for teachers to carry out creative tasks at each stage [1, 62].

The next kind of mother tongue lessons is a lesson of generalization of knowledge and skills. In this lesson, knowledge, skills are learned at the level of consciousness. However, most of the teachers in the classroom do not differentiate between this type of course. There are a number of specific features of the lesson on knowledge and skills acquisition: a comparison of two or more topics. For example, let's get the same task: two columns are given. Compare them together, identify each one's own queries, and then write on each column what it means.

- 1 column 2 column
- the engineer is red
- builder is blue
- the doctor is purple

As mentioned above, the generalization of knowledge and skills is based on the concept of generalization. "At the level of the concept it is not the concrete symptoms of certain grammatical phenomena, but its general features. The basis of this is common for some of the learned events. Using of assignments that provide high levels of abstraction in the workshop [2, 64]. For example, the unit (pen) and plural (pens) are used to teach the use of unity and plurality in the horses: - Other marks (including respect, cropping, and meaning of the words) are ignored, contrary to the meaning of unity. The aggregation exercise is organized around the two types of plots and units.

There are a number of stages in the class of generalization of knowledge and skills; comparing two or more topics; making general conclusions by comparing; applying the conclusion to the said curriculum. The lessons learned have not been used in comparing evidence, making general conclusions, and applying abstracts to curricula.

Our observations confirm that elementary school teachers can not clearly define the types of classes, the specific features, goals, objectives of each lesson. With this aim, a questionnaire was organized on the types of mother tongue lessons, the specific features, goals and objectives of each species. 50 primary school teachers and 4 students of 50 primary education faculties participated in the survey.

The questionnaire has 4 questions, the name of the lesson: the sample of the first type of questionnaire.

1. Your name and surname.
2. The school you are working on.
3. Teaching experience.
4. Answer the questions on the lesson on teaching and reinforcing the new learning material.
 - A. The main objective of the course is to teach and strengthen the new learning material:
 - B. Identify the main stages of the course type.

V. Give examples of the creative work that takes place at the main stages of the lesson.

G. Your opinion on how to organize the lesson.

Such inquiries are based on all types of lessons, and the teacher who fully responds to questionnaires collects 10 points, and loses 2.5 points for one wrong answer. The teachers who participated in the survey were divided into 4 groups: 1 group of teachers with higher education; 2 nd group 4 course students; 3 groups - teachers with higher education; 4th group 4th year students. Each group responded to specific questions. For example, teachers with a group of high school teachers will be asked questions related to the 1st class, 2nd grade 4th year students will be asked questions related to the 2nd class, 3 groups of teachers will be asked questions about the 3rd class, 4th grade students will be 4- answered questions about the course type. Then the questionnaires were replaced: Group 1 survey 2, Group 2 Survey, Group 3 Survey 4, Group 4 Survey Question 3. After the questionnaire was changed for 3 and 4 times, the participants were fully qualified to complete their assignments. The responses of the 1st and 3rd group, 2nd and 4th group participants were compared to each other to compare the responses of school teachers and students. An analysis of the responses of the 1st and 3rd group respondents showed that graduates of higher education institutions and elementary school teachers with higher education had a good idea about the types of subjects, their goals and objectives. It turned out that students and teachers could experience a lot of confusion in identifying the peculiarities of each type of course and their main stages. 15 out of 100 participants correctly identified the main stages of the first lesson, but allowed confusion as to defining creative works with the lesson stages. For example, the number of teachers who differentiate between the key stages of teaching and reinforcing the new teaching material, and the ability to devote their creative teaching assignments, is considerably smaller. To confirm our point of view, we present a summary of the first type of class in the form of a table.

TABLE 1.4 THE AMOUNT OF TEACHERS WHO HAVE DEVOTED THEIR CREATIVE TEACHING TASKS TO THE LESSON AND STRENGTHENING THE NEW LEARNING MATERIAL

Number of applicants	The main stages of the lesson			The number of teachers who think creative works are important at the process of the lessons
	Preparing to learn the new educational material	Learning the educational material	Strengthen of the learned materials	
100 teachers 100 %	3	4	8	15 teachers 15 %

From the teachers who participated in the survey, 3 teachers were involved in the preparation of a new study material, and 4 teachers were involved in the creative process directly in the process of explaining new themes, and 8 teachers shared their creative works with the topic. Thus, 15% of the respondents described the creative work related to the process of teaching and strengthening the new teaching material. By comparing teachers' lessons with evidence (13.8%),

the comparison between the answers to questionnaires questions (15%) has led to a number of conclusions: teachers' creative work in pedagogical practice is very close to each other's ideas of creative work: 13.8% and 15% respectively. This indicates that the method of organizing creative work gradually takes place in teachers' work; In both the didactic and the mother tongue, the instructional work of the teacher, starting with the memory work, and, on the contrary, a memory-based learning task must be completed with creative work. It allows you to define the proportion of creative and nonviolent activity in the form of 50% -50%. Creating a creative (50% -50%) creative and nonviolent activity increases the effectiveness of education. There are some difficulties in raising the performance of school teachers to this level. The difficulty of teachers' work in creative organizing can be divided into four groups.

Group 1: Challenges to the goals and objectives of creative organization of education. This group includes challenges such as the inability of teachers and teachers to define the objectives of the curriculum, the discrepancy between the teaching tasks and the didactic goals of the learning process, the discrepancy between the teaching objectives and the instructional material, and the inability to integrate educational objectives into educational objectives.

Group 2: Challenges related to creative design of education. The challenge is not knowing the technology of transforming the content of the educational material into a creative work system, to determine the role of the creative work in the system of instructional tasks, the inability to understand the optimal combination of creative and creative work in the context of language teaching, and the incompatibility with the logic of learning curricula chosen.

Group 3: Challenges to the content of the mother tongue education in the learning process. Such pedagogical and methodological difficulties include the fact that the curriculum is incompatible with the type of course, the lesson, the incomplete implementation of all the functions of the teaching assignments, the age, individual characteristics of the teachers, the inability to study the real learning opportunities, and ineffective use of tasks.

Group 4: Challenges to Objective Recording and Assessment of Learning Outcomes. These difficulties include the lack of systematic approach to control the expected results from education, the systematic approach to learning outcomes, and the ways in which the use of traditional testing and testing methods has been tested in Uzbek schools.

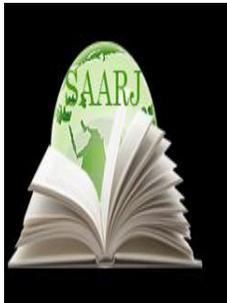
In one group, traditional methodologies and the other were taught using native language teaching in native language teaching, and in the next lesson, students' knowledge of the previous lesson was found to be high in the group of experimental learners. As a result of the observations, the results of the supervisory work, the interviews with the teachers and the students, we came to the conclusion that when the mother tongue lessons were organized under the pedagogical and methodological basis, we could raise the students' knowledge.

LIST OF USED LITERATURE

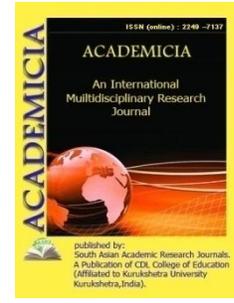
1. Khamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.
2. Khamroev, Alijon. "STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."

3. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
4. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
5. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
6. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
7. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
8. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
9. Saidova G. E. The situation of free choice in mathematics lessons in primary school // Bulletin of science and education. - 2019. - No. 7-3 (61).
10. Sayfullaeva NB, Saidova GE Increasing the efficiency of classes using interactive methods in primary education // Scientific journal. - 2019. - No. 6 (40).
11. Saidova G. E., Sanokulova S. F. EFFICIENCY OF USING THE TECHNOLOGY OF DIDACTIC GAMING EDUCATION IN THE ELEMENTARY CLASSES // EUROPEAN RESEARCH. - 2020. - S. 118-120.
12. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
13. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
14. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
15. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
16. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
17. Raximqulovich, Ismatov Sobirjon; ,METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing

- 18.** Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
- 19.** Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
- 20.** Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
- 21.** Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
- 22.** Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
- 23.** Ruzieva ZS The role of information and communication technologies in primary education // Bulletin of science and education. - 2019. - No. 2-2 (56).



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00086.0

SCIENTIFIC-THEORETICAL BASES OF USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING METHODS OF MOTHER TONGUE

Shavki kizi Umida Togayeva*

*Doctoral Student,
 Bukhara State University,
 UZBEKISTAN

ABSTRACT

This article covers the application and importance of pedagogical technologies in the methods of teaching the native language. The methodology for the use of pedagogical Technologies is theoretically justified. In particular, scientific research on the methodological basis of the systematic organization of language education, the formation and development technologies of theoretical bases of activating students, updating the content of education, starting from the primary school, is of great importance in improving the didactic provision of improving the effectiveness of speech and thought Development.

KEYWORDS: *Information Technology, Pedagogical Technology, Technical Tool, Didactic Tool, Pedagogical Skill, Informative Tool.*

INTRODUCTION

XXI century as a century of potential, contemplation and spirituality with the opening of new horizons before humanity, we have not seen before, not encountered sharp problems are also emerging. Educators are required not only to teach young people in the spirit of modern times in today's difficult times, but also to think about the future of mankind, our homeland and our people, and to carry out educational work aimed at encouraging young people to be kind, to be kind, to be kind and to be tolerant.

According to the views decided in the East on the human mind, the mind will be of two kinds, namely natural and professional. Natural intelligence is endowed from birth to man. And professional intelligence is acquired thanks to study, knowledge and experience. An honorable and hard task, like the formation of a professional mind, is entrusted to educators. In the chapter "The Times of upbringing" in Abdulla Avlani's book "Turkiy Guliston yokhud akhlok (Turkic Gulistan or morality)" there are such sentences. "Now openly stated that it is necessary to start

education from the date of birth, to strengthen our body, to enlighten our minds, to beautify our morals, to enlighten our minds. Who makes the upbringing, is registered?"- the question comes up. To this question the first is home education. This is the main task. Second - school and Madrasah education, this is the duty of the father, teacher, mudarris and the government," we answer". The same school and Madrasah education was carried out before and it is also carried out now by teachers.

Particular attention is paid to ensuring the effectiveness of education through innovative technologies of achieving harmony of language and thought in the educational content, which is considered as the driving force of the development of the state and society on a global scale. In particular, theoretical and practical issues of increasing the effectiveness of language education in the scientific centers of developed countries of the world, such as Japan, Germany, the United States, the Russian Federation, Canada, as well as the problem of improving the quality of teaching are being studied. In particular, the problem of "radical improvement of teaching through innovative pedagogical Technologies" is defined as an urgent task in the UN agreement on issues of Education, Science and culture.

The introduction of modern information and communication technologies on the basis of individualization of teaching methodology and integration of competency approaches in the world practice of the educational system is considered as a leading factor in ensuring the quality of Education.

In the educational institutions of Uzbekistan, which are being updated, the development of such qualities as independent thinking of students, conscious attitude to the surrounding reality, integrity and social activity, speech and thinking, perfection of a person with a high spirituality have caused the need to widely apply advanced pedagogical and information and communication technologies starting from the primary education system as an important task of "independent thinking, having a firm Life view, educating young people loyal to the motherland, deepening democratic reforms and increasing their social activity in the process of development of civil society", defined in the "strategy of actions for further development of the Republic of Uzbekistan", provides the basis for the formation of the individual's social potential, ensuring active and successful participation in

It is possible to achieve the intended goal only when the process of information education is pre-pedagogical design. One of the main directions of computerization of the pedagogical process and the sphere in which it is necessary to engage in pedagogical technologies.

Information technology is the organization, storage, development, recovery, transmission methods and technical means of information that develops the knowledge of people, their capabilities in the management of technical and social processes. It is also understood that information technology is a creative activity consisting of a chain of processes that are carried out to achieve a particular goal. If the processes that make up the technological chain, the possibility of using computers to organize and harmonize the exchange of information between them, the efficiency of any technology will increase.

The role and opportunities of the school native language course in the development of creative thinking, creative research, selection of the most optimal of the available opportunities, the correct, appropriate and effective use of the rich opportunities of our language according to the conditions of speech, the integration of qualifications and skills, their upbringing in the spirit of

our national values, traditions and traditions are Especially for our independent republic, the training of this science is of great importance in a situation where the issue of training an entrepreneur and a creative person is a very important task. The purpose of teaching the mother tongue in the school stems from the functions that the language performs among the members of the society. Because, people actively interact with each other in all spheres of their activities. They constantly reflect on something in the material being that surrounds them-items, events, and make their own thoughts pleasing to each other.

Today, the educational process can not be imagined without information technologies. Because of the further increase in the effectiveness of the lesson with their help is based on various studies. Therefore, first of all, we must arm the students of a higher educational institution with in-depth knowledge of modern pedagogical technology. It is very important in the methods of teaching mother tongue, especially the use of Information Communication and pedagogical technologies. Because through this science the student's speech becomes beautiful, the ability to think is enhanced.

The organization of educational activities in new modern forms and methods, purposeful management of students in the course of the lesson, is also considered as the main criterion of teaching activity. The application of modern types and forms of lessons based on advanced pedagogical technology means determining the position of the student in the educational process, providing him with a new side, a new attitude, skillfully managing this process with perception. The purpose of conducting competition lessons in the lessons of mother tongue is to test the knowledge gained by the student in the language lesson, to be able to use language opportunities in the process of mutual discussion-communication, to assess the level of speech skills, quick and clear thinking, and the ability to get out of problematic situations. Competition classes help students develop the skills of activity, resourcefulness, resourcefulness, become accustomed to independent creative observation and develop necessary and useful skills. Competition, which is one of the forms of effective lessons, is a tool for interesting passage of language lessons and active participation of students' debate requires vigilance from students. He teaches to think independently and intensively, to be present, about the right or wrong of the said opinion and to prove his opinion logically and consistently. It comes to the most correct and acceptable solution as a result of mutual dispute and dispute. The student listens to convincing arguments of the opposite side through controversy, realizes his own "I", his own worldview, the scale of scientific –positive thinking, about the fact that it is true or unjust, he gives himself an independent outline. It teaches to employ different methods and tools to protect one's own mind, creative thinking and productive use of language opportunities.

In order to conduct a discussion course effectively, students should have a broad understanding of the text or topic to be discussed, read it well and learn it. For this purpose, students will be required to::

- Active participation in the discussion;
- listen carefully to the speaker's mind;
- express their opinion clearly, without haste;
- maintain respect for the interlocutor during the discussion;
- Observance of speech etiquette and culture;

- do not deviate from the subject;
- Finding concrete, convincing evidence in proving one's own opinion;
- When it is known that those who argue are right, it is possible to recognize it and arbitrators.

When discussion classes are organized with advanced and inquisitive pupils, as well as with low-mastering pupils, the effectiveness of the lesson increases, a colloquial culture is formed in the pupil.

Consideration of thoughts with the method of rotation (turnover).

This method is used so that each subgroup of the topic of the lesson can discuss separately and see what they have written in the analysis of the whole group.

Each small group will discuss 3 tasks for 30 minutes, then for 15 minutes, the discussion will be held together.

Several assignments are hung to the audience together with the order numbers. Although each small group (2-3 people) will discuss for 10 minutes and write down the variant of their answer, then go to the next assignment and go to the end in such a way.

Each group receives its own color marker: in the I group there will be blue, in the II group there will be black, in the III group there will be green marker. Each of the suffixes is written on each sheet with its own color Flomaster, so that the participation of each of the three groups is clearly visible.

The assignment is replaced after 10 minutes, I group goes to the 2nd assignment, II Group to the 3rd assignment, and III group to the 1st assignment.

The group reads what was written by the previous students and writes and fills in the option of its own answer, in which the repetition of the option is not allowed.

Again, after 10 minutes, the group goes to the next assignment, reads What is written and fills it with their own answers.

After another 15 minutes, the answers will be analyzed and discussed.

Then the most suitable answer is selected and written down in a notebook.

This method involves discussing the topic as a community.

The use of markers of different colors is convenient for a clear perception of what is written and for an assessment of the participation of any group in the answer. The answers written are determined by the order of the group, which-it is convenient to calculate the correct answers. The smaller group, who wrote the answers in a larger, numbers than all, gets the highest score.

"Gallery rotation" method

All members of small groups are offered one problem. Although each group writes their own thoughts for 10 minutes, the answers replace the mentioned sheets with the second group. The next group should evaluate the answers of the previous group and, if the answer is not complete, offer its own option.

Examples of assignments on the subject of methods of teaching the native language on the same day:

Methodology for teaching the subject “Horse Word Series”.

1-th sheet: the methodology for teaching the concept of “Horse Word Series”.

2-th sheet: the techniques used in teaching the noun vocabulary.

3-th sheet: ways to strengthen the subject of the noun vocabulary.

After the students give their answers and fill in the answers of their fellow students, they all discuss these together and choose the answers that are worth the highest score.

“Syndicate” method

The group is divided into 3 subgroups, it is necessary to solve the proposed task from three different points of view. For example: who is currently dealing with the problem of native language teaching? The first group – in addition to teachers in this field, philosophers, sociologists, psychologists also conduct extensive research work, the second group - these work are devoted to the scientific staff, the masses of teachers-intellectuals, they pay attention to the effectiveness of the science of the methodology of teaching mother tongue and the educational and educational processes in the school, the third group – now the At present, it is impossible to achieve any result without the use educational measures in production or in some sphere of the national economy.

Thus, at the time of the discussion, the students will examine several solutions to the problems of this science; improve their knowledge and skills together with the discussion that they are dealing with the problem of the methods of teaching mother tongue. In this regard, they will improve their knowledge by analyzing the ways of eliminating the mistakes made in the field of native language teaching; learn to think from a critical point of view.

“Aquarium” method

3 people are selected from the group on a voluntary basis. These take place in the middle of the auditorium – the fur “fish”, and the rest become observers. The same small group is offered a situation, they need to discuss it together for 10– 15 minutes, and the observers Write down the correct or incorrect answers of their comrades in the circle. First the proposal "fish" is accepted, it is discussed by observers, then the observers say their proposals, the author of the best of these proposals goes to a small group instead of the student who did not say his proposal.

“What, where and when?”it is possible to pass like a title game, the teacher gives pre-prepared questions, the students discuss and answer these for 1 minute. If the answers are unsatisfactory, the other three students will go to the table and the game will continue. For example:

Question: What is the improvement and increase in the effectiveness of education in the current period? Answer: the methods of teaching and learning, the understanding of experiences and the creative approach to it, the theoretical justification of organizational forms, tools and methods of education, its management and logical structure often depend on the methodological preparation of the teacher.

Question: What is the role of education in the current period of development? Answer: the current development puts the important issues of education in the first place, calls for a new approach to the solution of theoretical and practical issues, to think more on methodological problems, to nationalize the content of education, to improve it, to improve organizational forms and methods of Education. The problem of general knowledge is one of the most important problems of the present time, it is the National that it meets the demand of the present period, it is like to serve the formation of universal qualities, the organization and selection of educational materials to be compatible with principles.

Advantages of the “Aquarium” method:

- The topic will be discussed together;
- The method allows you to disassemble the subject, check the knowledge of students;
- develop skills to lead a discussion;
- Training will take place in the form of a game;
- Each student participates.

Method” happy coincidence"

Through the” lucky coincidence " method, it will be easy to determine how the assignments given to the house on the topic are studied. To do this, Cards are made from paper and each card is asked 2-3 questions. Only on one card is written “Win “5” bet”. Who gets the same winning card is considered the owner of "lucky chance" and gets the highest score in today's lesson. Students who receive cards with questions are also evaluated on the basis of their answers to the questions. For example, in a higher educational institution on the subject of “new pedagogical technologies”. This game can be used mainly in practical training.

“Skarabey” technology

“Skarabey” is an interactive technology that gives students the opportunity to develop their mindfulness, logic, memory, to form a skill of open and free expression of their thoughts in solving some kind of problem. This technology allows students to independently assess the quality and level of knowledge objectively, to determine the understanding and imagination of the subject under study. He, at the same time, makes it possible to express different ideas and determine the connections between them.

The technology of “Skarabey” is comprehensive and is used in the study of various stages of educational material:

- in the beginning-as an incentive of educational activity ("attack on the mind»);
- in the process of studying the subject – the definition of its essence, structure and content; the definition of the character of the main parts, concepts, relations between them; a deeper study of the subject, showing new aspects;
- in the end-in order to strengthen and complete the acquired knowledge.

The technology “Skarabey” is easily perceived by students, since it was developed taking into account the thinking, cognitive features of the activity. It presupposes the use of students '

experience, carries out Reflections observations, has the opportunity to conduct active creative and thought experiments.

As some of the advantages of this technology, it is possible to demonstrate the use of drawing shapes that facilitate perception.

“Skarabey” can be used in individual works, in small groups, as well as in training teams.

In addition to education, this method allows to carry out a number of educational tasks:

- Respect for the opinion of others;
- Skill of working with the team;
- Activity;
- Kindness;
- Creative approach to work;
- The need to show opportunities;
- helps to check their abilities and capabilities;
- allows you to express "I";
- evokes responsibility and interest in the results of their activities.

The technique of "interview" is aimed at teaching the student-student to ask questions, to hear, to give the right answer, to compose the question correctly.

The technique of "hierarchy" - is aimed at teaching them logical, critical, creative thinking, using methods from simple to complex, from simple to complex.

"Boomerang" technique is aimed at students to work with various literature, texts in the course of the lesson, to keep in mind the material studied, to be able to give a speech, to make a statement freely and to evaluate all the students during one lesson.

The "student" training is aimed at eliminating the barrier between the teacher and the student, teaching ways to work in cooperation, working individually with the pupil-students.

The training "teacher's personality" - is aimed at independent thinking on the topic" students put on the teacher's personality", revealing the innovative activity of the teacher, explaining thoughts by writing a creative essay.

The technique of "communication" is aimed at attracting the attention of the audience to teachers; in the course of the lesson process it is aimed at teaching them to work in harmony, to organize it.

The "management" technique is aimed at introducing and teaching the teachers the methods of managing the audience as well as the methods of managing the student-students in the process of work.

Types of lessons based on advanced pedagogical technology in the methodology of mother tongue are not only increasing the effectiveness of language education, but also becoming part of it. The teacher, who is able to organize the lessons with the participation of colorful modern

technical means, in a short time will have a clear idea of the knowledge possessed by the students, the attitude to his friends, the culture of treatment, the circle of thoughts, the richness of words, the potential of speech. Lessons based on advanced technology create conditions for equal, friendly relations between the reader and the teacher to find a decision. The reader feels free in the lesson, his interest in training, his incentive to engage in vocabulary as well as creativity increases.

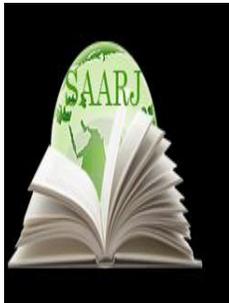
REFERENCES:

1. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
2. O'qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
3. O'qish kitobi 4-sinf: umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to'ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo'l poligraf servis», 2017. - 216 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
6. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma'ruza matnlari). Buxoro, 2003, -52 bet.
7. R.A.Qo'ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.
9. Kamroev A. STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – С. 285-296.
10. Kamroev, Alijon. "STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
11. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
12. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
15. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
17. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA

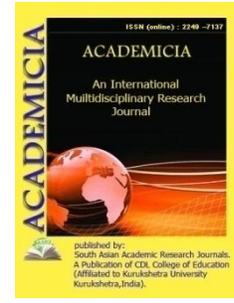
International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281

18. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
19. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
20. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
21. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
22. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
23. Саидова Г. Э., Саноккулова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.
24. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
25. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
26. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
27. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
28. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
29. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
30. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯНАУЧНАЯСТАТЬЯ 2020. – 2020. – С. 53-57.
31. Тилавова М. М. и др. Гендерныйподходнаурокахтехнологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
32. ТилавоваМ. М. Приёмыформированиятрудолюбияумладшихшкольников //International Scientific Review Of The Problems Of Pedagogy And Psychology. – 2018. – С. 23-25.
33. QO’LDOSHEV R. Чараqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
34. Tilavova M. M. FEATURES OF PREPARING CHILDREN FOR GENDER RELATIONS FOR THE FAMILY //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.

35. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
36. Ruzieva ZS The role of information and communication technologies in primary education // Bulletin of science and education. - 2019. - No. 2-2 (56).
37. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
38. Qo'ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among Students Of The First Year Of Study// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
39. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
40. Qo'ldoshev R.A. Left-Handedness And The Reasons For Its Occurrence// Monografia Pokonferencyjna Science, Research, Development #32.- Berlin 30.08.2020- 31.08.2020 133-136
41. Qo'ldoshev R.A. Cognitive activity of left-handed children. "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International Scientific and Practical Conference. – Namangan, 2020.-B 132-136.
42. Qo'ldoshev R.A. Azimov Y.Y Chapakailarni yozishga ʻrgatishga doir ayrim muloxazalar // "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International scientific and practical conference. –Namangan, 2020.-B 83-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00087.2

PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR CREATIVE ACTIVITY

Davronovna Gulbahor Niyazova*; Davronovna Sitora Niyazova**

^{1,2}Bukhara State University,
 UZBEKISTAN

ABSTRACT

The article explores the essence, structure of the concept of “creativity”. The activity of a social teacher has been studied. A theoretical model of preparing students for pedagogical creativity is presented. The essential result of the Marxist approach to creativity is not so much the receipt of a new product as the creation of a person himself. This confirms that the creative process is considered, the results of which have the character of subjective novelty. The need to develop the personal qualities of a future teacher for a successful creative professional activity has found its embodiment in a personal approach.

KEYWORDS: *Creativity, Social And Pedagogical Activity, Technology Of Preparation For Pedagogical Creativity.*

INTRODUCTION

In encyclopedias, dictionaries, scientific sources, the term creativity has an ambiguous interpretation. In the dictionary of the Russian language, creativity is a human activity aimed at creating cultural or material values. At the same time, value is characterized in an objective sense, and creative creation belongs to the representatives of artistic professions: for this, musicians. Several scientific directions in the interpretation of creativity are highlighted: philosophical, psychological, pedagogical, linguistic, etc. Representatives of the philosophical trend view creativity as an activity that generates something qualitatively new, which has never been before. Philosophers were among the first to divide reproductive and creative activities. From their point of view, the result of creativity is like usually a new product of activity. Representatives of the psychological direction added to the philosophical mechanism of flow creative act.

They link the creation of new material and spiritual values with the presence of personality of abilities, motives, knowledge, skills, thanks to which a product is created that is distinguished by

novelty, originality, and uniqueness. The procedure of creativity is highlighted, which, according to G. Golles, includes the stages: preparation, maturation, insight, verification. Psychologists are convinced of the staged procedure of the creative act. From the standpoint of psychology, creativity is based on insight – intuitive comprehension of the required result, which is preceded by significant preparatory work. This work, according to psychologists, provides adequate motivation, accumulation of a sufficient stock of knowledge and skills. Within the framework of the pedagogical direction, creativity is considered as the highest form of independent human activity, the products of which can have both objective and subjective novelty.

Researchers identify a number of stages in the structure of a creative act: setting a problem, mobilizing the necessary knowledge and experience, solving a problem, checking the social value of a product. As the experience of teaching convinces, an important place in preparing students for pedagogical creativity should be taken to substantiate the social significance of their work. For an in-depth look at the essence creativity, its research was carried out in accordance with the approaches available in science: philosophical, psychological, pedagogical, taking into account the focus of this study. Most of the philosophers of antiquity: Aristotle, Democritus, Heraclitus, Plato, and others recognized the divine principle in the act of creation. They established the need for special motivation creative activity. Philosophers are among first divided reproductive and creative activity. From a philosophical standpoint, the result creativity is, as a rule, a new product of activity. From the standpoint of ancient philosophy, the origins of creativity are adequate motivation, the required level of cognitive and practical development. An essential achievement of the philosophy of the Renaissance is the study of the personality of the creator. The philosophers of this period recognized reflection as an important stage in the creative process.

An important result of the search for representatives of this direction is a generalized characteristic of creative activity as a systemic education, which includes a number of elements: motivation, knowledge, abilities, reflection. Research by the leading representatives of German classical philosophy (G. Hegel, I. Kant, F. Schelling, I. Fichte and others) marked the creation of a fairly complete concept of creativity. According to E. Kant, imagination is an integrating factor of sensations and mental actions that are synthesized into a creative product. G. Hegel established that the degree of creative direction of activity does not depend on its content, but is determined exclusively by the expenditure of creative efforts. This position was confirmed in later studies, where creativity is considered a special strategy of activity, regardless of its nature and even the result, i.e. have subjective novelty. The essential result of the Marxist approach to creativity is not so much the receipt of a new product as the creation of a person himself. This confirms that the creative process is considered, the results of which have the character of subjective novelty. Such activity creates conditions for a person to transform himself, i.e. creative self-improvement, self-development. In their opinion, creative activity is based on human consciousness, sufficient motivation for creativity. L.S. Vygotsky was one of the first to pose the problem of the possibility and necessity of preparing children for creative activity. In his opinion, novelty in creativity is secondary, its pedagogical value is much more important. According to him, an important result of inclusion in creative activity are acquisitions in the inner sphere of the personality: motives, thinking, knowledge, skills, emotions, etc. A special place in preparation for the work of L.S. Vygotsky ascribed to play and fairy tales. A number of psychological studies of creativity can be attributed to the direction of the study of creative

thinking. S.L. Rubinstein found that the basis of creativity is thinking, capable of comprehending reality and determining preparation for creative activity. Later research in the field of creativity (A.N. Leontyev, M.V. Musseichuk, Y.A. Ponomarev, O.K. Tikhomirov and others) proceed from its activity-based interpretation. According to these authors, creative activity contains a number of components: motivational-semantic, content-operational, evaluative, effective. Generalization of the results of philosophical, psychological, pedagogical research in the field of creativity from the standpoint of a systemic-structural approach made it possible to present it as an integration of the following components: motivational-personal, cognitively meaningful, operational-technological, reflexive-evaluative. The high importance of creativity in pedagogical activity was emphasized by many well-known educators. The great Russian teacher K.D. Ushinsky argued that creativity is the basis of pedagogical activity. He suggested using games, fairy tales and other works of folk pedagogy to form readiness to creative professional activity. He emphasized the need to develop the personal and professional properties of the future teacher for his full-fledged creative activity. A.S. Makarenko considered creativity an obligatory companion of pedagogical activity. According to him, no system of means can ever be a dead and frozen norm, it always changes and develops, because the child grows and changes, enters new stages of social and personal development.

The engine of development of pedagogical practice, he considered a creatively working teacher and teaching staff. In modern, maximally algorithmic pedagogical conditions, researchers also consider it necessary to show a creative approach in working with children. According to V.I. Zagvyazinsky, true education and training is always the creation of something new, the creation of man through the awakening of his inner essential forces. The pedagogical process is completely the teacher's creativity. According to M.M. Potashnik, pedagogical work cannot and cannot be uncreative, because children, circumstances, the personality of the teacher himself are unique, and any pedagogical decision must proceed from these always non-standard factors. In practical activity, the teacher's creativity is diverse, therefore, most researchers distinguish levels of pedagogical creativity, which are manifested both in the invention of a new, original one, and in the use of something already known in new conditions. According to research by V.I. Zagvyazinsky, I.F. Isaeva, L.N. Makarova, M.M. Potashnik and others, the creative procedures are not fundamentally different: the teacher invents a new method or rediscover the possibilities of applying the standard method in new conditions. The technological approach to understanding creative activity was introduced by the research of V.A. Slastenin and L.S. Podymova. The authors identified four functional components in the structure of innovation activity: motivational, creative, technological and reflective. The generalization of a significant number of studies confirms the objectivity of identifying the main components in the structure of pedagogical creativity: motivational-personal, cognitive-content, operational-technological, reflexive-evaluative. Summarizing the above approaches in the framework of this study, we have clarified the concept of pedagogical creativity. According to our data, this is a purposeful activity to solve problem situations, focused on choosing the optimal option for organizing the pedagogical process, depending on the conditions of its course, containing the following components: motivational-personal, cognitive-meaningful, operational-technological, evaluative-reflective. A comparative analysis of the data of various studies made it possible to identify the most essential conditions implying the use of creativity in pedagogical activity: 1) the presence of a problem situation as a source of creativity, 2) algorithmic activity does not give the desired result, 3) depending on specific conditions, it is necessary to choose the optimal

option for organizing the pedagogical process... The most important function of a social teacher is to level many social problems that arise as a result of negative living conditions. These include: poverty, poor nutrition, unemployment, alcoholism, neglect, etc. The main provisions of the activity of a social teacher are considered in the works of leading scientists who study various aspects of social pedagogy: L.I. Aksenova, S.A. Belicheva, V.G. Bocharova, Yu.V. Vasilkova, M.A. Galaguzova, L.V. Mardakhaeva, A.V. Mudrik, V.A. Nikitin, and others. A full-fledged study of the activities of a social teacher would be impossible without an analysis of the works of leading scientists-teachers: I.F. Isaeva and V.I. Zagvyazinsky, V.A. Kan-Kalika, N. D. Nikandrov, V.A. Slastenin and others. As the researchers have established, the activity of a social teacher takes place in various spheres of social and pedagogical influence and support: family, labor activity, education and social upbringing, health improvement, social and pedagogical rehabilitation and adaptation, the sphere of leisure, social protection. To clarify the features of social and pedagogical activity, it was important to first consider the essence of the concept of "activity" in philosophical, sociological, psychological and pedagogical research. As a basis for the characteristics of social and educational activities by us a psychological approach to activity is taken. According to A.N. Leontyev, S.L. Rubinstein, A.A. Smirnova, B.M. Teplova and other activities, especially professional ones, are complex in nature, represent an integral constantly evolving system with a definite structure, its own internal transitions and transformations, including four stages: goal; motive; way; result. These approaches characterize internal and external action plans. In the works of P.K. Anokhin, B.F. Lomova, A.N. Leontiev gives a psychological analysis of the structure of activity as a dynamic system of actions, which is formed and under the control influence of the complex interaction of the result image with the motivational component of the activity. The generalized study of the psychological signs of labor made it possible to single out the following stages: 1) prognostic, 2) motivational, 3) transformative, 4) reflexive. A comparative analysis of social and educational activities in various institutions with the results of theoretical studies has shown that the leading functions of a social teacher are diagnostic, analytical, explanatory, prognostic, design, educational, rehabilitation, protective and others. The most important distinguishing feature of his activity from that of a teacher is the protective function. A social educator is called upon to provide various types of assistance to a child in a difficult social situation. On the basis of a comprehensive analysis of theoretical and empirical research, studying the experience of a social teacher, we have established that social and pedagogical activity in order to obtain high results must be an integral system and be carried out in stages.

Summarizing the data obtained, it was possible to establish that in most studies the following stages of socio-pedagogical activity are distinguished:

- 1) *Diagnostics of social problems*
- 2) *Analysis of diagnostic results*
- 3) *Explanation of the causes of social problems*
- 4) *Design of future activities to level social problems*
- 5) *forecasting the upcoming results*
- 6) *Organization of social and pedagogical assistance*
- 7) *Reflection of the work done*

In real pedagogical practice, a more generalized version of the structure of social and pedagogical activity is more common, including three stages: 1) diagnostic and explanatory, 2) predictive–projective, 3) transformative–reflexive. The results of theoretical studies confirm the existence of these stages, therefore, this structure of activity can be considered objective. The diagnostic and explanatory stage includes: a) preliminary acquaintance with the object under study, b) general diagnostics, c) special diagnostics, d) qualitative and quantitative presentation of data, e) their analysis and interpretation, f) explanation of the results obtained, g) establishing the causes of occurrence social and pedagogical problems. The forecast and project stage includes the following components: a) making a decision on the project, b) collecting information on a social problem, c) formulating goals, determining professional means of activity, d) designing a program of social and pedagogical assistance e) developing resource support. The transformative–reflexive stage: a) modeling of assistance, b) introduction of a specific socio–pedagogical technology, c) assessment of its effectiveness, d) correction. Generalization of the research results, interviews with experienced specialists indicate the high significance of creativity in all stages of social and educational activities. The purpose of the social teacher’s activity is to create conditions for psychological comfort and safety of the child, to meet his needs with the help of social, legal, psychological, medical, pedagogical mechanisms to prevent and overcome negative phenomena in the family, school, immediate environment and other societies. The object of the social teacher’s activity is the younger generation in need of in helping in the process of their socialization. This category includes children with intellectual, pedagogical, psychological, social deviations from the norm, which have arisen as a result of the lack of full–fledged social education. The objects of the social teacher’s activity are also groups of children with physical, mental, intellectual developmental disorders (blind, deaf, children with cerebral palsy, mentally retarded, etc.). The objects of social and pedagogical activity are children’s groups, families, micro societies that have corresponding problems. The task of the social teacher is to provide comfortable conditions for the socialization of the child within the framework of these associations, improve their psychological microclimate.

These objects presuppose specific areas of activity of a social teacher: rendering assistance to children in overcoming problem situations in the framework of educational activities; organization of children’s activities for their all–round development in accordance with individual inclinations; creation of favorable conditions for the development, upbringing and education of children; helping the family in the process of raising children; organization of educational, cultural and educational work in society; social and pedagogical support for children at risk, assistance in their socialization and integration into society, etc.

The analysis of scientific sources made it possible to identify a number of approaches to the problem of the formation of a social teacher’s readiness for creative activity. The need to develop the personal qualities of a future teacher for a successful creative professional activity has found its embodiment in a personal approach. This approach convinces of the unity of motivational and personal training for pedagogical creativity.

The problematic approach to the organization of pedagogical activity has enriched science and practice with important means, methods of preparation for creativity. Its use in the preparation of students presupposes the fascination of future teachers with creative activity, which ensures the development of the personal qualities of the future teacher (motivational and personal training).

Comparison and generalization of the components of the formation of future teachers' readiness for creative activity, highlighted by representatives of different approaches, allow us to assert that they are, on the whole, adequate to the general pedagogical components of pedagogical creativity. The process of formation of readiness for creative activity includes 1) motivational–personal, 2) cognitive–content, 3) operational–technological, 4) evaluative–reflective components, which are the basis of the theoretical model of training future social teachers for creative professional activity. This model includes the following elements: tasks, patterns, principles, conditions, etc.

Comparative analysis of data from various studies allowed the selected tasks to be conditionally divided into groups in accordance with the identified stages of preparation: 1) motivational–personal, 2) cognitive–content, 3) operational–technological, 4) evaluative–reflexive tasks.

The first group – motivational and personal tasks: a) increasing the professional and creative motivation of students, b) developing a positive attitude towards creative activity in future teachers, c) ensuring that students understand the importance of creative activity in the work of a teacher, d) stimulating students' desire show creativity in the course of pedagogical practice, e) the formation of a focus on creative pedagogical activity, f) the formation of personality traits, skills necessary to perform pedagogical activities at a creative level, g) stimulation of independence, h) stimulation of creative interests, i) stimulation of persistence in solving creative problems.

The second group – cognitive–meaningful tasks: a) creating a favorable educational space for the formation of students' creative pedagogical activity, b) equipping students with knowledge about pedagogical creativity, mechanisms of creative activity, c) mastering deep professional knowledge, d) developing creative thinking, e) development of general (primary) and special creativity, e) development of creative abilities.

The third group of tasks is operational and technical logical: a) the formation of creative skills, skills necessary in professional activities (diagnostics, goal–setting, design, forecasting, etc.), b) mastering creative techniques, research skills, operations that ensure the creative nature of the activity, c) acquaintance with strategies for solving creative problems, d) mastering the leading pedagogical methods, technologies and ways of their creative use, e) inclusion in pedagogical activity with the aim of its creative implementation.

The fourth group – reflexive–evaluative tasks: a) preparation for self–analysis, b) mastering evaluative activities, c) acquaintance with self–control in pedagogical activity, c) reflexion of one's own creative abilities, d) self–evaluation of the process and results of pedagogical activity with the aim of its optimization, creative implementation, e) assessment of the formation of motivational orientation towards creativity, cognitive activity, knowledge and skills, their creative implementation.

Based on the analysis of studies aimed at preparing for creativity, correlating them with the experience of preparing future social teachers for creative activity, we made an attempt to highlight the patterns of this process. The process of forming students' readiness for creative activity is effective if the following laws are observed in the educational process: 1) the unity and complementarity of theoretical and practical training, 2) the problematic, ever–increasing nature of theoretical and practical tasks, 3) acquaintance with special knowledge, skills, techniques that

reduce the number of options for solving a creative problem, 4) the development of special abilities, personal qualities that provide a creative orientation of the individual, 5) an atmosphere of relative freedom and intensification of preparation for professional creativity.

A comparative analysis of the principles of the formation of readiness for professional creativity, identified in the framework of other studies, their correlation with the theoretical model, made it possible to formulate the following groups of principles for preparing future social teachers for creative activity:

The principles of the motivational and personal stage: a) stimulation of creative activity, independence, the need for creative self-development, b) a combination of emotional and rational ways of motivating creative activity, c) the formation of creative abilities by using a set of special creative practical situations developed in the zone of proximal development, d) the actualizing potential of the educational environment, e) the only personal and social motivation, f) the transition from development to self-development of personal and professional qualities necessary in creative activity, g) individualization of the process of creative development.

The principles of the cognitive-content stage: a) the complex nature of the process of preparation for creative activity, combining fundamental knowledge, special skills and practical activities, b) the organization of a personally oriented educational environment, c) the choice of an individual educational strategy, d) interdisciplinary organization of the content of professional training, e) problematic nature of training, f) consciousness, creative activity and independence.

The principles of the operational-technological stage: a) the systematic nature of the preparation process for creativity, ensuring the creation of an integral, diverse educational and developmental environment, b) the technological provision of the training process, combining a conceptual model, a system of special tasks, criteria for diagnosing readiness, c) the priority of activity content over information, d) activation of interaction with colleagues and children in the course of creative activity, e) connection of training with practical activity, f) unity of integrity and continuity.

The principles of the evaluative-reflective stage: a) the reflexive nature of the process of preparation for creative activity, b) assessment and forecasting of the student's creative development opportunities, c) self-assessment of his own achievements, d) reflection of the effectiveness of professional activity, its creative nature, e) design of new options for activity, improving its results.

The generalization of the conditions of preparation for creative activity, proposed in the framework of various studies, made it possible to combine them in accordance with the components of the theoretical model of the formation of readiness for professional creativity. As a result, four groups of conditions were identified:

1. motivational and personal conditions: a) substantiation of the role and place of creativity in the teacher's activities, b) taking into account the sociocultural pedagogical reality that favors the manifestation of creativity, c) positive emotional and psychological climate, cooperation of teachers with students, d) building the educational process from the standpoint of personality-oriented learning, e) humanistic and professional example of teachers, f) purposeful creation of problem learning situations, g) the creative nature of the organization of educational activities, h) substantiating the role and place of creativity in activities of the teacher.

The result of the creation of these conditions is a) the emergence of a need for creativity in professional activity, b) the desire for self-development of creative abilities, c) students' awareness of the creative essence of the teaching profession, d) understanding the meaning of professional creativity, e) increasing interest in the profession, initiative and activity of students in professional activity, f) a sufficient level of development of abilities that contribute to creative activity, etc.

2.cognitive-meaningful conditions: a) in-formation about the mechanisms of creative activity, b) training in the use of the achievements of psychological and pedagogical science, advanced and personal experience in the process of pedagogical creativity, c) introduction into the educational process of special techniques that guide in creative activity, d) the use of productive means and methods of teaching and upbringing, e) the introduction of increasingly complex situations into the educational process, f) the material and technical equipment of the pedagogical process, g) increasing the level of general cultural training, h) creating an enriched information and educational environment, i) it is time for the independence of students in the development of scientific knowledge and professional technologies.

The result of applying these conditions is:

- a) A high level of development of scientific knowledge,
- b) The development of adequate means of teaching and upbringing,
- c) Scientific validity, methodological equipment of pedagogical creativity,
- d) Deep knowledge of the theoretical foundations of an integral pedagogical process (leading ideas, patterns, principles and etc.)
- e) A high level of general cultural training,
- f) Knowledge of typical pedagogical situations and the ability to creatively resolve them.

3.operational and technological conditions: b) the inclusion of students in independent creative activity, c) the use of the system of organizing creative activity within the framework of pedagogical practice, d) methodological support of pedagogical creativity, e) the use of methods, forms (individual and lective) organization of creative activity f) material and technical equipment of the pedagogical process, g) purposeful creation of problematic educational situations. h) the use of creative tasks in the educational process, involving various strategies for their implementation.

The result of these conditions are: a) deep mastering of leading pedagogical operations, methods, technologies, b) variable possession of them, c) the ability to use them adequately to real pedagogical situations, mastering the leading stages of social and pedagogical activity at the creative level.

4.valuation-reflexive conditions: a) regular analysis and introspection of educational and pedagogical activities, b) providing feedback in the educational process about the progress of the student, c) taking into account and developing the mental characteristics of a personality that stimulate and regulate creative activity, d) accounting the achieved level of creativity.

The result of these conditions is: a) developed pedagogical thinking, b) formed pedagogical intuition, c) readiness and ability to make non-standard decisions, d) reflection of professional actions and own creative abilities.

The analysis of a significant number of studies made it possible to identify ways, methods, techniques for implementing the stages of preparation for creativity. The most important ways of preparing future social teachers for creative activity are the educational process and teaching practice. Depending on the tasks, the peculiarities of the practice, within its framework, the creative use of scientific knowledge obtained in the course of classroom lessons, the creative interpretation of the most important social and pedagogical methods, technologies, operations are provided.

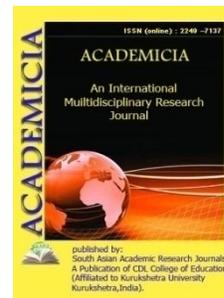
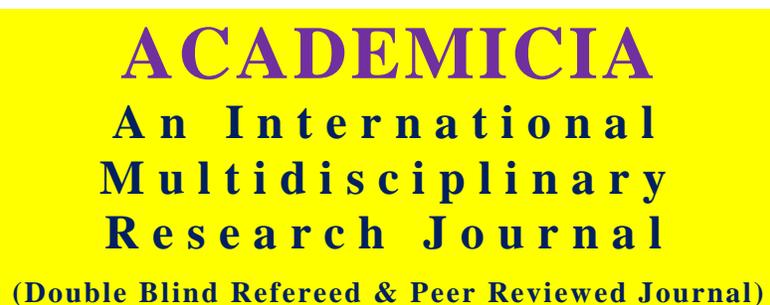
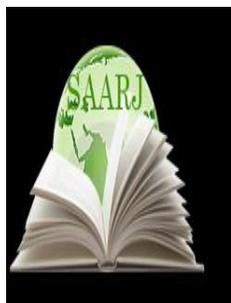
The available publications have not fully investigated the issue of the content of the process of preparing for creative activity. An analysis of a significant number of publications convinces us that researchers use different content, determined by the specific nature of a particular pedagogical activity. Correlating the results of our research with the existing approaches, we formulated the foundations of the content filling of the stages of preparation for creativity.

REFERENCES:

1. Ananiev B.G. Man as a subject of knowledge. Selected psychological works: In 2 – x vols. Vol. 1. Moscow: Pedagogika, 1980.232 p.
2. Vygotsky L.S. Imagination and creativity in childhood: Psychological sketch: Book for teaches. M. 1991.
3. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. European Journal of Research and Reflection in Educational Sciences, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
6. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
7. R.A.Qo'ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.
9. Kamroev A. STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.
10. Kamroev, Alijon. "STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
11. Khamraev A. Modeling the activities of teachers in designing the creative activities of students // Pedagogical innovations: ideas, realities, prospects. - 2018. - №. 2. - P. 23-26.
12. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. European Journal of Research and Reflection in Educational Sciences, 8 (8), 40-45.

14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
15. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
17. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
18. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
19. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
20. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
21. Saidova G. E., Sanokulova S. F. EFFICIENCY OF USING THE TECHNOLOGY OF DIDACTIC GAMING EDUCATION IN THE ELEMENTARY CLASSES // EUROPEAN RESEARCH. - 2020. - S. 118-120.
22. Saidova G. E. DEVELOPMENT OF LOGICAL THINKING OF STUDENTS AT THE LESSONS OF MATHEMATICS AT ELEMENTARY SCHOOL // INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. - 2019. -- S. 97-101.
23. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
24. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
25. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
26. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 2. – С. 131-134.
27. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
28. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
29. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
30. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.

31. QO'LDOSHEV R. Чарақай болаларни мактабга қандай тайyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
32. Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
33. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
34. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
35. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
36. Qo'ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
37. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
38. Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
39. Qo'ldoshev R.A. Cognitive activity of left-handed children. "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International Scientific and Practical Conference. – Namangan, 2020.-B 132-136.
40. Qo'ldoshev R.A. Azimov Y.Y Чарақайларни yozishga yrgatishga doir ayrim muloxazalar // "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International scientific and practical conference. –Namangan, 2020.-B 83-87.



DOI: **10.5958/2249-7137.2021.00088.4**

INTENSIVE EDUCATION AND LINGUISTIC COMPETENCE IN MOTHER TONGUE

Mamanazarovna Ogiljon Olloqova*

*Bukhara State University,
UZBEKISTAN

ABSTRACT

In secondary public education, the curriculum of competency is aimed at forming pupils' science and core competencies. Especially teaching mother tongue develops pupils' speaking and linguistic competencies. This article discusses the formation of linguistic competencies in pupils by using intensive learning technologies mother tongue classes of primary schools.

KEYWORDS: *Intensive, Intensive Education, Competence, Linguistic Competence, Game Technology.*

INTRODUCTION

It has become a reality that all spheres are developing in Uzbekistan today. Of course it demands new approaches to the organization of education. The implementing of various technologies and scientific media in education has made it possible to provide large amounts of information in a short period of time. This allows the pupil to increase the amount of required learning material in a short time from the first session. The use of intensive learning technologies is an effective way to increase the amount of learning material.

The term "intensive" first appeared in the Russian pedagogical literature in the first half of the XIX century. The word comes from the French "hot", "intensified", from the Latin – "energetic", "lively", "fast", "stormy", from the Spanish – "stretch", "enlarge", "expansion".

Intensive education is described in the pedagogical encyclopedia as follows: (French "intensive", Latin "intension" – "enthusiasm", "intensification" "acceleration") a rapid learning process. [1, 105]

DISCUSSION

The system of continuing education requires regular updating of outdated knowledge and areas. Every young generation, striving to get new knowledge, apply and improve their knowledge, will make a worthy contribution to the development of the country. Teachers are now tasked not only with “teaching” the child, but also with “motivating him to learn”. Now, including teaching, the teacher also must be able to motivate the child to learn and innovate.

Changes in education lead to changes in the role of the teacher. Now the teacher is not only the manager, but also the person who makes interaction with the pupils. The role of the pupil is also changing, he not only acquires knowledge, but also participates in searching, developing of specific skills and abilities. Today’s educational system should focus not only on developing pupils’ intelligence, but also on building and developing their knowledge potential.

The modern educational system should control and direct the child’s attention and actions, teach them to learn independently and apply them in life. These problems can be solved by a rational combination of traditional and intensive training. Intensive training has a number of advantages over traditional training in the development of the child’s mental ability. These benefits are based on the active interaction of the participants in the learning process. According to I.V. Shestitko, I.A. Turchenko, Y.S. Shilova and S.V. Marshina the meaning of the term “intensive” is to create conditions for “tension and strengthening” that allow the learner to achieve the learning objective, as well as to emphasize the qualitative and quantitative changes that occur during the pupil’s intense activity”. [3, 6]

G.K. Selevko divided pedagogical technologies based on inspiration and intensification of pupils into several groups as: game technology, problem study, technology of deepening lessons on the basis of schematic and iconic models of educational material, degree differentiation technologies, technology of individualization of education, programmed learning technology, group technologies, computer (new information) learning technologies.

Intensive classes can be organized by a teacher who is highly intelligent, active, creative, and able to fully express his personal potential.

According to A.P. Panfilova, a teacher needs to meet a number of conditions in order to increase the effectiveness of intensive training.

1. The relevance of the teacher’s ability to the goals and objectives of a particular technology (game, exercise, etc.). So that the role of the teacher will vary depending on the type and purpose of the technology used. The teacher plays the role of organizer-leader, communicator, psychologist and others.

2. The teacher need to have professional experience in communicating with the group. In the process of dialogic communication, the teacher should establish a “subject-subject” relationship, opposed to the traditional “subject-object” form. Especially dialogic communication debates take place and the problem is solved collectively through the active participation of all participants in an intensive interaction. At the same time, the activities of the participants are aimed at solving the task. It is in the dialogue that the participants enrich each other, first of all, with different approaches, different views on a particular problem, which allows to find the most optimal solution.

3. Teacher's personal orientation. The teacher should welcome the new technology with enthusiasm and interest, be ready for innovation and change, and mainly should, not be afraid to apply the innovation in her or his activity.

The main condition of achieving the goals of intensive training is the usage of various organizational forms of training, in which pupils perform independent work with freedom of choice, demonstrating their individual and psychological capabilities. As a result, they are more creative, communicative, and able to put their personal skills into practice.

One of the most important issues of today's education is the participation of pupils as the subject of the educational process, and the development of their outlook students' thinking. The task is to bring up a potential generation through the development of basic competencies of pupils during educational process. For example, in general secondary and secondary special, vocational education institutions, the formation of linguistic competencies aimed at developing the ability to express accurately and fluently using the wide range of opportunities of the native language. [2, 15]

So, first of all, let's pay attention to the meaning of "competence" and "linguistic competence".

The word "competition" is derived from the word "to compete", which means "to compete", "to contend", "to compete". If literally translated, it means "competitiveness".

According to scientific pedagogical and psychological sources, competence is a very complex, multi-part, common concept for many subjects. As a result, its interpretations vary in size, content, meaning, and logic. The essence of the term is also classified on the basis of such concepts as "efficiency", "flexibility", "achievement", "success", "comprehensibility", "efficiency", "readability", "quality". [.....]

Linguistic competence is the knowledge of pupils about sections of phonetics, lexics, phraseology, morphology, syntax, pronunciation, punctuation, stylistics, of their mother tongue and the usage skills and abilities of them.

Linguistic competence - implies knowledge of phonetics, graphics, pronunciation, lexics, grammar and methodology. To be able to distinguish the sounds of speech in the native language, to follow the rules of syllables, to use new words on the topic in oral and written speech, to use punctuation correctly in written speech, to be able to form the sound structure of words orthoepically correctly, to distinguish types of sentences according to the purpose of expression, and to be able to use them appropriately in written speech.

Mother tongue curriculum of primary school, linguistic competence implies to follow the rules of pronunciation in the pronunciation of speech sounds in the Uzbek language, to be able to follow the rules of syllables, to be able to use words correctly in oral and written speech and usage punctuation.

YECHIM

In order to achieve the goal of mother tongue education, it is necessary to use new educational technologies, to use appropriate methods to the form of the lesson, to choose the right teaching aids. Intensive learning technology-based on learning aims to develop pupils' high level of linguistic competence in a limited amount of time. Intensive training helps the child to be less

stressed, to receive information consciously, and to communicate freely in the group and in the community.

The process of teaching literacy is a complex psychological period for pupils. This is because their cognitive processes, such as intuition, memory, perception, and thinking, are not yet well developed. Each pupil in the class has different physical and psychological development indicators.

The process of teaching literacy is an important stage in the formation of linguistic competencies in pupils. During this period, pupils become intensively acquainted with each of the phonetic, lexical, graphic, spelling, syntactic, morphological, and punctuation concepts. During the alphabet learning period, pupils get reading and writing skills, as well as spelling, punctuation, and creative thinking skills. They learn how to divide vowels and letters into syllables, how to divide words into syllables, how to put punctuation marks at the end of sentences, how to capitalize nicknames for people, cities and animals, the meaning of words, how to form sentences with given words, and how to express themselves. As a result, they develop linguistic competence.

Accordingly, the content of the tasks assigned to them should be different. In addition to differential training, individual training is also needed during literacy training. Children perceive the same concept differently. Individual education, on the other hand, helps children to have the same level of competence that they need to develop.

Individual education is a form of learning in which the teacher exerts a pedagogical influence on the pupil. It is the teacher's individual activity with the pupil. In individual education, education is based on the abilities of each pupil.

It is not possible to work individually with all pupils during the lesson. Therefore, it is possible to teach a child individually outside of school hours. During the lesson, it is possible to work individually with a group of pupils.

A first grader is still mentally and physically weak. They have rapid fatigue and boredom. At this point, pupils need to be chosen easy ways to complete their assignments and use visual aids that interest them. Particularly, game technologies are based on diversity and are fully adapted to the age and worldview of the child.

The laws governing the formation of children's mental activity based on school learning materials are incorporated into game technologies. Game is an independent form of development for children of all ages. Game technology is the freest form of creative thinking and self-awareness. During the didactic task, pupils are able to express and defend their ideas. These activities give pupils the opportunity to put their theoretical knowledge into practice.

Didactic games play an important role in teaching, educating and developing children in the classroom. Strengthens the child's positive performance during play, improves voluntary attention and memory. During the game, pupils do a lot of actions, exercises, solve various problems without realizing it. In didactic games, the basic thinking processes - analysis, comparison, inference, etc. - are improved.

In primary school, pupils are taught sounds and letters, words and their meanings, bases and affixes, word groups, sentences, types of meanings, writing and spelling, punctuation, etc. in the

native language classes and the use of intensive learning technologies in improving related speech increases the effectiveness of native language lessons, activates the learner, and encourages logical thinking.

The use of the games as: “Word in word”, “Fill in the mysterious gaps”, “Cheerful alphabet”, “Find the word I think of”, “Controller letter”, “Domino”, “Words in the mirror”, “Keep up the pair words”, “Make no mistake”, “Fill in the mystery boxes”, “Yes-no”, “Magic word”, “Find your place”, “Chain” educational games such as “Wheel of mind”, “Wrong sentence” and “Impossible” make it easier for students to master the topic, make it interesting, and also encourages them being smart and picky.

For example, in the “Don’t make mistakes” educational game, the teacher shows something or a picture of it. Pupils say its name and show a card with the number of syllables in the word. For example, wheat is -3 and grass is -2. Frequent use of this playful technology in the literacy process makes it easier for pupils to learn the syllables. For playing this game, pupils must at first be able to distinguish sounds and letters and pronounce them correctly.

Native language education serves pupils to expand, to develop skills and abilities of their thinking, freely, to understand the opinions of others, to express their opinions fluently orally and in writing, to communicate freely with members of society.

“Chamomile” game. In this game, a picture of a chamomile is drawn or a model is made. In the middle of the chamomile is a question or an assignment. The pupil writes responds on the petals. This game can be played in small groups or individually.

When using the interactive “everyone - teaches everyone” method, the teacher provides 3-4 basic information on the topic, for example: For Grade 3, “Words in a sentence are interconnected in content. The connection of words in a sentence is determined by questioning” and so on. The pupil studies the information given to him and tells his classmate that he heard it from the teacher. This is how the teacher communicates with the students. This activity will cover the whole class at the same time. It will be possible to fill and strengthen the gaps once again.

In Grade 2, pupils learn to distinguish and pronounce the letters in a word by studying topics such as “Words that fall out of pronunciation” and “Pronunciation of X and H sounds”. Assignments are designed to help students understand that the pronunciation and spelling of words are not always the same. The teacher should reinforce the children's memory during the lesson and choose a didactic game that is relevant to the topic so that they can think freely. The game “applause” teaches the pupil to think and act quickly. In “Applause”, the teacher says a few words that contain the sounds x and h. The task is to find words that contain the sound x. Pupils “say” their answers by applause, not by words. They clap when they hear a word with the letter x, and they don’t clap when they hear a word with the letter h. Such games improve pupils’ spelling and orthoepic literacy (knowledge).

XULOSA

In short, the content of general secondary school textbooks is aimed at increasing the social activity of pupils, taking into consideration their individual psychological and age characteristics. For example, in the textbooks of grades 3-4, 2-3 tasks are given for each topic. This allows for in-depth analysis of learning tasks and conscious mastering of their content. Pupils learn the content of the exercise in a short time.

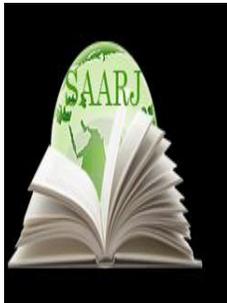
The use of modern technologies and digital technologies in the classroom helps to spend time efficiently. Working with additional tasks for the rest of the time has a number of advantages. In particular, pupils develop creativity by completing a variety of tasks, gaining a broader understanding of the subject, broadening their imagination, and improving their speaking and linguistic competencies.

REFERENCES

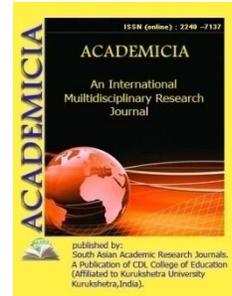
1. Pedagogika ensiklopediya. 2 jild. – T.: “O‘zbekiston milliy ensiklopediyasi”, 2015, - 376 bet.
2. Шеститко И.В., Турченко И.А., Шилова Е.С., Маршина С.В. Интенсивное обучение: технологии организации образовательного процесса. – Светлая Роща, 2014. -136 с.
3. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
4. O‘qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar:T. G‘afforova, E.Shodmonov, G. Eshturdiyeva; Mas‘ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
5. O‘qish kitobi 4-sinf: umumiy o‘rta ta‘lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to‘ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo‘l poligraf servis», 2017. - 216 b.
6. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
7. Rustambek QO‘LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
8. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
9. R.A.Qo‘ldoshev. Kūmaки педагогй ба kūdakони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
10. Y.Y.Azimov, R.A.Qo‘ldoshev. Husnixatga o‘rgatishning amaliy asoslari (metodik qo‘llanma). GlobeEdit, 2020. - 141 bet.
11. Kamroev A. STUDENTS’CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – С. 285-296.
12. Kamroev, Alijon. "STUDENTS’CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
13. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
14. Rustambek QO‘LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
15. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.

16. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
17. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
18. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
19. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
20. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
21. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
22. Adizov B. R., Khamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //Ilmiy Xabarnoma. – С. 69.
23. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
24. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
25. Саидова Г. Э., Саноккулова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.
26. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
27. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
28. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
29. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
30. Adizova N. B. The Role Of Ethnotoponyms In The Bukhara District Microtopony //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
31. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing

32. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
33. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
34. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
35. QO'LDOSHEV R. Чапақай болаларни мактабга қандай тайёрлаш керак //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
36. Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
37. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛЬНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
38. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
39. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
40. Qo'ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among Students Of The First Year Of Study// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
41. Qo'ldoshev R.A. Birinchi Sinf Чапақай О'қувчиларининг Мактабга Мослашиши, Мактабга Мослашиши Davridagi Pedagogik Yordamning Mazmuni// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
42. Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
43. Qo'ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
44. Qo'ldoshev R.A. Azimov Y.Y Чапақайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00089.6

METHODOLOGY FOR CONDUCTING TECHNOLOGY LESSONS ON WORKING WITH PAPER AND CARDBOARD

Kurbanova Shoiranarzullaevna* ; Toymurodova Nilufar**

*Teacher,

Bukhara State University, UZBEKISTAN

**4rd year Student,

Bukhara State University, UZBEKISTAN

ABSTRACT

In this article, the methods of organizing lessons in the process of working with paper and cardboard in technology lessons highlight the main features of the technology lesson and its differences from other lessons in primary school. Demonstration of processing techniques is accompanied by an explanation, during this process questions and instructions should force students to find the correct solution to practical problems themselves. Children begin to perceive their surroundings early, but so that they can appreciate what they see, distinguish the really beautiful from the diversity, this must be taught, and the sooner the better.

KEYWORDS: *Educational Activity, Labor Activity, Subject-Practical Activity, Motivation, Intellectual Skills.*

INTRODUCTION

Methods of organizing lessons in the process of working with paper and cardboard in technology classes.

The author of the article highlights the main features of a technology lesson and its differences from other lessons in elementary school.

Most of the technology lessons in elementary grades are devoted to working with paper and cardboard. Paper and cardboard are themselves pantries of fantasy and imagination. And if you combine it with sleight of hand, then everything can be revived, given, as it were, a second life.

The main educational tasks of each lesson and work processes, while completing, are provided with the preliminary distribution of the program material.

Work at the beginning of the lesson, when children get acquainted with materials that were new to them, they master new tools, learn new techniques. The teacher sets specific tasks for students, certain work tasks. He explains the purpose of the work that is going to be performed, talks about the purpose of the item being made, about the requirements that the finished product must meet, about the equipment that students will use when completing the assignment.

Paper and cardboard are the most common and more accessible materials in this process. In the process of working with them, students get an idea of their production, types, properties, their use in everyday life and technology, about the professions of people associated with the receiving of paper and cardboard and their processing.

The formation of practical skills in the processing of these materials in students is carried out in the process of manufacturing products.

From the preschool period, children have known the techniques of cutting paper with scissors, joining parts with glue. In elementary school, students expand their knowledge and master the skills of marking parts made of paper and cardboard by folding in a pattern, using measuring tools, techniques for cutting cardboard with a knife, various ways of decorating products with applique, coloring, using other types of materials.

Paper and cardboard are materials, which the foundations of graphic literacy are laid during the process. Students get a general idea of a technical drawing, sketch, drawing, learn to understand the simplest drawings (sketches) and make markings on them.

Children begin to perceive their surroundings early, but so that they can appreciate what they see, distinguish the really beautiful from the diversity, this must be taught, and the sooner the better. Work on developing a child's artistic taste begins in the family and continues in school with technology lessons.

Sensory education makes it possible for children, while performing applications, to compare figures large and small, wide and narrow, long and short, dark and light. Children will determine that the figures are located high, low, in the center, left, right.

The teacher or the leader of the circle should not only teach the younger schoolchildren certain methods of work, his main task is to develop their ability to be creative, awaken their interest in work, with mutual assistance:

- develops the ability to work with hands, teaches you to precise finger movements under the control of consciousness;
- develops spatial imagination - teaches to read the drawings, according to which the figures are folded and represent products in the same volume with them;
- introduces basic geometric concepts;
- improves the ability to follow oral instructions;
- develops confidence in one's own strengths and abilities;
- helps to develop drawing skills;
- stimulates the development of memory;
- teaches concentration of attention;

- develops creativity. Many guys become the authors of their own inventions;
- stimulates the creation of game situations;
- expands communication skills;

Allows you to feel personal involvement in a new international cultural phenomenon. In labor lessons, in the process of performing practical work, children must acquire the necessary labor skills, and gain knowledge about the properties of materials. Based on this, the tasks of the introduction part, introductory, current and final briefing are determined.

The conversation is held in the case when the teacher can rely on the experience of the children, on the previously acquired knowledge, observations made during the classroom. After the introduction part, the children should have a good understanding of the purpose of the lesson, the practical tasks they face.

An introductory instruction precedes the work. Its significance is very great. From how children are instructed before completing a labor assignment and during work, the direction of labor lessons is mainly decided, whether they meet the fundamental requirements of labor training or turn into craft training.

The task of introductory instruction is not only to explain to children the techniques for performing any product, but to prepare them for the conscious assimilation of educational material, for understanding the techniques being studied and their application in practical activity. Therefore, when preparing for a lesson, during the process of planning, it is necessary to think carefully and outline the content. It is sometimes helpful to write these statements in a plan.

To answer all the questions and understand the sequence of work, it is not enough for children to see the object in the teacher's hands. We must give them the opportunity to hold it in their hands, examine it in detail, feel the material by touch, in other words, the perception of an object should be versatile (visual, tactile, motor).

The sample shown by the teacher should be clearly visible from anywhere in the classroom. Therefore, it is often made large. Likewise, when demonstrating techniques for manufacturing parts of a product, samples of these parts are made on an enlarged scale.

Demonstration of the manufacturing process of one or another object is carried out differently depending on a number of factors: age characteristics, the complexity of the product, the time allotted to work. Demonstration of processing techniques is accompanied by an explanation, during this process questions and instructions should force students to find the correct solution to practical problems themselves. The teacher is required to present a clear and accurate verbal explanation of practical techniques, the correct pronunciation of technical terms with their obligatory writing on the board.

Teaching to apply them in labor lessons, measuring and computing skills to solve constructive problems is extremely useful for enhancing the activeness of students. One of the main indicators of a high work culture is the ability to work accurately. Therefore, when instructing students before starting work, it is recommended to show not only the techniques for processing the material, but also methods of checking the performance of the work with a certain degree of accuracy, corresponding to the level of students' mathematical knowledge. Doing the work by the teacher himself, although time consuming, is desirable. Making a sample helps to solve a

number of methodological issues, the teacher gets the opportunity to foresee various mistakes that children can make in the process of making a particular product, to determine the time required to complete each operation. The product, made by the hands of the teacher, is used in the lesson as a visual aid. The best indicator of a good quality of introductory instruction is the work activity of children, work on the task without haste and every minute addressing a teacher or friend. Thus, the relevance of this problem is especially significant in the activities of primary school teachers, who are largely responsible for the spiritual, mental, moral, aesthetic development of students, without which the activity of a person is inconceivable. There are many types of paper and cardboard that students become familiar with in technology lessons and outside of class. By getting to know the tools, children learn to use and apply their knowledge and skills in practice. Making products from paper and cardboard requires dexterous actions from the child, gradually the hand acquires confidence, accuracy, and the fingers become flexible, this is very important.

Manual labor contributes to the development of sensor motor skills - consistency in the work of the eye and hand, improvement of coordination of movements, flexibility, accuracy in performing actions. Working with paper and cardboard plays great role in the mental development of students, in the development of their thinking and attention.

The work of making products from paper and cardboard contributes to the development of the personality of students, to the education of their character. Making a toy requires some strong-willed effort. Gradually, the children develop such qualities as dedication, perseverance, the ability to bring the work from the beginning to the end. The artistic image and its further expression in the language is a complex and multifaceted process. I would like to draw the teacher's attention to the fact that a very important role here is played by students' deep knowledge in the depicted object, phenomenon or event.

Therefore, it is recommended in every possible way to stimulate the comprehensive acquaintance of children with the object image.

This textbook also pays considerable attention to it. It offers some characteristics of the object, familiarity which will help create a more voluminous and complete image of the idea or expand the boundaries of creative search.

The teacher can assist in the process of creation in a number of ways:

- Encourage children to collect additional information about the object;
- connect an object with a topic studied at the same time in another subject;
- To analyze the purpose of the craft: what is its meaning, benefit, to whom it is intended, how, in this regard, it should be formalized.

Sometimes the emphasis should be placed not on the object, but on the mode of action, i.e. to increase the interest of students in learning new technology. Here are some ways to solve this problem:

- To connect the studied technique with any folk craft of Russia or the traditional art of another country.

- To connect the way of action with other types of art, to acquaint children with the masterpieces of the world artistic culture.
- To present the craft in its historical development from ancient times to modern times, right up to this particular lesson.
- to interest children in visual novelty, unexpected effects and opportunities that the new technique brings.

The combination of the suggested techniques helps to make lessons diverse, positive motivation sustainable, and actions more meaningful.

The subject of research is technology lessons in preschool period in terms of "Working with paper and cardboard"

Purpose: to identify the role of technology lessons in the section "Working with paper and cardboard" in the development of the creative and mental abilities of primary school students.

Tasks:

1. Conduct an analysis of methods, programs that allow you to identify how successful the process of mastering knowledge is under the section "Working with paper and cardboard";
2. Determine the conditions in which the assimilation of knowledge in this section is successful;
3. Conduct an analysis of the block of lessons for the section "Working with paper and cardboard".

Paper and cardboard are the most common and more accessible materials in this process. In the process of working with them, students get an idea of their production, types, properties, use in everyday life and technology, about the professions of people associated with receiving paper and cardboard and their processing.

From the preschool period, children have known the techniques of cutting paper with scissors, joining parts with glue. In elementary school, students expand their knowledge and master the skills of marking parts made of paper and cardboard by folding in a pattern, using measuring tools, techniques for cutting cardboard with a knife, various ways of decorating products with applique, coloring, using other types of materials.

Paper and cardboard are materials, which the foundations of graphic literacy are laid, during the process of making. Students get a general idea of a technical drawing, sketch, drawing, learn to understand the simplest drawings (sketches) and make markings on them. Children begin to perceive their surroundings early, but so that they can appreciate what they see, distinguish the really beautiful from the diversity, this must be taught, and the sooner the better. Working on developing a child's artistic taste begins in the family and continues in school with technology lessons.

Sensory education makes it possible for children, while performing applications, they compare figures large and small, wide and narrow, long and short, dark and light. Children determine that the figures are located high, low, in the center, left, right.

The teacher or the leader of the circle should not only teach the younger schoolchildren certain methods of work, his main task is to develop their ability to be creative, awaken interest in work, with mutual assistance:

- develops the ability to work with hands, teaches you to precise finger movements under the control of consciousness;
- develops spatial imagination - teaches to read the drawings, according to which the figures are folded and represent products in the same volume with them;
- introduces basic geometric concepts;
- improves the ability to follow oral instructions;
- develops confidence in one's own strengths and abilities;
- helps to develop drawing skills;
- stimulates the development of memory;
- teaches concentration of attention;
- develops creativity. Many guys become the authors of their own inventions;
- stimulates the creation of game situations;
- expands communication skills;

LIST OF USED LITERATURE

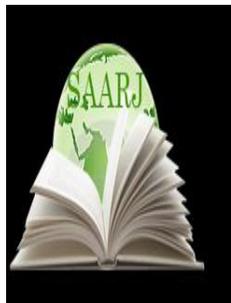
1. Amokov V.B Book for classes with children of junior and middle age. - M.: ShkolnayaPressa, 2002. - S. 45-86.
2. Bondareva N.D., Minacheva P.M. Primary School. Labor training. -No. 4, 2000. S. 17-86.
3. Bogateeva Z.A. Wonderful paper crafts. - M.: 2003.S. 17-23.
4. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
5. O'qishkitobi: 1-sinf uchundarslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ulmuharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
6. O'qishkitobi 4-sinf: umumiy o'rtata'lim maktablarining 4-sinfi uchundarslik/S. Matchonov [vaboshq.]. - Qayta ishlangan vato'ldirilgan oltin chinashr.- Toshkent.: «Yangiyo'poligraf servis», 2017. - 216 b.
7. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
8. Rustambek QO'LDOSHEV. Chapaqaybolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
9. Azimov Y., Hamroyev A. Husnixat va unioqitish usuliyoti (Ma'ruzamatnlari). Buxoro, 2003, - 52 bet.
10. R.A.Qo'ldoshev. Кўмаки педагог ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet

11. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatgao'rgatishningamaliyasoslari (metodikqo'llanma). GlobeEdit, 2020. - 141 bet.
12. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 7. – С. 285-296.
13. Kamroev, Alijon. "STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
14. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
15. Rustambek QO'LDOSHEV. Chapaqaybolalarnimaktabgaqandaytayyorlashkerak? Pedagogikmahorat. Ilmiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
17. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*. 2019/5/10/
18. QO'LDOSHEV R. Chapaqaybolalarnimaktabgaqandaytayyorlashkerak //Pedagogikmahorat. Ilmiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
19. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
20. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
21. Ismoilovich D. D. Theoretical Foundations Of Work On Text Analysis In Primary School.
22. Hamroev A. R. Modeling Activities Of Teachers When Designing Creative Activities Of Students //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
23. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
24. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
25. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
26. Саидова Г. Э., Саноккулова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.

27. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
28. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
29. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
30. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
31. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
32. Raximqulovich, IsmatovSobirjon; „Methods Of Working With Text In Literary Reading Lessons In Elementary School, Epra International Journal of Multidisciplinary Research,1,,345-347,2020,Epra Publishing
33. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯНАУЧНАЯСТАТЬЯ 2020. – 2020. – С. 53-57.
34. Тилавова М. М. и др. Гендерныйподходнаурокахтехнологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
35. ТилавоваМ. М. Приёмыформированиятрудолюбияумладшихшкольников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
36. QO’LDOSHEV R. Чараqaybolalarnimaktabgaqandaytayyorlashkerak //Pedagogikmahorat. Ilmiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
37. ТилавоваМ. М. ОСОБЕННОСТИПОДГОТОВКИДЕТЕЙКГЕНДЕРНЫМОТНОШЕНИЯМВСЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
38. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛНЫХ КЛАССАХ //УЧЕНЬИ XXI ВЕКА. – С. 67.
39. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
40. Qo’ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// Epra International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
41. Qo’ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among

Students Of The First Year Of Study// Pedagogikmahorat.-Buxoro, 2020,- №5.-132-135

42. Qo'ldoshev R.A. BIRINCHI SINF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogikmahorat.-Buxoro, 2020,- Maxsus son.-32-35
43. Chiotti D. Original paper crafts. - M .: 2005.S. 17-68. Bondareva N.D., Minacheva P.M. Primary School. Labor training. - No. 4, 2000.S. 17-86.
44. Tsirulik N.A., Prosnaykova T.N. Skillful hands. - Samara .: 2003.S. 21-43.
45. Ciotti D. Original paper crafts. - M .: 2005.S. 17-68



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00090.2

EVALUATE AND ANALYZE THE RESULTS OF RIRLS INTERNATIONAL EVALUATION MONITORING

Rajabova Kimyokhon Farmonovna*

*Independent Researcher of Bukhara State University,
 Bukhara region Department of Public Education Chief Specialist of Education Quality,
 Monitoring Department of Bukhara Regional Department of Public Education,
 UZBEKISTAN

Email id: kimyoxon@umail.uz

ABSTRACT

This article describes the progress of preparations for the PIRLS international survey of primary school graduates (Grade 4) of international assessment monitoring of students in public educational institutions of the Republic of Uzbekistan and information on pilot institutions. Many countries that achieved good results in 2016 have significantly improved their performance compared to 2011. Comparing the results of 41 countries participating in 2011 and 2016, the reading comprehension rate of 4th grade students in 18 countries increased.

KEYWORDS: *International Assessment, Reading Literacy, Russia, School, International Research, 5 Years, Monitoring.*

INTRODUCTION

The RIRLS international assessment survey is conducted once every 5 years among primary school graduates. PIPLS (progress in international reading literacy study) is an international program to study the quality of reading and comprehension of the text, founded by the **IEA-International Association for the Evaluation of Educational Achievement**. Primary school in different countries of the world evaluates and analyzes reading and observation of reading and comprehension of artistic and informational texts by 4th grade students.

RIRLS international research monitoring is based on artistic and informational texts to assess students' literacy and knowledge levels, the formation of personal reading skills, to analyze changes in different research cycles, and so on. Time is limited during the test and students do not have the opportunity to complete all assignments from the International Research Bank. Because the study includes about 10 texts and more than 135 assignments based on the text.

Therefore, modern test theory (IRT - Item Response Theory) is used in the design of international testing and processing of results. This theory is based on the analysis of the answers to the questionnaire, taking into account the limited number of tasks (up to 30), the individual characteristics of students, teachers and educational institutions, quantitative indicators for each child and each country, international data for individual students or the whole group, describes what can be done by students.

In the 2016 PIRLS study, the materials were processed in 16 variants, each with the same level of difficulty. Each student was given two artistic and popular science texts and 12-17 assignments for each text.

As a result of statistical processing of the survey data, those who pass each test are evaluated on an international 1000-point scale. Reading literacy is assessed on the basis of separate independent scales to assess the quality of reading of artistic and informational texts and to assess reading ability individually and in groups.

The RIRLS Evaluation Criteria International Comprehensive Scale was established in 2001, and the evaluation criterion takes into account that the average scores of all countries participating in the study were accepted as 500 points with a standard 100 point difference. The results of all subsequent scientific studies (2006 and 2011, 2016) were measured on the basis of the 2001 scale. This, in turn, allows us to compare the results of years of research and their changing trends.

According to 2011 and 2016 data, students in Russia, Singapore, Hong Kong, Ireland, and Finland showed successful results in reading the text. The fourth-graders from these countries showed the best performance among all participating countries, and the difference between the mean scores of the countries was not significant.

According to the results of the study in 2016, the average score of Russians graduating from primary schools was the highest - 581 points. The difference between student performance in Singapore, Hong Kong, Ireland, and Finland is minimal and not statistically significant.

Many countries that achieved good results in 2016 have significantly improved their performance compared to 2011. Comparing the results of 41 countries participating in 2011 and 2016, the reading comprehension rate of 4th grade students in 18 countries increased. RIRLS is implementing reforms in primary education based on the results of international research; Growth was observed in Australia, Austria, Bulgaria, Taiwan, England, Hungary, Italy, Ireland, Lithuania, Morocco, Norway, Oman, Qatar, the Russian Federation, Slovenia, Spain, the United Arab Emirates, and Sweden.

By comparison, the results of 13 countries remained unchanged: Azerbaijan, the Czech Republic, Finland, Georgia, Germany, Hong Kong, the Netherlands, Northern Ireland, Saudi Arabia, Singapore, Slovakia, Trinidad and Tobago. The results of students from Belgium, France, Canada, Denmark, France, Iran, Israel, Malta, New Zealand, Portugal, USA decreased.

The study will test the knowledge acquired by learners in the fourth grade, as this is an important stage in the development of young children. Grade 4 is the graduating year of the elementary school, after which students must continue their education in the upper grades, and this education becomes the foundation tool for further education.

The state of Uzbekistan has also signed agreements to participate in the 2018 RIRLS international survey in order to develop reforms in education and increase the interest of our children in learning.

Uzbekistan will participate in the RIRLS international survey in 2021 for the first time, and by the end of 2022, the results of monitoring of reading literacy in primary education will be obtained by international experts. Our students will be able to compare and analyze the text with international education in reading and comprehension.

In the 2019-2020 academic year, there are 9,942 schools in the Republic of Uzbekistan, including 2,709 in urban areas, 6,644 in rural areas and 589 in remote areas. There are 639,270 students in 4 classes of these schools, including 544,942 in Uzbek, 67,540 in Russian, 13,641 in Karakalpak, 5,590 in Tajik, 5,711 in Kazakh, 801 in Kyrgyz and 1,045 in Turkmen. Of the students, 309,924 were girls, 48.5 percent, and 329,346 were boys, 51.5 percent. Which regions of the country, which schools, in which language, in which gender and which students will take part in the tests of the international assessment program PIPLS will be determined by international experts based on the total number of students.

The RIRLS International Pilot Study 2020 will be held in April-May (postponed indefinitely due to a coronavirus pandemic) in Uzbekistan. Tashkent city, Uchtepa district, No. 38 comprehensive school, Andijan region, Balkichi district, No. 41 comprehensive school, Jalal-Abad district, No. 3 general secondary school, Fergana region, Buvayda district, No. 6 general secondary school, Kuva district, secondary school No13, Toshlok district secondary school No 34, Kuvasay district secondary school No 17, Jizzakh region Sharof Rashidov district secondary school No11, Jizzakh city secondary school No 28, Arnasay District Secondary School No. 10, Namangan Province Namangan City Secondary School No. 63, Naryn District No. 4 General Secondary School, Mingbulak District No. 31 General Secondary School, Kashkadarya region, Kasan district, No. 8 general secondary school, Samarkand region, Urgut district, No. 1 general secondary school, Samarkand city, No. 30 general secondary school, Syrdarya region, Boyavut district, No. 16 general secondary school, Tashkent region, Parkent district, secondary school No. 29, Buka district, secondary schools No. 32, 54, Okkurgan district, secondary school No. 32, Yukori Chirchik district, secondary school No. 7, Khorezm region, Shovot district 23 will be held by the Organization for Economic Cooperation and Development in Uzbek, Russian and Karakalpak languages as a test to prepare 1,400 students for the basic **prohibitions** of 2021 in the secondary school No. 2, Khazarasp district.

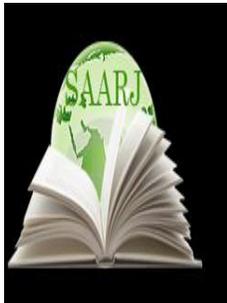
Based on the results of RIRLS international surveys of students of our country, specific measures for the analysis of achievements and shortcomings in comparison with world standards will be identified, and individual and regional gaps identified by monitoring will be systematically addressed. Also, appropriate work will be done to create the basis for the growth of literacy indicators of our students participating in the international research in 2026 in the field of art and information text.

REFERENCES

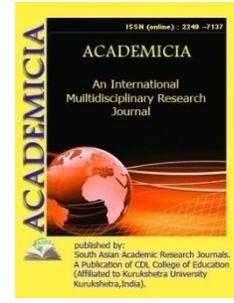
19. In preparing this article, materials from the PIRLS International Coordination Center and the National Center for International Research on Education Quality Assessment were used.

- 20.** K.F.Rajabova, PIRLS - International Research Program for the Assessment of Reading and Comprehension Literacy of Primary School Students, Regional Scientific and Practical Conference "Integration of preschool and primary education - the need of the hour" Bukhara Regional Center for ICT and their MO regional center, Bukhara - 2019 , "Durdona" Publishing House.
- 21.** K.F.Rajabova, PIRLS INTERNATIONAL RESEARCH PROGRAM ON EVALUATION OF TEXTBOOK READING AND COMPLIANCE OF PRIMARY SCHOOL STUDENTS, Ministry of Education of the Republic of Uzbekistan Bukhara State University Proceedings of the Republican Scientific-Practical Conference "Problems, Solutions and Prospects", May 8, 2020 y.
- 22.** K.F.Rajabova, Evaluation and analysis of PIRLS international assessment monitoring results, Ministry of Public Education of the Republic of Uzbekistan, Republican Education Center, UNICEF, Improving the quality of general secondary education: content, methodology assessment and learning environment International online scientific-practical conference materials, 2020 year august.
- 23.** Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
- 24.** Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
- 25.** Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
- 26.** R.A.Qo'ldoshev. Кўмаки педагог ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
- 27.** Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.
- 28.** Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
- 29.** Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
- 30.** Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
- 31.** QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
- 32.** Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
- 33.** Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281

- 34.** QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
- 35.** Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
- 36.** Qo'ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
- 37.** Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
- 38.** Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
- 39.** Qo'ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
- 40.** Qo'ldoshev R.A. Azimov Y.Y Чapaқайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00091.4

“NATIONAL CULTURE IN THE FABLES OF GULHANIY”

Gaybulloevna Makhfuz Sadulloeva*

UZBEKISTAN

ABSTRACT

The article is devoted to the study of Krylov's fable of the same name "The Wolf and the Lamb" and the Mongolian fable", in comparison with their linguistic culture, as well as the analysis of words that carry the cultural values of the two peoples. In his research, the author considered the images of animals in three ways: description, anal from speech and lexical and semantic meaning of linguistic culture in fables.

KEYWORDS: *Cultural Linguistics, Fable, Analysis, Semantics, Juxtaposition , Image, Related Words, Personality, Multi-Component Character, Literary Criticism , Difference, Systvo, Culture.*

INTRODUCTION

Cultural linguistics is a young science, which is in the stage of development , as a concept e and a unit, and among researchers there is no agreement among the concepts. We observe various forms of cultural linguistics works performed on the material of both related and unrelated languages. The concept of «culture» has many meanings depending on the scope of its use. It can be attributed to both an individual and the entire world community as a whole.

In the modern world, from television screens, in the press, in scientific literature, we often hear the concept of «national culture», in constant connection with which there is the problem of its preservation and enhancement. The structural and multi-component nature of this concept presupposes the inclusion of many features and properties that determine the national characteristics of culture. This includes: ways of interaction of the nation with nature and the state, institutions, models and stereotypes of intragroup and intergroup behavior, traditions, moral and spiritual values, as well as the peculiarities of the language with which the external world is mastered and cognized . Language, as one of the main components of national culture, is able to carry not only certain linguistic information, but also be a carrier of cultural values and certain specificity of the nation . The use of linguoculturological methods of text analysis in literary studies , in particular in fables, in a secondary general education or higher

educational institution, helps to expand the horizons of students and helps their successful integration into culture.

E.I.Zinovieva and E.E.Yurkov in their scientific work «Cultural linguistics: theory and practice» consider it possible to recognize cultural linguistics as a «philological science, which explores various ways of presenting knowledge about the world of speakers of a particular language through the study of linguistic units of different levels, speech activity, speech behavior, discourse, which should make it possible to give a description of these objects that would fully reveal the meaning of the analyzed units, its shades, reflecting the consciousness of native speakers. At the same time, it is important to take into account information of an encyclopedic nature, which correlates with the actual linguistic meaning, the development of the selection principles of which is one of the problems of cultural linguistics »[Maslova 2001: 28].

V. V. Krasnykh defines cultural linguistics as «a discipline that studies the manifestation, reflection and fixation of culture in language and discourse, directly related to the study of the national picture of the world, linguistic consciousness, and the characteristics of the mental-lingual complex» [Krasnykh 2002: 12].

In cultural linguistics, several narrower areas can be distinguished : historical cultural linguistics, historical and typological, comparative and other areas. There are also several linguistic and cultural schools. The most famous of them: the school of Yu.S. Stepanov (based on the description of the constants of culture in the diachronic aspect with the involvement of texts interpreted from the standpoint of an observer, not an active native speaker); school of N. D. Arutyunova (researches cultural concepts based on texts representing different cultures of different eras); school V.N. Telia (analyzes phraseological units from the point of view of cultural linguistics, from the standpoint of reflection of a native speaker of a living language, taking into account the speech-and-thinking mental states of the speaker); school V.M. Shaklein, V.V. Vorobyov and others (pays most of the attention to comparative linguoculturology, developing the linguistic concept of VG Kostomarov and EM Vereshchagin) [Maslova 2001: 9]

The most complete and complete can be considered the definition of cultural linguistics by V.V. Vorobyov, which we will adhere to in the future in this work. In his view, cultural linguistics is “a complex scientific discipline of a synthesizing type that studies the relationship and interaction of culture and language in its functioning and reflects this process as an integral structure of units in the unity of their linguistic and extra-linguistic (cultural) content using system methods and with an orientation towards modern priorities and cultural institutions (a system of norms and universal values) ”[Vorobiev 1997: 36]

The analysis of linguistic phenomena in a cultural context has made it possible to identify a number of new ones that are relevant to modern linguistics. VA Maslova formulated the following questions, to find answers to which is the main task of cultural linguistics: 1) how does culture participate in the formation of linguistic concepts; 2) to which part of the meaning of a linguistic sign «cultural meanings» are attached ; 3) whether these meanings are realized listener and the speaker, and how they impact on speech strategy; 4) is there in reality the cultural and linguistic competence of a native speaker, on the basis of which cultural meanings are embodied in texts and recognized by native speakers. VA Maslova takes the following as a working definition of cultural and linguistic competence : natural knowledge

of a linguistic person in the processes of speech production and speech perception and, which is especially important, knowledge of cultural attitudes; to prove this, new technologies of linguocultural analysis of linguistic units are needed; 5) what are the conceptual sphere (a set of basic concepts of a given culture), as well as cultural discourses focused on the representation by carriers of one culture, a plurality of cultures (universals); the cultural semantics of these linguistic signs, which is formed on the basis of the interaction of two different subject areas - language and culture [Maslova 2001: 31]; 6) how to systematize the basic concepts of this science, i.e. to create a conceptual apparatus that would not only allow analyzing the problem of interaction between language and culture in dynamics, but would provide mutual understanding within a given scientific paradigm - anthropological, or anthropocentric [Ibid: 32] Of course, these tasks, one way or another, overlap with the goals and objectives that a number of other linguistic disciplines are solving. Each of these issues in itself cannot be considered, of course, linguistic and cultural, but in its totality, this set of tasks is specific to this discipline.

Fable is a unique genre in terms of conveying cultural information. Language units containing cultural information, playing in the text fables much more important role than in other genres - they allow to distinguish between translations and original works. 5 And Mr. and lysing Krylov's fable «The Wolf and I gnenok» on the example of the two languages, we can safely say is, they have a difference and similarity. The fable begins with the moral of the fable, i.e. disclosing the essence of the whole fable « The strong is always guilty of the powerless.» In translation, it sounds » yaxshi kishi hech qachon yomon kishidan muruvvat kutolmaydi ». The difference between these two sentences is that the Russian equivalent speaks of strength and powerlessness, when a lamb is to blame before a strong wolf, a deer before a tiger in the animal kingdom. In the Uzbek gov on ritsya about the concepts «good» and «evil» when the comparison is not some force, and the concept of humanity. In both tales, the characters are the same animals, the lamb and the wolf (qo'zichoq , va bo'ri). The antagonism of these two animals is like a struggle between good and evil, strength and powerlessness. The widespread opinion that whoever is stronger is right is shown in all its glory. Well, really, what can the Lamb prove to the hungry Wolf? But the Wolf, on the contrary, should have pondered, it will not be an hour to find a force greater than his. How will he speak then? How is the Lamb?

In Krylov's fable «The Wolf and the Lamb» common nouns wolf and lamb are given as proper names Wolf and Lamb, summarizing the essence and concept as a struggle between two sides. Justice and injustice; the law of nature, the strongest always wins.

Comparing the meaning of these two fables «The wolf and I am a gnok» »How dare you, impudent, with an unclean snout» is in Krylov's fable, and in the Mongolian fable « Nega men ichmoqchi bo'lgan suvni loyqalatasan », i.e. and there are « suvni loyqalatasan » pollute the water. In two fables clear sense layer wa wolf, but a different interpretation of the authors gives us a broader understanding of the meaning of fables.

Analyzing the words of the lamb's appeal to the wolf, we can distinguish the following epithets : «the brightest Wolf», Lordships, hungry. There are no such epithets in the Mongolian fable. The lamb is arrogant, does not want to obey and listen to the hungry Wolf, there is no fear in his speech or in his actions . The image of the wolf 's arakterizuet person as the holder of power and uses his position , exhibits rude and angry Property in the address to the Lamb, calling him a dog and unclean snout , in yvorachivaet inside his essence alone with the

words «You are to blame for much that I want to eat », Showing arrogance and undisguised shamelessness . P shows in his own words a disregard for the rules and an understanding of his own impunity , the defenseless Lamb personifies the powerless people in general and any ordinary person in the private. He tries to soften the Wolf with a kind word, although from the very beginning of the conversation he realizes his powerlessness. He addresses the Wolf as a noble person, and then briefly, but succinctly, trying not to break the note of respect in any remark.

Summarizing the results of the analysis of comparative typology can say that in both fables describes Xia favorite topics but - disempowerment of ordinary people. Being an ardent defender of all offended, the author did not miss the opportunity to put all relations in their places with another fable poem with his inherent ease. The human vices ridiculed in the fable must be eradicated from human society, corrected. The fable understand camping, that force , valid uyuschaya as she pleases, it is difficult to stop. People like the Wolf don't even need to make excuses to anyone! We would like the power of man to work to restore justice ... We can only admire the ability to succinctly and sharply remind the strongest how humiliating they sometimes behave.

Our research will not end there. Further, we bring to your attention a deeper analysis of not two, but three fables of the same name. But that is already a question for another article.

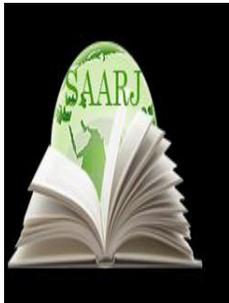
REFERENCES:

1. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
2. O'qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
3. O'qish kitobi 4-sinf: umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to'ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo'l poligraf servis», 2017. - 216 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
6. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
7. R.A.Qo'ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.
9. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.

10. Kamroev, Alijon. "STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
11. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
12. Rustambek QO'LDOSHEV. Чараqay bolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
15. QO'LDOSHEV R. Чараqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
17. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
18. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
19. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
20. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
21. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
22. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
23. Саидова Г. Э., Саноккулова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.
24. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.

25. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
26. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
27. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
28. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.
29. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL,EPRA International Journal of Multidisciplinary Research,1,,345-347,2020,EPRA Publishing
30. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE //ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
31. Тилавова М. М. и др. Гендерный подход на уроках технологии //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
32. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY. – 2018. – С. 23-25.
33. QO’LDOSHEV R. Чарақай болаларни мактабга қандай тайyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
34. Тилавова М. М. ОСОБЕННОСТИ ПОДГОТОВКИ ДЕТЕЙ К ГЕНДЕРНЫМ ОТНОШЕНИЯМ В СЕМЬЕ //EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
35. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛНЫХ КЛАССАХ //УЧЕНЫЙ XXI ВЕКА. – С. 67.
36. Рузиева З. С. Роль информационно-коммуникационных технологий в начальном образовании //Вестник науки и образования. – 2019. – №. 2-2 (56).
37. Qo’ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
38. Qo’ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
39. Qo’ldoshev R.A. BIRINCHI SINIF CHAPAQAY O’QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35

-
40. Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
 41. Qo'ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
 42. Qo'ldoshev R.A. Azimov Y.Y Чapaқайларни ёзишга ўргатишга доир айрим мулоҳазалар// «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 83-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00092.6

TO THE METHODOLOGY OF APPLIED ORIENTATION OF TEACHING MATHEMATICS

Saipnazarov Shaylovbek Aktamovich*; Khodjabaeva Dilbar Kazaxbayevna**

*Candidate of Pedagogical Sciences,
 Tashkent University of economics,
 UZBEKISTAN

**Senior Lecturer,
 Department Higher mathematics,
 Tashkent University of Economics,
 UZBEKISTAN

Email id: dxodjabaeva@gmail.ru

ABSTRACT

The article deals with the tasks of an applied nature. It was found out what preparatory tasks are advisable to consider when studying a course in mathematics. The article also indicates that the proposed tasks contribute to the development of applied mathematical culture, the development of the necessary skills for applying mathematical knowledge and methods of action when solving practical problems.

KEYWORDS: *Applied Task, Lagrangian Multiplier Method, Budget Line, Indifference Curve, Utility, Optimal.*

INTRODUCTION

The interest of the broad layers of students for mathematical knowledge over the past decades decreased significantly. One of the main reasons is that the lessons of mathematics do not give a convincing enough answer to the question: why is all this necessary?

Long-term promise of benefits does not facilitate the assimilation of abstract knowledge. At the same time, the role of mathematics in the most diverse aspects of social life has now sharply increased and, no doubt, will continue to grow. A certain gap has arisen between the academic subject and the mathematics applied in practice. The bridge between them can and should be a significant strengthening of the applied orientation of the mathematics course.

By the applied orientation of teaching mathematics, we mean the formation of students' knowledge, abilities and skills necessary for the application of mathematics in other academic disciplines, in the labor process, in everyday life, etc., and ideally, in the development of a desire for such applications.

When applying mathematics, the central point is the translation of the problem into mathematical language, in other words, the construction of such a mathematical model, the study of which can give the correct answer to the question posed; the latter are expressed by words and: the model must be adequate to the outcome of the problem. The model must also be so simple that the resulting mathematical problem can be solved. Students should have an idea of the approximate nature of hypotheses, due to which the answer, even for an adequate model, turns out to be approximate, regardless of the accuracy of the computational tools used. Along with correct ones, it is necessary to analyze incorrect hypotheses, as well as inadequate models.

In real problems, you need to be able to select the essential from all the parameters, discard the insignificant, compose the necessary number of equations to find the desired quantities. By no means always in the original formulation of the problem there is exactly as much data as is needed to solve it, there may be more and less of them.

Compose the necessary number of the equations to find the desired quantities, be no means always in the original formulation of the problem there is exactly as much data as is needed to solve it, there may be more and less of them.

In many applied problems, a function of two variables is to be optimized subject to a restriction or constraint on the variables. For example, an editor, constrained to stay within a fixed budget of \$ P, may wish to decide how to divide this money between development and promotion in order to maximize the future sales of a new book. If x denotes the amount of money allocated to development, y the amount to allocated to promotion, and $f(x, y)$ subject to the budgetary constraint that

$$x + y = p$$

We apply the **Lagrange** multipliers method.

Suppose $f(x, y)$ and $g(x, y)$ are functions whose first-order partial derivatives exist. To find the relative maximum and relative minimum of $f(x, y)$ subject to the constraint that $g(x, y) = k$ for some constant k , introduce a new variable λ and solve the following three equations simultaneously.

$$\frac{\partial f(x, y)}{\partial x} = \lambda \frac{\partial g(x, y)}{\partial x}, \quad \frac{\partial f(x, y)}{\partial y} = \lambda \frac{\partial g(x, y)}{\partial y}, \quad g(x, y) = k$$

The desired relative extrema will be found among the resulting points (x, y) .

Example-1

An editor has been allotted \$ 60000 to spend on the development and promotion of a new book. It is estimated that if X thousand dollars is spent on development and Y thousand on promotion, approximately $f(x, y) = 20x^{1.5}y$ copies of the book will be sold. How much money should the editor allocate to development and how much to promotion in order to maximize sales?

Solution

The goal is to maximize the function $f(x, y) = 20x^{1.5}y$ subject to the constraint $g(x, y) = 60$, where $g(x, y) = x + y$.

The corresponding Lagrange equations are

$$30x^{0.5}y = \lambda, \quad 20x^{1.5} = \lambda \quad \text{and} \quad x + y = 60$$

From the first two equations you get $30^{0.5}y = 20x^{1.5}$

Since the maximum value of f clearly does not occur when $x=0$, you may assume that $x \neq 0$ and divide both sides of this equation by $30x^{0.5}$ to get

$$y = \frac{2}{3}x$$

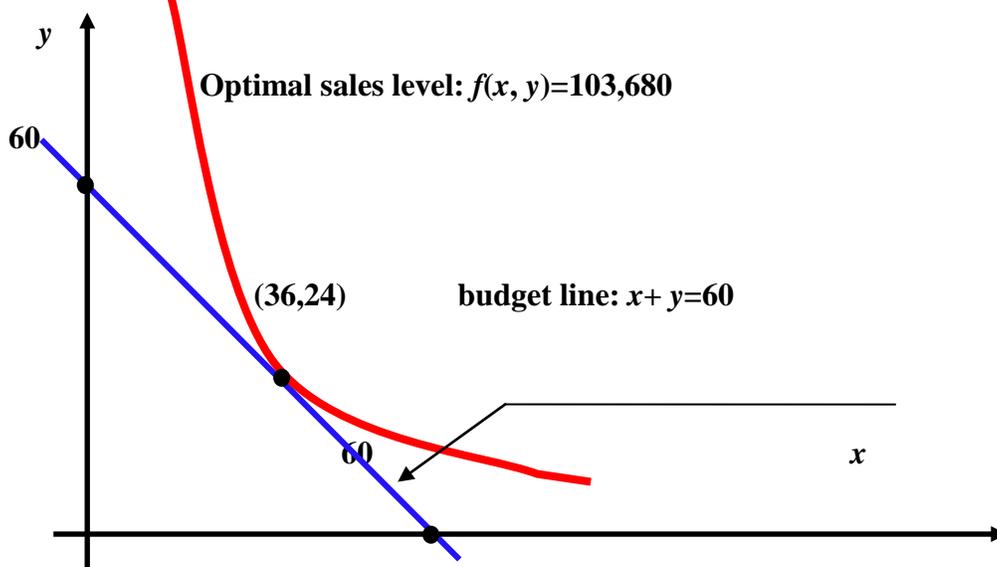


Figure 1.

Substituting this expression into the third equation, you get

$$x + \frac{2}{3}x = 60 \quad \text{or} \quad \frac{5}{3}x = 60$$

From which it follows that

$$x = 6 \quad \text{and} \quad y = 24$$

That is, to maximize sales, the editor should spend \$ 36 000 on development and \$ 24 000 on promotion. If this is done approximately $f(36, 24) = 103,680$ copies of the book will be sold.

Example-2

A consumer has \$ 600 to spend on two commodities, the first of which costs \$ 20 per unit and the second \$ 30 per unit.

Suppose that the utility derived by the consumer from X unit of the first commodity and Y unit of the second commodity is given by the **Cobb-Douglas** utility function $u(x, y) = 10x^{0.6}y^{0.4}$. How many units of each commodity should the consumer buy to maximize utility?

Solution

The total cost of buying X units of the first commodity \$ 20 per unit and Y units of the second at \$ 30 per unit is $20x + 30y$. Since the consumer has only \$ 600 to spend, the goal is to maximize utility $u(x, y)$ subject to the budgetary constraint that $20x + 30y = 600$. The three Lagrange equations are

$$6x^{-0.4} \cdot y^{0.4} = 20\lambda, \quad 4x^{0.6} \cdot y^{-0.6} = 30\lambda \quad \text{and} \quad 20x + 30y = 600$$

From the first two equations you get

$$\frac{6x^{-0.4} y^{0.4}}{20} = \frac{4x^{0.6} y^{-0.6}}{30}$$

$$9x^{-0.4} y^{0.4} = 4x^{0.6} y^{-0.6}$$

$$9y = 4x \quad \text{or} \quad y = \frac{4}{9}x$$

Substituting this into the third equation, you get

$$20x + 30 \cdot \frac{4}{9}x = 600$$

from which it follows that

$$x = 18 \quad \text{and} \quad y = 8.$$

That is, to maximize utility, the consumer should buy 18 units of the first commodity and 8 units of the second.

A graph showing the relationship between the optimal indifference curve $u(x, y) = C$, where $C = u(18, 8)$ and the budgetary constraint $20x + 30y = 600$, is sketched in Figure 2

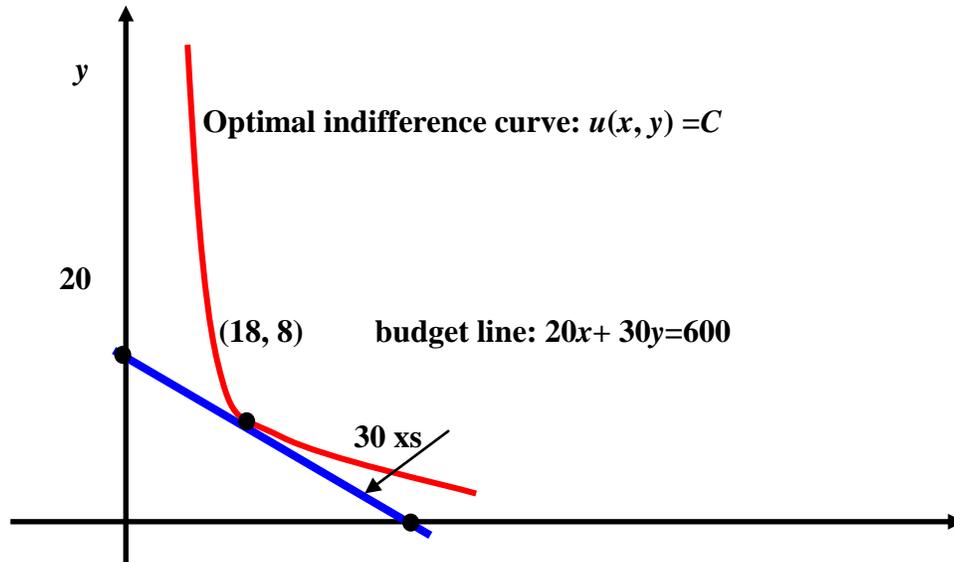


Figure 2.

Example-3

Let it be required to establish the optimal (in terms of minimum costs) tank dimensions of a given volume of 0,25 cubic meters with a square base, if the cost of welding a seam is \$ 0,1 per meter, and of tin plate is \$ 0,2 per square meter.

Solution

The parallelepiped under consideration is uniquely determined by the base side length “ b ” and the height h . By formula $V = b^2h$, we have $h = \frac{V}{b^2}$.

Therefore, the length of the base side can be taken as the desired value. Let us denote it by the letter X , surface area $S(x)$, total length of seams $l(x)$, manufacturing cost $C(x)$.

It is not hard to see that

$$S(x) = 2x^2 + \frac{4V}{x}, \quad l(x) = 8x + \frac{V}{x^2}$$

And

$$C(x) = 0,1l(x) + 0,2 \cdot S(x) = 0,1\left(8x + \frac{V}{x^2}\right) + 0,2\left(2x^2 + \frac{4V}{x}\right)$$

Expanding the brackets, we get

$$C(x) = 0,4x^2 + 0,8x + \frac{0,8V}{x} + \frac{0,1V}{x^2} \quad (*)$$

Substitution the given value. V in expression (*), we get the following expression

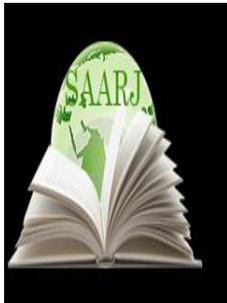
$$C'(x) = 0,8x + 0,8x - \frac{0,2}{x^2} - \frac{0,05}{x^3} = \frac{0,8}{x^3} \left(x^4 + x^3 - \frac{x}{4} - \frac{x}{16} \right) = \frac{0,8}{x^3} \left(x - \frac{1}{2} \right) \left(x + \frac{1}{2} \right)^3.$$

Hence we see that at $0 < x < \infty$ the derivative changes sign when passing through point $x = \frac{1}{2}$

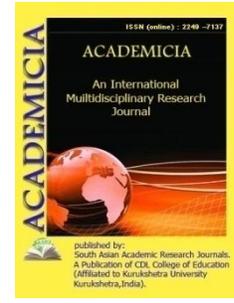
from minus to plus. So the answer is $x = \frac{1}{2}$, i.e. a dimension of $x=0,5$ meter.

LITERATURE

1. Voronin S.M., Kulagin A.G. About the problem of the Pythagorean// kvant. -1987-№1 – page 11-13.
2. Kushnir I.A, Geometric solutions of non-geometric problems// kvant. -1989 - №11 p. 61-63
3. Boltyansky V.G. Coordinate direct as a means of clarity// Math at school. -1978. -№1-p. 13-18.
4. Genkin G.Z. Geometric solutions of algebraic problems// Math at school. -2001. -№7 – p. 61-66.
5. Atanasyan L.S. Geometry part I. textbook for students ped.institutes of Edacation 1973, 480 pages.
6. Saipnazarov Sh.A., Gulamov A.// Analytic and graphical methods for the analysis of equations and their analysis. Physics, Mathematics and Informatics. -2016. -№ 3 –p/ 56-60.
7. Saipnazarov Sh.A., Yakubova.U., Dilbar Khodjabaeva// Improvement of economic knowledge of students when training mathematics. ACADEMICIA: An International Multidisciplinary Research Journal. 9, Sept 2020 316-323
8. Saipnazarov Sh.A., Dilbar Khodjabaeva// Various ways to solve problems at the extreme. INNOVATION IN SIIENCE, EDUCATION AND TEXHNOLOGU LONDON 2020
9. Saipnazarov Sh.A., Dilbar Khodjabaeva// APPLYING INEQUALITIES TO CALCULATING. ACADEMICIA:an international multidisciplinaru Research Jornal <https://saarj.com>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00093.8

ECOLOGICAL EDUCATION OF CHILDREN IN PRIMARY SCHOOL

Mamatqulovna Feruza Xalilova* ; Davronovna Sitora Niyazova**

^{1,2}Bukhara State University,
 UZBEKISTAN

ABSTRACT

This article focuses on environmental education, one of the most important areas of educational work in schools. Considering it as an integral part of a single educational process, covering all age groups of students, providing them with relevant knowledge about various aspects of the interaction between nature and society, fostering a responsible attitude towards nature the need for Only by the end of the twentieth century mankind realized all the perniciousness of its thoughtless «management» on Earth.

KEYWORDS: *Nature, Environmental Education, Environmental Problems, Environmental Education, School, Student, Experiment*

INTRODUCTION

The history of mankind is inextricably linked with the history of nature. At the present stage, the issues of its traditional interaction with humans have grown into a global environmental problem. If people in the near future do not learn to take good care of nature, they will ruin themselves. And for this it is necessary to foster ecological culture and responsibility. And you need to start such education from primary school age. It is this age that is the most favorable period for the formation of the foundations of ecological culture. At this age, in the minds of students, a visual–figurative picture of the world, the moral and ecological position of the individual is formed, which will determine the child's attitude to the world around him and to himself.

Environmental problems are global in nature and affect all of humanity. At the present stage of development of society, the issue of environmental education is becoming particularly acute. In this regard, it is necessary to strengthen and pay more attention to environmental education in modern schools from the very first years of raising children.

At present, the ecological education of schoolchildren is becoming a priority in pedagogical theory and practice. This is due to the difficult ecological situation on our planet: the rapid growth of the population, and, consequently, the problem of providing it with food, providing

industry with mineral raw materials, the problem of energy and, of course, environmental pollution – all this creates a threat to the existence of life itself on Earth. Only by the end of the twentieth century mankind realized all the perniciousness of its thoughtless «management» on Earth. One of the most important reasons for this state of affairs is the environmental illiteracy of the population, the inability to foresee the consequences of their interference in nature. Therefore, UNESCO international organizations raise the issue of the need to revise the content and terms of environmental education of the inhabitants of the Earth.

Today there is a lot of positive in the already existing experience of environmental education. The rapidly expanding conservation movement has embraced the entire world. The question of how a person should relate to the environment worries every inhabitant on earth. People are concerned about the ecological health of the planet. Even the so-called “Green Party” was formed, the main goal of which was to protect the environment from pollution. The Green peace movement – the green world – monitors the state of the environment around the world.

All this is good, but the “minus” is that not everyone is interested in the global environmental problems of today. Only a few schoolchildren are involved in environmental circles and clubs. The rest, and they make up 80% of all students, are not at all interested in this.

In the system of continuous environmental education, the school is of great importance, and in the school – the primary classes. This is due to the fact that children of primary school age are very curious, responsive, receptive, easily respond to anxieties and joys, sincerely sympathize and empathize. At this age, there is an active process of purposeful formation of knowledge, feelings, assessments, emotions, the development of abilities and interests. Modern psychological and pedagogical research has convincingly proved that the age characteristics of younger schoolchildren contribute to the formation of the foundations of ecological culture, which is the goal of ecological education.

The results of interaction between society and the natural environment are disappointing. And therefore, the school has set the task of developing the ecological culture of primary schoolchildren and educators of the person of the future – a comprehensively developed personality who lives in harmony with the world around him and himself, acting within the framework of ecological necessity. The sooner the work on the ecological education of students begins, the greater its pedagogical effectiveness will be, while all forms and types of educational and extracurricular activities of children should act in close interconnection.

A lot of teachers are involved in environmental education and education. The great merit belongs to such outstanding scientific teachers and methodologists as I.F. Kharlamov, A.S. Makarenko, Y.A. Comenius, A. Y Gerd, J.–J. Russo, I.G. Pestalozzi, B.T. Likhachev, I.P. Podlasy, M.N. Skatkin, V.A. Sukhomlinsky, L.N. Tolstoy, A.M. Nizova, L.F. Melchakov, Z.A. Klepinin, K. D. Ushinskiy, ST Shatskiy and others. And they do it in different ways. This is due to the fact that the issue of environmental education is complex and ambiguous in interpretation. But the main thing is that behind all this variety of methods and techniques of work, junior schoolchildren are becoming more environmentally friendly.

Analysis of literature data

One of the most important directions of the educational work of the school is environmental education. Considering it as an integral part of a single educational process, it is necessary,

covering all age categories of students, to give them the appropriate knowledge about various aspects of the interaction between nature and society, to foster a responsible attitude to nature [1].

The natural world is a human habitat. He is interested in maintaining the integrity, purity, harmony in nature and preventing violations of biological interaction and balance. At the same time, by his active transforming activity, a person interferes with natural processes, violates them, uses the wealth of nature in his own interests. Nature is for people an object of knowledge and aesthetic attitude. Her phenomena are aesthetically perfect and give an aesthetically developed person deep spiritual pleasure. Penetration into its secrets contributes to the formation of a scientific worldview. This necessitates the implementation of universal, compulsory, initial environmental education, which lays the foundations for human environmental culture [2].

Environmental education should be focused on ensuring that the student, knowing the requirements and norms of behavior in the natural environment, not only formally fulfill them, but also realize the objective necessity of these requirements. The achievement of this goal will be facilitated by the development of a system of natural science, social and ethical knowledge among schoolchildren, the formation of practical experience, the solution of specific local environmental problems, the implementation of which is possible not only within the framework of school subjects, but also in the process of organizing extracurricular activities on environmental education [3] ...

Going to school is an important stage in a child's life. New responsibilities appear, rules and norms of behavior become more complicated, demands from others increase. Teaching and labor become the leading types of activity [4].

Younger schoolchildren have rather limited ideas about the variety of actions and deeds that express concern for nature or that harm it. At the same time, they fully understand the need for a caring attitude towards nature, guided in their feelings by moral and aesthetic motives: «plants delight everyone», «the forest is our friend.» Younger schoolchildren are concerned about the bad deeds of adults in relation to nature: «adults cut the bark of trees, pollute the forest with cans, glass.»

The ecological education of primary schoolchildren has its own specific features in connection with their inherent characteristic features: natural curiosity, extreme emotional responsiveness, trustfulness, faith in the authority of the teacher and parents.

However, the age characteristics of junior schoolchildren also cause a number of difficulties in their upbringing due to the change in the leading type of activity from play to educational, the gradual change of visual–figurative thinking to abstract, developed need for work in nature in the absence of appropriate skills and abilities.

The relevance of the problem we are investigating is reflected in the “Concept of education of children and working youth in the Republic”. In accordance with the Concept, the “Program for the upbringing of children and students in the Republic” was developed. This program is a concrete embodiment of the concept as applied to teaching practice in a reformed school.

MATERIALS AND RESEARCH METHODS

The basis of the methodological research is experimental research. The experimental research was carried out in 3 «A» class in secondary school №35 in Buxara. As part of the study, an experiment was carried out, which consisted of the following stages:

1. Ascertain experiment: questionnaires for teachers and analysis of documentation.

Purpose: to identify the level of use of environmental education in the educational and cognitive process.

In this regard, the following research methods were carried out.

- Survey methods: questioning to find out the degree of use and effectiveness of environmental education
- Analysis of documentation on environmental education
- Observations to determine the degree of influence of environmental education on the learning process and the characteristics of the organization and management of environmental education by a teacher.

2. Formative experiment

Purpose: to promote an increase in the efficiency of the use of environmental education in the learning process and to identify the level of formation of the environmental culture of younger students.

At this stage, lessons were conducted:

- On the course «Man and the World»
- Class hour–game on the natural history theme «I live by you, my nature»

Also at this stage, work was carried out with students. To identify the level of formation of the ecological culture of primary schoolchildren, testing was carried out in 3 «A» grade. Testing was carried out at the end of the pre–diploma practice, after purposeful work was carried out with the students to increase the level of formation of ecological culture.

3. Control experiment

Purpose: to prove the need to use environmental education in the process of teaching younger students.

In this regard, observations were carried out in order to identify the need for environmental education, used in the formative experiment.

RESULTS AND ITS DISCUSSION

During the pilot study, various methods were used. At the stage of the ascertaining experiment, a survey was conducted in order to identify the degree of use of environmental education in the learning process. 12 respondents were interviewed using a questionnaire. Analyzing the results of the questionnaire, I found out that 90% of the respondents systematically use environmental education in the learning process, 8% – educate the ecological culture of the individual only when time allows or need to complete the program, 2% – do not use such education in the

educational process, considering that that this needs to be done after school hours. Despite the results, all respondents believe that it is necessary to educate the ecological culture of primary schoolchildren, since primary schoolchildren have rather limited ideas about the variety of actions and deeds that express concern for nature or harm it. At the same time, they fully understand the need for a caring attitude towards nature. Younger schoolchildren are concerned about the bad deeds of adults in relation to nature: «adults cut the bark of trees, pollute the forest with cans, glass.» Therefore, such upbringing should be started precisely from early school age.

Analysis of the documentation and additional literature showed that today primary school requires a revision of the priorities of learning goals. Particular attention is paid to the developmental function of teaching and the personality of younger students. An important role in solving this problem belongs to the course «Man and the World».

1 class. This course combines biological, geographic, social science and anatomical knowledge, which will help to form an idea of the unity of man, society and nature in younger students, will give an opportunity to show children how important it is to maintain harmony in relation to man and nature. The «Nature and Man» block of the «Man and the World» course is based on the concept of environmental education and upbringing of a younger student. Along with solving the problems of mental, aesthetic, moral, patriotic education. An important task of this block is the task of forming the ecological culture of primary schoolchildren. It is known that at the age of 6 to 11 years, the basic side of culture, communicative, mental, aesthetic and moral, is actively formed.

The formation of ecological culture is also facilitated by the understanding by children of the comprehensive value of nature. Already in the preparatory class, one should not emphasize and put in the first place the material value of nature, since practice has shown that the protrusion of the material value of nature contributes to the formation of a consumer attitude towards it in children. In the preparatory class, three main blocks of the subject are studied: «Man and Nature», «Man and Society», «Man and His Health».

Grade 2. In the second grade, the students become more interested in studying nature, striving to learn its secrets and riddles. There is a systematization of environmental knowledge, skills and abilities of students.

When studying inanimate nature, initial knowledge about its main properties is formed, and the importance of maintaining the purity of water, air, and soil is emphasized.

The use of popular science natural history literature makes it possible to discuss specific situations and actions, to see the attitude of children to what is described, to give a motivated assessment of people's behavior, i.e. real prerequisites arise for overcoming negative manifestations in the behavior of students in nature.

3–4 classes. Lessons in the third grade in the block «Nature and Man» direct the attention of students to a deeper understanding of cause–and–effect relationships in nature, to the need to preserve and maintain them by man. Here it is important that not only new information is reported, knowledge on the use and protection of nature is generalized and systematized, but also valuable moral guidelines are formed, which should guide schoolchildren in practical actions and deeds.

The solution of these problems is facilitated by various methods and problems of studying and consolidating new knowledge with independent work of students, using visual aids, periodicals, working with a textbook, demonstrating educational television programs, film strips, transparencies, etc.

If these methods of upbringing are used at the right stage of training, taking into account the psychological preparedness of students and taking into account natural conditions, then the teacher can form an environmentally competent and educated personality.

Also at this stage, observations were carried out over the teacher in the classroom in order to identify the level of correct organization and leadership in environmental education. I watched lessons on the course «Man and the World» and «Mathematics».

In this regard, a formative experiment was carried out. At this stage, I developed and conducted lessons in the 3rd «A» class on the subjects «Man and the world», and an extra-curricular event (game) on the natural history theme «I live with you, my nature.» In addition, at this stage, work was carried out with students. To identify the level of formation of the ecological culture of primary schoolchildren, testing was carried out in 3 «A» grade. According to the results, it can be concluded that the pupils of the 3rd grade have already formed an ecological culture, they know how to behave correctly in nature. The test results are listed in the table.

To prove the need for environmental education, a control experiment was conducted. After conducting it, we can conclude that children do not oppose knowledge in the field of ecology. From this we can conclude that thanks to the purposeful work of the teacher, this position can be achieved very much.

It is possible to develop certain recommendations for the teacher to increase the level of environmental awareness and environmental culture of children.

- 1. Try to show and find attractive sides in nature, make you think about the phenomena that are happening, their causes and effects.*
- 2. To acquaint with works of art that reflect nature.*
- 3. Focus the attention of children on how nature affects the people around them.*
- 4. Help children to analyze their actions more often, to treat themselves and their actions self-critically.*
- 5. In your work, be sure to use entertaining material.*

CONCLUSION

Environmental culture is a culture of human unity with nature, a harmonious fusion of the needs and requirements of people with the normal existence and development of nature itself.

Ecological culture implies:

- 1. Knowledge of the laws of development of nature and society (educational aspect);*
- 2. Understanding of the need to protect nature (moral aspect);*
- 3. Ability to predict, anticipate the consequences of one's intervention in natural interactions (prognostic aspect);*

4. *Conscious observance of norms of impact on nature and its protection (behavioral aspect).*

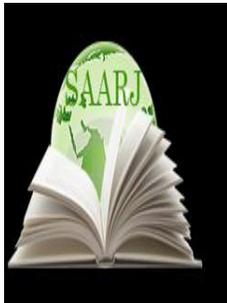
The main quality of a person's ecological culture is his consciousness in solving a number of environmental problems. But in order to solve certain environmental problems, students must have a certain system of practical and theoretical knowledge and skills. For this, the teacher must organize the pedagogical process as productively as possible. In this case, he must select more effective methods and techniques for organizing children, actively carry out the greening of children not only during lessons, but also outside school hours. Since it is in extracurricular activities that children become more relaxed and pliable.

As a result of my practical activities, I became convinced that the formation of a careful attitude towards nature in younger students also depends on the development of ecological culture. Which was what had to be proved.

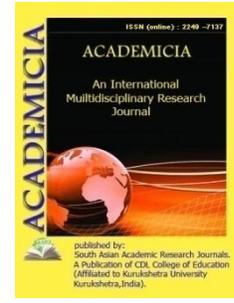
REFERENCES:

1. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
2. O'qishkitobi: 1-sinf uchundarslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ulmuhammad: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
3. O'qishkitobi 4-sinf: umumiy o'rtata'lim maktablarining 4-sinfi uchundarslik/S. Matchonov [vaboshq.]. - Qayta ishlangan vato'ldirilgan oltin chinashr.- Toshkent.: «Yangiyo'lpoligraf servis», 2017. - 216 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqaybolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
6. Azimov Y., Hamroyev A. Husnixat va unioqitish usuliyoti (Ma'ruzamatnlari). Buxoro, 2003, - 52 bet.
7. R.A.Qo'ldoshev. Kўмаки педагог ба кўдакони чапдаст дар соли якуми хониш.- GlobeEdit, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatgao'rgatishning amaliy asoslari (metodik qo'llanma). GlobeEdit, 2020. - 141 bet.
9. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION // Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.
10. Kamroev, Alijon. "STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
11. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся // Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
12. Rustambek QO'LDOSHEV. Chapaqaybolalarni maktabga qanday tayyorlash kerak? Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/

-
15. QO'LDOSHEV R. Chapaqaybolalarnimaktabgaqandaytayyorlashkerak //Pedagogikmahorat. Ilmiy-nazariyvametodikjurnalBuxoro 2020-yil, 3-son 145-147 b.
 16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
 17. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD), October 2020 277-281



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00094.X

**PSYCHOLOGICAL ASPECTS OF LEFT-HANDEDNESS: CONCEPT,
 CAUSES, AND PECULIARITIES**

Qoldoshev Rustambek Avezmurodovich*

*Bukhara State University,
 UZBEKISTAN

Email id: varzonze1985@mail.ru

ABSTRACT

Left-handed is a characteristic of individual typological features of a person. At the present stage of society, solving a number of psychological problems in the traditional educational process, it is important to investigate psycho physiological peculiarities and specificity of causes of the laterality pattern's formation in junior schoolchildren. Children with a left-sided profile are not a homogeneous group. Among the causes of left-handedness are the following: heredity or genetic left-handedness (as an individual congenital characteristic), pathological or compensatory (as a result of the compensation mechanism), forced or acquired (as a result of injury to the right hand or retraining). Recent studies describe how left-handers differ greatly from right-handed schoolchildren in their mental development, world's perception, prevailing thinking strategies and specificity of emotional-affective expression. The reasons for this are manifold. However, the key factor is the inextricable and intimate connection of the left-handedness and the hemispheric dominance that leads to a specific functional organization, of the brain work. This means that the left-handed brain works and complies by some other rules in comparison with right-handed people. As a result they have some educational peculiarities and difficulties. In most cases, these children have difficulties in mastering oral and written language skills, numeracy and mathematical operations. A characteristic feature of left-handers is the insufficient and specific development of visual perception, which normally creates the basis for mastering reading and writing. Unfortunately children with left handedness do not receive adequate assistance in school, since education and upbringing are focused on right handed people. It is also shown that «traditional» retraining in early childhood can lead to distress, which has a negative impact on the children. Therefore, it is necessary to include in the educational process special methods and techniques. Thus it will be a favorable condition for

their harmonious personal and intellectual development and effective mastering of various modules of the school curriculum. This article presents a theoretical model analysis of the causes and consequences of the development of sinistrality, briefly considered the psychological characteristics of left-handed children.

KEYWORDS: *Functional Asymmetry Of The Brain, Laterality Profile, Sinistrality, Left-Handedness, Left-Handed Schoolchildren.*

INTRODUCTION

Throughout the history of the development of mankind, people who differ from those around them in some individual characteristics have always caused and are causing surprise and interest. One of these individual typological features of a person is the profile of the lateral organization – a certain combination of functional asymmetry of the cerebral hemispheres (mental, motor, sensory), characteristic of a given person. Based on this, it is customary to distinguish: right-sided (with a predominance of the left hemisphere or left-hemisphere), left-sided (right hemispheric) and mixed (equal hemisphere) profile. The lateral profile reflects the distribution of hemispheric functions, while both hemispheres are not autonomous, there are, of course, complex interrelationships between them.

Main part

It is interesting to note that the society has developed an ambiguous attitude towards people with a left-sided profile (left-handed people), or towards left-handed people, for the most part wary and sometimes negative (Vergunov, Nikolaeva 2017). So, in many cultures and languages, the very word “left” means something dubious, false, wrong. For example, the word “left” in Old English meant “weak”, since among the majority of right-handed people who actively prefer to use their left hand, there was a minority, respectively, they were “weaker”. One way or another, some people to this day consider left-handedness a deviation, while others – a manifestation of genius.

Many practicing educators believe that such children need a special approach when teaching in primary school. There is evidence that left-handed children most often have impaired reading and writing, impairments or deficiencies in the development of visual-spatial perception, visual memory, and impaired visual-motor coordination (Bezrukikh 1995; Nikolaeva 2005; Semenovich 2009). The consequence of this are difficulties in distinguishing, memorizing and writing complex configurations of letters and numbers, drawing geometrical figures, as well as mirror writing, pronounced handwriting disorders, tremors, etc. MM Bezrukikh says that left-handedness in itself is not a developmental defect, but often acts as one of the reasons for the emergence of difficulties (especially at the initial stage of training, when there is an active formation of motor skills). For left-handed training to be effective, it is necessary to know the mechanisms and causes of the problems that arise (Bezrukikh 2008).

An analysis of scientific literature over the past decade (Vergunov, Nikolaeva 2017) indicates that this phenomenon is being actively studied, the results of these studies make it possible to change the stereotypical perception of left-handed people, and modern methods of teaching them are gradually being developed (Shorokh-Troitskaya 2002). A variety of reasons for left-handedness, an increase in the number of left-handed children among children, the massive

nature of problems in teaching written speech has become the reason for increased attention of both teachers and a number of researchers (Hayrapetyants 2003; Bezrukikh 2008; Bragina, Dobrokhotova 1988; Nikolaeva 2005 ; Semenovich 2009, etc.).

So, on the one hand, the phenomenon under study itself is still poorly understood. So far there is no unambiguous answer to many questions about left-handedness: the reasons, the specificity of the psychological and physiological characteristics of left-handed people, the ratio of indicators of motor and sensory asymmetry, questions regarding methods of their assessment, interpretation of results, etc.

On the other hand, all researchers agree that the number of left-handed children among schoolchildren is constantly increasing from year to year. It is interesting to note that, according to the latest statistics, almost as many left-handers are born as right-handers (apparently, both are needed evolutionarily), somewhere 40 to 60%. But in adulthood, only about 11% of them remain (Beglova 2018). Depending on the region, the number of left-handed people on the planet ranges from 15–17%. Despite the relatively large percentage, the world is still created for right-handed people, and left-handers have to adjust.

Conception

Left-handed or right-handed thinking based only on manual asymmetry is an imprecise indicator of cerebral lateralization. It is also important to distinguish between the very concepts of "left-handedness" and "right-handedness". Left-handedness is determined by the predominant possession of the left hand, while the left-handed profile (left-handedness) is a complex characteristic reflecting the predominance of the activity of the right hemisphere, or complete dominance of the left side.

If a child draws, eats and works with his left hand, because it is easier and more convenient for him, we can confidently say that he is left-handed. At the same time, whether he is an absolute left-handed person can be judged only after identifying his leading leg, leading eye and ear. In addition, there is also "hidden left-handedness", when a person does almost everything with his right hand, but he himself, without noticing, performs some of the movements with his left. Or a child may be left-handed, but not completely left-handed (Bezrukikh 2008; Nikolaeva 2005, etc.). It is worth noting that there are very few absolute left-handers (who have leading all paired organs on the left side of the body). Most often, you can observe various combinations (possession of the left hand is combined with the left leg, but with the right eye and right ear). There are a lot of similar combinations.

It would seem that the organization of brain activity in left-handers should be the same as in right-handers, but in a mirror image. But this is fundamentally wrong! The left-hander is built and develops according to completely different laws. In the future, we will focus mainly on left-handedness, but other types of manifestations of left-handedness cannot be ignored, since they can also affect the success of children's education.

Causes

The study of the characteristics of left-handed people is complicated by the fact that all of them are not at all a homogeneous group. There are various reasons for left-handedness, on which the development of certain qualities in a child may depend. So, the predominance of the left or right side of the body can be due to several reasons. The first reason is the inheritance of a trait

(Nikolaeva 2017). Provided that both parents are right-handed, the probability of having a left-handed child is 2%, if one of the parents is left-handed – 17%, if both parents are left-handed – 46%. Already now in genetics, about 40 loci are distinguished, which mediate the development of left-handedness in humans. For example, the PCSK6 gene, one of the loci of which enhances the severity of asymmetry, without a definite direction to the left or right, and the LRRTM1 gene shifts the hand to the left (Nikolaeva 2017). In this case, left-handedness, inherited, is not a pathology, it is one of the individual variants of the norm. Genetic left-handers usually do not have pronounced problems with learning, adaptation.

In most cases, from the eighth week in the fetus, the motor zones of both hemispheres of the brain function, which respectively control the left and right hand, already at this stage the "dominant" hemisphere is revealed. At this stage of development, the fetus in the womb begins to move with the right hand, at the 15th week it sucks the finger of the same hand, at the 38th week it begins to turn its head to the right (Hayrapetyants 2003; Bragina 1988; Semenovich 2009).

The second reason is when left-handedness is the result of stress that the fetus receives during the prenatal period, or a consequence of birth trauma to the brain. In the future, this may entail an increased risk of neuropsychic disorders. Due to the compensation mechanisms, the right hemisphere assumes additional functions of the left one. This results in pathological or compensatory left-handedness.

Since there is no consensus about the reasons for the formation of left-handedness, there are various theories. We will not describe all of them here – this is a topic for a separate article, but we will highlight one of them as an example. So, according to the theory of Geshwind (1980), the development of left-handedness in the fetus during intrauterine development is influenced by the high content of testosterone, which inhibits the development of the left hemisphere, and the development of the right, on the contrary, stimulates.

Researchers note that twins, premature babies, babies who received low scores on the Apgar scale are more often left-handed at birth, and if we consider gender, then according to statistics, it is found that there are 10 levs per 12 male left-handers. –she–women (Shanina 2000).

The third reason for the development of left-handedness is a consequence of dysfunction of the right hand (forced or acquired left-handedness). The choice of the left hand is associated, say, with an injury to the right hand, a fracture, but it may also be the result of imitation of relatives or friends (social left-handedness).

And the fourth reason is "retraining" in the learning process. Handness is one of the most important neurobiological properties; it cannot be changed at will, since any intervention, especially at an early age, leads to unpredictable results, which may not appear immediately, but after several years (Ayropetyants 2003).

If a child is retrained at the age when motor processes are decisive in the child's mental development, this leads to inhibition of mental functions. The consequence of this process may be the appearance in the child of a feeling of inferiority, an inferiority complex, inability to communicate with people, neurosis (restless sleep, tics, obsessive movements, stuttering), etc.

Today, many researchers (Hayrapetyants 2003; Bezrukikh 1995; Beridze 2004; Nikolayeva 2005; Chuprikov 2008) have convincingly proved that retraining a left-handed child is traumatic

for his psyche. Nowadays, all teachers know that not only it is not necessary to remake nature, but also that it is necessary to apply an individual approach to left-handed children and use other teaching methods that are more natural and therefore more effective for them. According to some reports, left-handers experience difficulties in adapting to learning (especially in writing); the percentage of left-handers among children with learning problems is at least 2.5 times higher than among right-handers.

A study by Yu. Kleiberg and AL Sirotyuk, who studied the learning success of primary school students, showed that the most successful in learning are equal hemisphere and children with a dominant left hemisphere. The success rate of learning in the equipotential hemisphere was 77%, with the leading left hemisphere – 75%. Children with a dominant right hemisphere were less successful – 42.9% (Kleiberg 2001).

As noted earlier, the category of "left-handed" children is not homogeneous. The stereotypes existing in society (especially among teachers and parents) make it difficult to see a real child with his completely individual characteristics. Of course, there are still no clear answers to many questions about left-handedness, but it can be noted that the phenomenon of left-handedness in itself cannot be the cause of any deviations in development or a decrease in mental / physical abilities.

Features:

As a rule, each hemisphere of the brain has its own functions, but they are in constant interaction with each other, representing an integral system. Many authors believe that the left hemisphere specializes in semantic perception and speech reproduction (counting, writing), logical, analytical perception, abstract thinking. The right one is responsible for spatial-visual functions, intuition, visual-figurative, situational thinking. The right one is associated with the sensitive sphere, and the left one – with the motor and speech. The right hemisphere regulates the work of the left half of the body, and the left hemisphere regulates the right. Of course, there is no such clear division between the hemispheres, and researchers are increasingly confirming the inconclusiveness of ideas about the autonomous work of each hemisphere while providing different types of activity. Only in paired work is the asymmetry of the functions of the cerebral hemispheres manifested.

In a left-handed person, interhemispheric interactions are formed much later than in a right-handed person; both hemispheres are more autonomous in their work. Perhaps that is why left-handers show, on the one hand, great creative abilities (unsettled connections can theoretically contribute to non-standard thinking), and on the other hand, a slower (compared to right-handers) formation of the skills of activity that requires interaction of both hemispheres ...

If we talk about the personal characteristics of left-handed children, then they are emotional, dreamy, with vivid fantasies and imagination, rely on intuition, follow feeling more than reason, and slowly learn norms of behavior. Left-handed children are more timid, behave calmly, wait to be addressed, they themselves do not enter the conversation first. They are very impressionable, emotionally sensitive, vulnerable, touchy, have a negative attitude to what prevents them from concentrating, do not like to be distracted, they have reduced efficiency and increased fatigue. They are impatient, intemperate, there is a reduced level of subjective control. In life, this is manifested as follows: a left-hander starts up with a half-turn, easily falls into a rage. The activity is spontaneous, relying on a lucky break. It is difficult for them to work in large groups

with strictly regulated conditions and subordination. They prefer individual work where they can show their own initiative and intuition, creativity and imagination.

Phenomena such as a decrease in adaptive capabilities, increased excitability, anxiety, neurosis-like disorders can often be observed in children with forced left-handedness. Asynchronous development of mental functions can be considered characteristic of a left-handed child, as the development of emotional-volitional functions is ahead of the curve, while psychomotor and spatial perceptions lag behind.

Speaking about the features of speech, it can be noted that oral speech is emotional, expressive, rich in intonations, accompanied by gestures, there is no particular harmony in it, pauses, unnecessary words and sounds are possible. In the beginning, letters can be written (read) the other way around (mirrored), skip letters, not end words, not put dots, and clumsy handwriting.

It should be recalled that left-handedness in itself is not a risk factor in learning to write, but only in connection with certain deviations or developmental disorders.

Lefties use a special information processing strategy, an analytical style of cognition, which is manifested in a slow comprehension of connections between parts of the whole (reduction of differentiation). They are characterized by detailed component-wise work or work with details; on the basis of such an analysis, a holistic view of the object of activity is built.

In most left-handers, there is a lack of development of visual-spatial perception, visual memory and visual-motor coordination, which undoubtedly leads to difficulties in school, as it is an essential component of the child's overall functional development. And the question is not so much that the child holds a pen in the other hand, it is much more important whether he has formed interhemispheric connections, oculomotor connections (hand – eye), as well as connections with the auditory analyzer (eye – ear – hand) ...

The increase in the number of left-handed first-graders actualizes the need to carry out special work to adapt them to school, where the educational process is focused on writing the right hand (Nikolaeva 2005). Teaching left-handers or schoolchildren who demonstrate the left side of the preference should contain elements of adaptation and include specially organized and developmental activities.

CONCLUSIONS

Knowing the causes and psychological characteristics of left-handed children, a teacher should select methods of teaching educational material, taking into account the creative and creative abilities of right-hemispheric students. And along with the classical teaching methods, use, for example, problematic and heuristic ones, creating conditions for the inclusion of emotions and intuitive thinking in the work.

It is better to explain the new theoretical material on practical tasks, actively using the intonation capabilities of speech and accompanying visual reinforcement. It is easier for a left-handed student to solve an example or problem not from a textbook, but in the form of a riddle task or other creative tasks.

Achieving success in teaching such children is possible only with a unified tactics of behavior of the teacher and parents, who consider left-handedness not as a deviation from the norm, but as an individual option, a manifestation of individuality within the normal range. It is necessary to

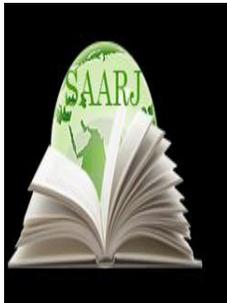
create favorable conditions for children who already find it difficult to exist in a "right-handed" society, never express a negative attitude towards left-handedness, but, on the contrary, use the characteristics of such a child to instill in children in the classroom respect for the individual characteristics of each a person, tolerance in relation to the manifestation of properties that are not characteristic of the majority.

LITERATURE

1. Beglova, L. I., Skobenko, L. D. (2018) Organization of the process of training levorukix children in primary school. *Innovatsionnaya nauka*, № 9, p. 50–53.
2. Bezrukix, M. M. (2008) *Levorukiy rebenok v shkole i doma*. M.: Ventana-Graf, 240 p.
3. Bezrukix, M. M., Efimova, S. P., Kruglov, B. V. (1995) Why study hard? M.: Semya i shkola, 205 p.
4. Beridze, A. D., Sokolova, E. N. (2004) Obuchenie pismu levorukix detey. *Nachalnaya shkola*, № 2, p. 7–15.
5. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
6. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
7. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
8. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma`ruza matnlari). Buxoro, 2003, -52 bet.
9. R.A.Qo'ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- *GlobeEdit*, 2020.-93 bet
10. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). *GlobeEdit*, 2020. - 141 bet.
11. Kamroev A. STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.
12. Kamroev, Alijon. "STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
13. Xamraev A. Modelirovanie deyatelnosti uchitelya pri proektirovanii tvorcheskoy deyatelnosti uchashchixsya // *Pedagogíni ínnovatsíi: ídeí, realíi, perspektivi*. - 2018. - №. 2. - S. 23-26.
14. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
15. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.

16. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
17. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
18. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
19. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
20. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
21. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – C. 69.
22. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
23. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
24. Qo'ldoshev R.A. THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL, ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF THE FIRST YEAR OF STUDY// Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
25. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI// Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
26. Qo'ldoshev R.A. LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE// MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT #32.- Berlin 30.08.2020- 31.08.2020 133-136
27. Qo'ldoshev R.A. Cognitive activity of left-handed children. «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ» III-Международная научно-практическая конференция. –Наманган, 2020.-Б 132-136.
28. Koldoshev R.A. Azimov YY Some comments on teaching children to write // «NACHALNOE OBRAZOVANIE: PROBLEMY I PERSPEKTIVY» III-Mezhdunarodnaya nauchno-prakticheskaya konferentsiya. –Namangan, 2020.-B 83-87.
29. Umurov Z. L. DIDACTICAL FOUNDATIONS OF EDUCATIONAL AND Cognitive PROBLEMS IN THE ELEMENTARY CLASSES // Science, technology and education. - 2020. - No. 3 (67).

-
30. KULDOSHEV R. How to prepare children for school // Pedagogical skills. Scientific-theoretical and methodical journal Bukhara 2020, No. 3, pp. 145-147.
 31. Vergunov, E. G., Nikolaeva, E. I. (2017) Frequency of negative connotations of the term "levorukost" in scientific literature of the 19th-20th centuries. *Asymmetry*, t. 11, № 1, p. 11–38.
 32. Kleyberg, Yu. A., Sirotyuk, A. L. (2001) Dinamicheskaya aktivnost myslitelnykh protsessov mladshix shkolnikov s raznyim tipom funktsionalnoy asyymetrii polushariy golovnogo mozga. *World Psychology*, № 1, p. 156–165.
 33. Nikolaeva, E. I. (2005) *Levorukiy rebenok: diagnostics, training, correction*. SPb .: Detstvo-Press, 128 p.
 34. Semenovich, A. V. (2009) *Eti neveroyatnye levshi: Prakticheskoe posobie dlya psichologov i roditeley*. 4th ed. M .: Genesis, 250 p.
 35. Chuprikov, A. P., Volkov, E. A. (2008). *Mir levorukix*. 3rd ed. Kiev: Institute of Neuropsychiatry A. Chuprikova, 88 p.
 36. Shorox-Trotskaya, M. N. (2002) Ne pereuchivayte levshu! *Nauka i jizn*, № 8, p. 65–72.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00258.5

HUMAN CAPITAL FORMATION THROUGH MICROFINANCE: AN IMPACT ASSESSMENT

Dr. Rupali Satsangi* ; Dr. Namrata Anand **

*Associate Professor,
 Department of Economics
 Faculty of Social Sciences, Dayalbagh Educational Institute
 Dayalbagh, Agra, Uttar Pradesh, INDIA
 Email id: rupali22dei@gmail.com

*Research Associate,
 Indian Institute of Foreign Trade in New Delhi, INDIA
 Email id: namrata.anand27@gmail.com

ABSTRACT

In 1974, Dr Yunus disburse microloans to empower Bangladeshi women. The poor women paid back the loan amount with interest from income generated from small scale initiatives. The word 'capital' refers to the "reproductive power of producer goods, both natural and man-made", in other words, "capital is the accumulated goods devoted to the production of other goods". The author revealed that self-esteem, self-respect, self-confidence, trust and attitude positively affected by microfinance activities. Maldonado (2002) Signify the positive association between wealth level and demand for education (human capital).

KEYWORDS: *Self-Esteem, Self-Respect, Self-Confidence*

1. INTRODUCTION

Poverty is a misery and a significant section of a nation still living in extreme poverty. The Government of India adopted countless anti-poverty approaches and implemented numerous poverty-reduction programmes to lessen poverty but significant outcomes always lack. Poor people struggle hard to break the shackles of poverty and to fulfil their social, financial and economic needs. This fact is the sign of failure of our development policies and a scandal for human society. These dreadful situations are the cause of growing awareness in Microcredit, especially in Microfinance.

Microfinance is an anti-poverty vaccine emerged as a revolution in India. It empowers poor's to scale up their operations in an affordable manner. Microfinance is not just a banking service provided to unemployed or low-income families to borrow microcredit from financial institutions but also an opportunity to become self-sufficient by saving money, borrowing money and availing insurance. Microfinance, according to Otero (1999) is "the provision of financial services to low-income poor and very poor self-employed people". These financial services according to Ledgerwood (1999) generally include savings and credit but can also include other financial services such as insurance and payment services.

Microfinance interventions widely recognized as a model for poverty reduction and employment generation, but this objective cannot be achieved satisfactorily unless skill, health, knowledge and ability to work among poor are augmented. Poverty not only related to insufficient income and consumption but also with unsatisfactory outcomes with respect to health, nutrition, literacy, insecurity, low self-esteem and powerlessness. Through providing financial and allied services microfinance significantly affects health, skill, knowledge and ability to work of poor. Therefore, present research work is an attempt to analyze the impact of microfinance on poor's health, skills, knowledge, nutrition level, education and ability to work that widely referred to as human capital.

2. CONCEPTUAL FRAMEWORK

2.1 Microfinance

The concept of microfinance is not new; the history of microfinance can be traced back from many years back. Noble Laureate Dr Muhammad Yunus (an Economics Professor) regarded as the "Father of Microcredit" and "Founder of Microfinance". In 1974, Dr Yunus disburse microloans to empower Bangladeshi women. The poor women paid back the loan amount with interest from income generated from small scale initiatives. This success encourages Dr Yunus to establish Grameen bank in Bangladesh in the 1980s, to empower poor women and to eradicate poverty. Later on this idea of lending adopted by many developing nations to alleviate poverty from the grass-root level.

In India, the National Bank for Agriculture and Rural Development (NABARD) adopted this idea and served millions of unserved poor's in the 1990s. Over the past decade, the determinants of the success of microfinance credit methodologies have received extensive attention from both practitioners and academics. The existing literature reflects the successful provision and implementation of micro-financial services. Microfinance institutions and commercial banks driving scale tremendously in India. Today, this sector evolved as a vibrant industry has a variety of financial and allied services. This sector witnessed remarkable growth in terms of outreach to the clients, loan outstanding, product diversification and geographical spread of the programme (depicted in graph 2.1).

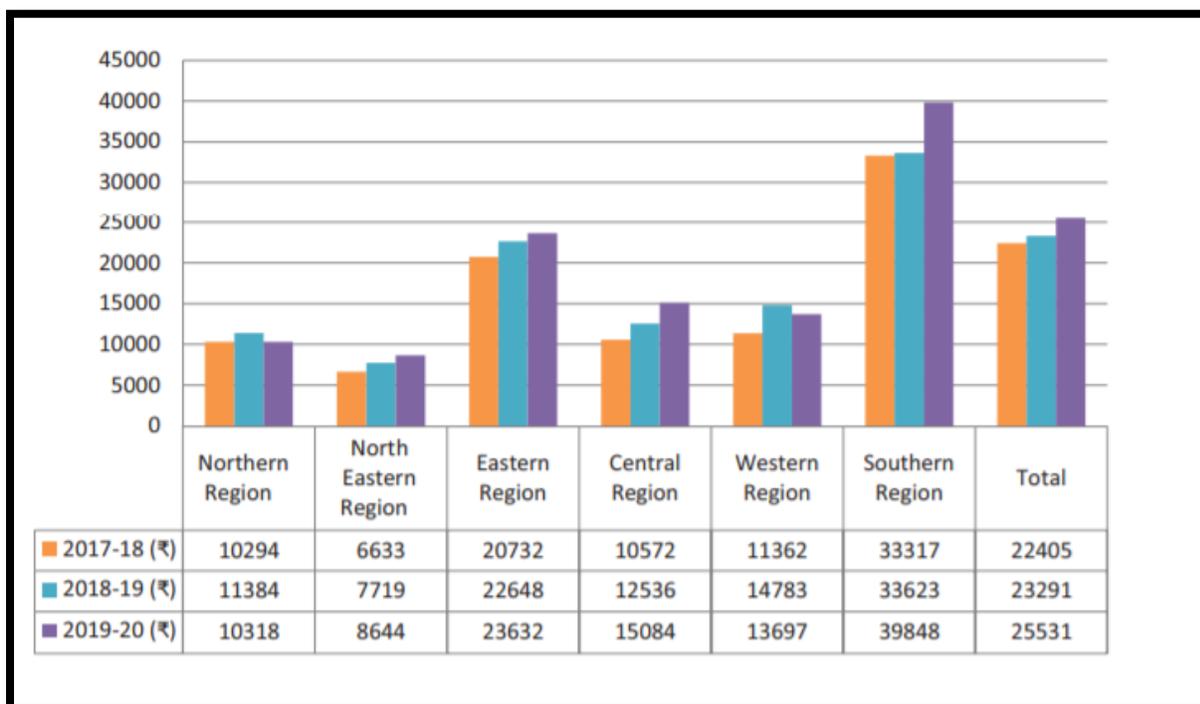
GRAPH 2.1 GROWTH OF SELF-HELP GROUP BANK-LINKAGE PROGRAMME FROM LAST THREE YEARS



Source: NABARD 2019-20 (Status of microfinance in India)

The graph 2.2 depicts the region-wise progress of the Microfinance sector. All regions except the southern region show the tremendous progress in the distribution of saving linked SHGs because there is no scope for further progress in this region.

GRAPH 2.2 REGION WISE AVERAGE SAVING PER SHG (₹)



Source: NABARD 2019-20 (Status of microfinance in India)

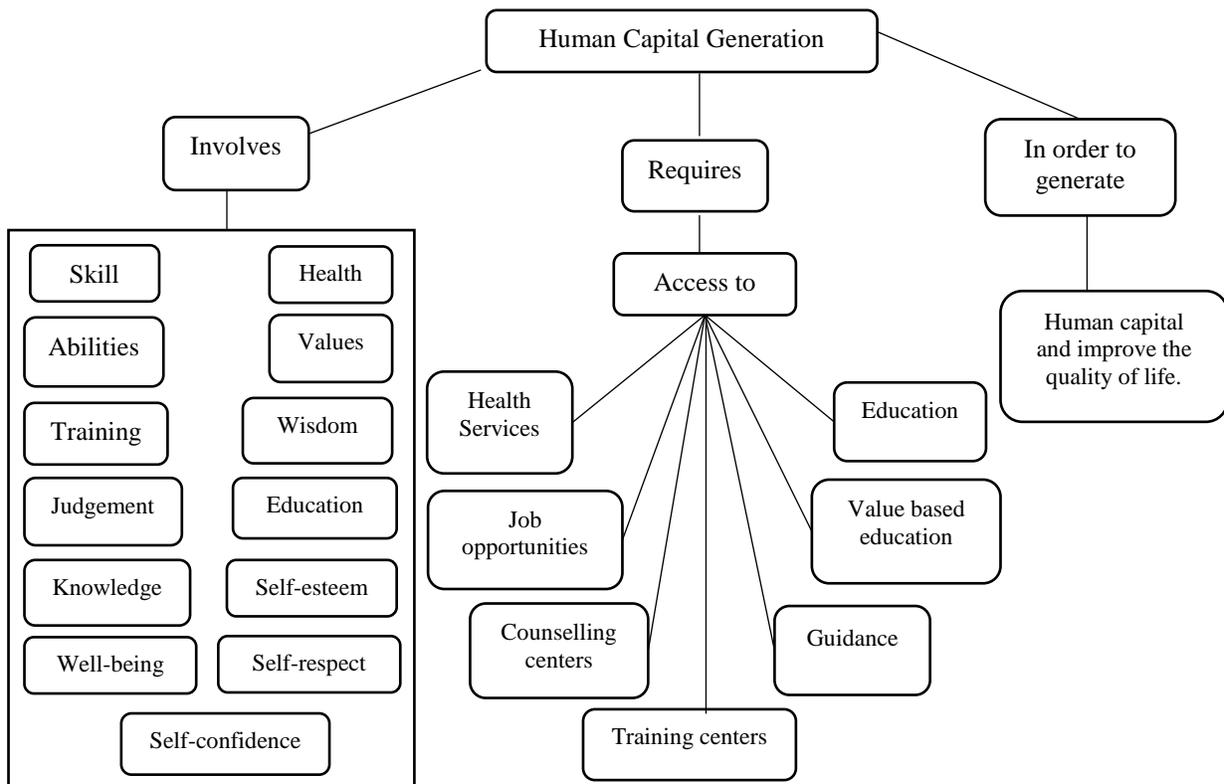
2.2 Human Capital

The word ‘capital’ refers to the “reproductive power of producer goods, both natural and man-made”, in other words, “capital is the accumulated goods devoted to the production of other goods”. To treat human being as a capital constituent that is a vital instrument in economic development process is not a new notion. Its importance is defined by numerous earlier economists like Plato, Aristotle Alfred Marshall and recently Amartya Sen. The father of economics Adam Smith in his treatise, *The Wealth of Nations* argued that refining worker skills is the basic agenda for enhancing economic welfare.

The action of human conducive to economic development is then considered the ‘human capital’ constituent of development. So, in simple words human capital is the productive skill of human beings and it is regarded as income generating agents in an economy and technical words human capital includes formal and informal education, health, nutrition and training.

Human capital can be generated through investment in human capital. For example investment in job training leads to the recreation of human capacity. Fundamentally, human capital generated through investments in training, education, health, manpower management etc that leads to generation of wisdom, knowledge, judgment, abilities, skills, self-esteem, self-respect, self-confidence, wellbeing, health, and values among people. The following figure 1 depicts the components of human capital and how it can be generated:

Figure:1



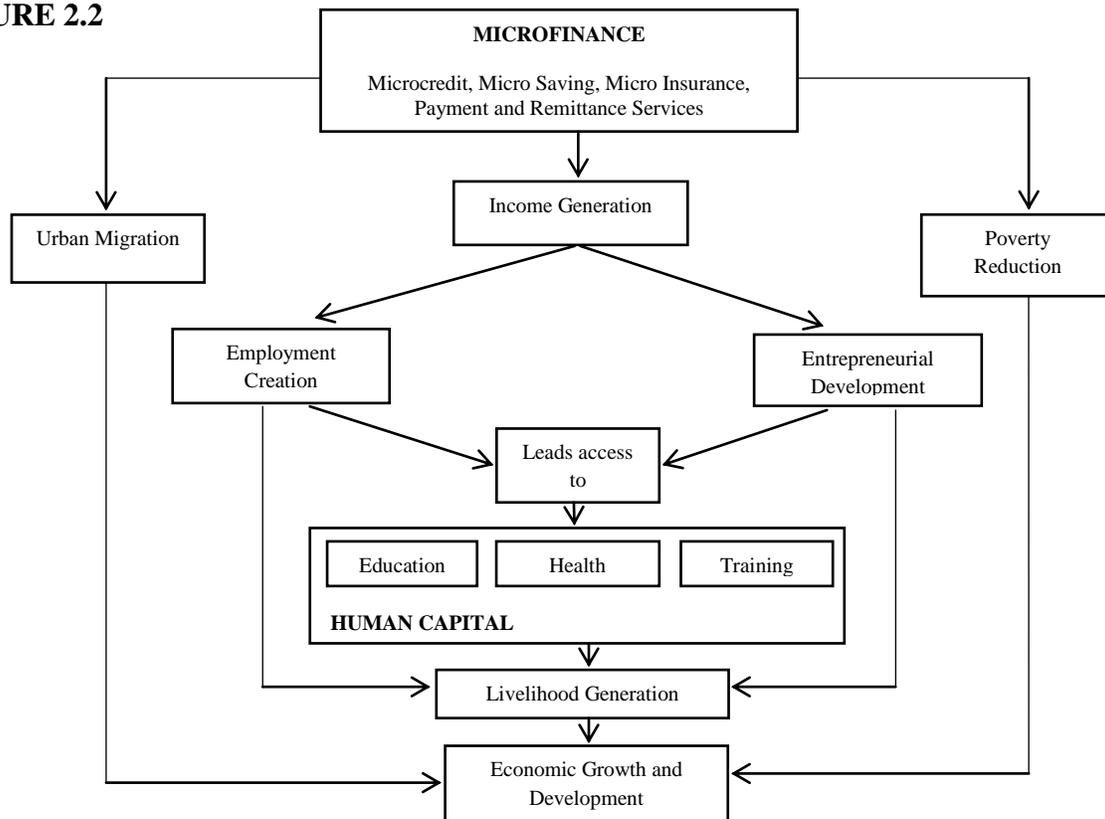
Source: Self-structured

2.3 Linkage between Microfinance and Human Capital

Importance of human capital development in microfinance can be understood through searching out the clients of microfinance services, microfinance clients often characterized by the human capital components like; Poor health, no access to education, malnutrition. Microfinance providers not only financially assist poor's but also give non-financial assistance like training and education that are human capital components. Now day's microfinance providers not only deliver microcredit and small financial assistance but also open up training and education centres in collaboration with NGOs to sustainably eradicate poverty.

The significance of human capital development of microfinance beneficiaries originates from the theory of human resource predominance in the socio-economic development of a nation. This theory assumes that labour is the prime factor of the economic development process because without it no other means of a factor of production (land and machine) are useful. The mission of microfinance as a poverty eradicating tool and the developmental programme is to grant a loan to poor's but according to Pegg Ross (Director of the Human Capital Center at Grameen Foundation) is to serve human interest also. Microfinance providers should invest in the generation of human capital because human capital is not only an important and emerging factor of economic development but also an important instrument to augment an individual's productivity and purchasing power. How microfinance leads to generate human capital and how human capital generation further leads to economic development is illustrated in figure 2.2.

FIGURE 2.2



Source: Self-structured

3. REVIEW OF EMPIRICAL EVIDENCES

Microfinance widely perceived as a vital tool for poverty alleviation and employment generation. Samer et al. (2015), Ramath & Preethi (2014), Sivachithappa (2013), Ayuub (2013), Bansal & Bansal (2012), Devaraja (2011), Shastri (2009), Littlefield (2003), Mahmud (2003), Odell concluded that microfinance helps poor's to lift themselves from below poverty line and it plays a vigorous role in eliminating poverty, generating employment opportunities, empowering women, developing rural community of a nation and achieving millennium Development Goals (MDGs). Microfinance attacks on poverty by providing financial assistance to micro entrepreneurs and developing microenterprises in a nation. Ferdousi (2015), Wang (2013), Devi (2013), Olu (2009) discovered the effect of microfinance activities on entrepreneurial development.

The outreach of microfinance activities not only limited to poverty alleviation, employment generation, wellbeing and so on, it significantly affects human capital also. Sharma (2012) acknowledge the positive impact of microfinance on human capital. The author revealed that self-esteem, self-respect, self-confidence, trust and attitude positively affected by microfinance activities. Maldonado (2002) Signify the positive association between wealth level and demand for education (human capital). As income level increases the demand for education among poor's also increases. Rafiq also find out the positive effect of microfinance on human capital i.e., education. Berge et al. (2011) investigated that human capital formation in from of business training significantly affects the microenterprise development in rural areas.

Empirical evidences of existing literature reveals positive impact of microfinance on poverty reduction, employment generation, community development, growth, enhancement in wellbeing and so on, but as far as impact assessment of microfinance on human capital is concerned it is investigated by very few investigators. Therefore, this research is an attempt to analyze how far microfinance is effective to generate human capital by providing microfinance services to low-income families.

4. THE STUDY: OBJECTIVES, HYPOTHESIS, RESEARCH METHODOLOGY

4.1 Objectives: The following objectives were proposed for the present study;

1. To discover out the linkage between microfinance and human capital.
2. To analyze the impact of microfinance on human capital.
3. To suggest some recommendations for the policymakers based on findings of the study.

4.2 Hypothesis: The following hypothesis formulated for the present study:

H_0 - There is no significant impact of microfinance on human capital.

4.3 Research Methodology:

The study intends to analyze the impact of microfinance (Independent variable) on human capital (Dependent variable) in Agra district of Uttar Pradesh state. Agra District contains 15 blocks namely: Etmadpur, Khandauli, Shamshabad, Fatehabad, Jagger, Kheragarh, Saiyan, Achanera, Akola, Bichpuri, Fatehpur Sikri, Barauli Ahir, Bah, Pinahat and Jaitpur Kalan. From each block, 0.5% population was selected as a sample population from the total population. Convenient

sampling was used. Responses of 300 respondents have been used in the present study. The description of the respondents is given in table 4.1.

Both primary and secondary data sources have been used to collect relevant information for the present research work. Published books, annual reports of NABARD, SIDBI, MFIN, journals, periodicals, research papers etc constituted the secondary sources of information. To gather primary information structured questionnaire and interview method were administered. The reliability of the questionnaire tested through Cronbach's Alpha and its value is 0.82. This value of Cronbach's Alpha signifies that questionnaire items have higher internal consistency and it is good to administer on participants. (George and Mallery, 2003). Wilcoxon Signed-Rank statistical tool was applied to analyze the impact of microfinance on human capital.

TABLE 4.1 DESCRIPTION OF SAMPLE

Variables	Categories	Frequency	Percentage
Gender	Male	0	00.0
	Female	300	100.0
Age	20-25	6	2.0
	25-30	63	21.0
	30-35	113	37.7
	35-40	61	20.3
	40 Above	41	13.7
	Missing Value	16	5.3
	Education	I-V	197
V-VII		68	22.7
X		19	6.3
XII		7	2.3
Graduation		6	2.0
Missing Value		3	1.0
Family type	Nuclear family	24	8.0
	Joint family	274	91.3
	Missing value	2	.7
Total Number of Family Members	1-5	186	62.0
	5-10	94	31.3
	10-15	2	.7
	20 Above	8	2.7
	Missing value	10	3.3
Type of House	Kaccha	10	3.3
	Semi Pakka	166	55.3
	Pakka	114	38.0
	No House	8	2.7
	Missing value	2	.7
Annual Income	below 60000	3	1.0
	50000-60000	6	2.0
	60000-70000	3	1.0
	70000-80000	88	29.3

	80000-90000	74	24.7
	above 90000	126	42.0

Source: Primary Survey

5. RESULTS AND ANALYSIS

Table 5.1 noticeably illustrates that there was a significant increase in human capital from before availing microfinance scheme (median=64) to after availing microfinance scheme (median=69). Table 5.2 demonstrated that 185 participants out of 300 had a greater score on after availing microfinance scheme than before availing microfinance scheme, and 27 participants had ties. The next table 5.3 represents the test statistic based on the negative ranks. The Z score = -8.88 at 5% significance level is sizable than the absolute critical value (p-value = 0.000 < 0.05). Consequently, the null hypothesis “there is no significant impact of microfinance on human capital” is not accepted and there is a significant impact of microfinance on human capital.

TABLE 5.1 DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Before Availing Microfinance	300	64.06	4.93466	53.00	74.00	61.00	64.0000	69.00
After Availing Microfinance	300	68.55	4.68408	47.00	80.00	67.00	69.0000	71.00

TABLE 5.2 RANKS

	N	Mean Rank	Sum of Ranks
After Availing Microfinance – Before Availing Microfinance	Negative Ranks	88 ^a	7108.50
	Positive Ranks	185 ^b	30292.50
	Ties	27 ^c	
	Total	300	
a. After Availing Microfinance < Before Availing Microfinance			
b. After Availing Microfinance > Before Availing Microfinance			
c. After Availing Microfinance = Before Availing Microfinance			

TABLE 5.3 TEST STATISTICS

	After Availing Microfinance – Before Availing Microfinance
Z	-8.888 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Source -Primary data

CONCLUSION AND DISCUSSION

The ultimate objective of this study was to examine the impact of microfinance on human capital and the result clearly indicates the significant impact of microfinance on human capital. The test statistic Z score = -8.88 is significant at 5% level of significance that evidently signifies the significant impact of microfinance on human capital.

Sharma (2012) analyze the impact of microfinance on human capital and identified the positive impact of microfinance on building social and human capital. Maldonado (2002) analyzed that microfinance as an income-generating factor and a safeguarding factor from shocks positively influence the demand of microfinance clients for education (human capital). Rafiq also examined the positive impact of microfinance on human capital and indicated that microfinance borrowers are more intended to spend on education as a comparison to non-borrowers.

Thus, on the basis of the existing literature and the results of the present research work, it is concluded that microfinance has a positive impact on human capital and it is suggested that more initiatives should be taken by the microfinance service providers for the generation of human capital in a better way.

RECOMMENDATIONS FOR POLICY MAKERS

Today, we live in the 21st century and the word “Sustainable” is a buzz word nowadays. The centre of attention of all developmental programmes is sustainable development and all poverty alleviation programmes are sustainable poverty reduction.

The results of the study clearly revealed the significant impact of microfinance on human capital. Thus, to move one step ahead of policy makers and microfinance providers should focus more on a sustainable human capital generation because sustainable human capital generation can improve the quality of life of poor's and uplift their wellbeing that will be long lasting.

REFERENCES

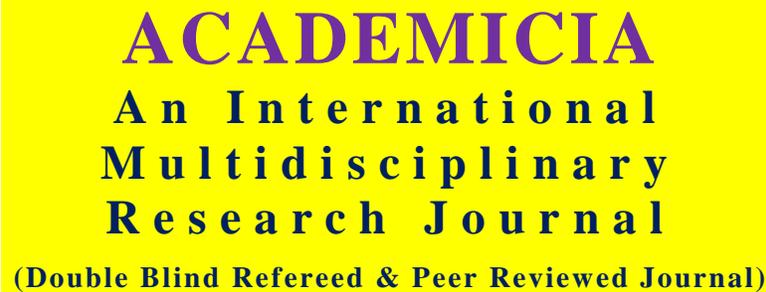
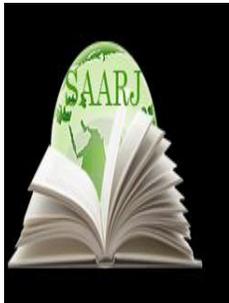
1. Bansal, A. K. and Bansal, A. (2012). “Micro Finance and Poverty Reduction in India”, *Integral Review- A Journal of Management*, 5(1), 31-35. Retrieved from http://iul.ac.in/DepartmentalData/Management/JP/Ajit_Anu.pdf
2. Berge, L. I. O., Bjorvatn, K. and Tungodden, B. (2011). “Human and Financial Capital for Microenterprise Development: Evidence from a Field and Lab Experiment”, Retrieved from http://cega.berkeley.edu/assets/cega_events/17/human_and_financial_capital_for_microenterprise_development.pdf
3. CGAP. (2011, January 14). “The Importance of Human Capital In Microfinance”, Retrieved from <http://www.microworld.org/en/news-from-the-field/article/importance-human-capital-microfinance>
4. Devaraja, T. S. (2011). “Microfinance in India -A Tool for Poverty Reduction”, Working Paper supported by University Grants Commission of India. Retrieved from http://sibresearch.org/uploads/2/7/9/9/2799227/microfinance-_devaraja.pdf
5. Devi, R. U. (2013). “An Impact Study of Micro Finance System on the Entrepreneurial Development of Andhra Pradesh, India”, *International Journal of Innovative Research & Development*, 2(4), 656-689.

6. Ferdousi, F. (2015). "Impact of Microfinance on Sustainable Entrepreneurial Development", *Development Studies Research- An Open Access Journal*, 2(1), 51-63. Retrieved from <http://dx.doi.org/10.1080/21665095.2015.1058718>
7. George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*, 11.0 update (4th ed.). Boston: Allyn & Bacon.
8. "History of Microfinance", Retrieved from <http://www.microfinanceinfo.com/history-of-microfinance/>
9. Ikeanyibe, M. O. (2008). "Human Resource Management for Sustainable Microfinance Institutions In Nigeria", *Global Journal of Social Sciences*, 8(1), 119-134.
10. Karmakar, K. G. (1999). *Rural Credit and Self-Help Groups, Micro-finance Needs and Concepts in India*. New Delhi, New Delhi: Sage Publications India Pvt. Ltd.
11. Kumar, S. S. (2014), *Women Education, Health and Mobility Status*. New Delhi, New Delhi: Published by New Century Publications and Printed at Salasar Imaging Systems.
12. Kumar, V. (2009). *Micro Finance*. New Delhi, New Delhi: University Science Press (An Imprint of Laxmi Publications Pvt. Ltd.
13. Ledgerwood, J. (1999). "Microfinance Handbook: An Institutional and Financial Perspective", Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/12383/18771.pdf>
14. Littlefield, E., Morduch, J. and Hashemi, S. (2003). *Is Microfinance an Effective Strategy to Reach the Millennium Development Goals?* The Consultative Group to Assist the Poor (CGAP). Retrieved from <https://www.cgap.org/sites/default/files/CGAP-Focus-Note-Is-Microfinance-an-Effective-Strategy-to-Reach-the-Millennium-Development-Goals-Jan-2003.pdf>
15. Mahmud, S. (2003). "Actually how Empowering is Microcredit?", *Development and change*, 34(4), 577-605, doi: 10.1111/1467-7660.00320.
16. Maldonado, J. H., Vega, C. G. and Romero, V. (2002). "The Influence of Microfinance on Human Capital Formation: Evidence from Bolivia", Paper contributed at Seventh Annual Meeting, Latin American and Caribbean Economics Association (LACEA), Madrid, Spain.
17. Mani, N. (2014). *Microfinance, Self-help Groups (SHGs) and Poverty Eradication in India*. New Delhi, New Delhi: New Century Publications.
18. NABARD. (2016). *Status of Microfinance in India: 2015-16*. Retrieved from https://www.microfinancegateway.org/sites/default/files/publication_files/smfi_2015-16.pdf
19. Narasaiah, M. L. (2006). *Microcredit and Rural Poverty*. New Delhi, New Delhi: Discovery Publishing House.
20. Odell, K. *Measuring the Impact of Microfinance*. Grameen Foundation, USA. Retrieved from http://www.bankerswithoutborders.com/sites/default/files/Updated2_Measuring%20the%20Impact%20of%20Microfinance%20-%20Taking%20Another%20Look.pdf

21. Olu, O. (2009). "Impact of Microfinance on Entrepreneurial Development: The Case of Nigeria", Paper Presented at The International Conference on Economics and Administration, Faculty of Administration and Business, University of Bucharest, Romania.
22. Otero, M. (1999). "Bringing Development Back into Microfinance", *Journal of Microfinance*, 1(1), 8-19. Retrieved from https://ojs.lib.byu.edu/spc/index.php/E_x_S_y_R/article/viewFile/1379/1340
23. Panda, P. K. (2014). *Human Development and Social Security in India*. New Delhi, New Delhi: Published by New Century Publications and Printed at Salasar Imaging Systems.
24. Rafiq, S. (2013). "The Effect of Microfinance on Human Capital Formation: Evidence from Rural Thailand", *Michigan Journal of Business*, 6(2), 69-116.
25. Ramath, P. and Preethi. (2014). "Micro Finance in India - for Poverty Reduction", *International Journal of Research and Development -A Management Review (IJRDMR)*, 2(4), 20-23. Retrieved from http://www.irdindia.in/journal_ijrdmr/pdf/vol2_iss4/5.pdf
26. Samer, S., Majid, I., Rizal, S., Muhamad, M.R., Halim, S. and Rashid, N. (2015). "The impact of Microfinance on Poverty Reduction: Empirical Evidence from Malaysian Perspective", *Procedia - Social and Behavioral Sciences*, 195, 721-728.
27. Sharma, A. (2012). "Impact of Microfinance on Human Capital Development of Rural Women in District Udhampur, J& K", *International Journal of Retailing & Rural Business Perspectives*, 1 (1).
28. Shastri, R. K. (2009). "Micro finance and poverty reduction in India (A comparative study with Asian Countries)", *African Journal of Business Management*, 3(4), 136-140. Retrieved from http://www.academicjournals.org/article/article1380533049_Shastri.pdf
29. Sivachithappa, K. (2013). "Impact of Micro Finance on Income Generation and Livelihood of Members of Self Help Groups – A Case Study of Mandya District, India", *Procedia - Social and Behavioral Sciences*, 91, 228 – 240.
30. Swain, R. B. and Varghese, A. (2009). "The Impact of Skill Development and Human Capital Training on Self Help Groups", Retrieved from http://www.academia.edu/9545629/The_Impact_of_Skill_Development_and_Human_Capital_Training_on_Self_Help_Groups
31. Wang, X. (2013). "The Impact of Microfinance on the Development of Small and Medium Enterprises: The Case of Taizhou, China", Retrieved from http://econ.jhu.edu/wpcontent/uploads/sites/27/2013/07/SeniorThesis_Xitian_WANG.pdf

Reports –

Nabard 2019-20 Status of Microfinance in India



DOI: **10.5958/2249-7137.2021.00103.8**

TRACES OF “FOLK ISLAM” IN THE PILGRIMAGE PLACES OF KHOREZM

Barno Mashrabjonovna Ubaydullayeva*

*Professor

Department Anthropology and Ethnography,
Uzbekistan National University,
UZBEKISTAN

ABSTRACT

This paper aims to illustrate on the attitudes and perceptions of the shrines that are still preserved in the mentality of the people of the Khorezm oasis. The article reveals an essence of the concept of international Islam based on the views of a number of authors. Some shrines show traditions and ideas of “folk Islam”. Besides that, there are compared difference between instructions in Orthodox (Sunni) Islam and folk customs in the shrines. It also, analyzes the reasons for peculiarities of the Narynjon Bobo shrine.

KEYWORDS: Shrine, Khorezm, Oasis, Islam, Folk Islam, People, Central Asia, Saints, Saints, Sufism, Tomb, Worship, Norinjon Bobo, Stones.

INTRODUCTION

In today's world of globalization and the mixing of cultures, there is a growing interest in knowing and seeing “exotic” aspects of the culture of different peoples, such as their unique, traditional views and values. It seems that in recent years, a special attention paid to pilgrimage tourism. A number of measures are being taken in Uzbekistan to develop tourism, including pilgrimage tourism.¹ there are many shrines in the Khorezm oasis, which are located in the lower reaches of the Amudarya. The Khorezm oasis is recognized as homeland of Zoroastrianism. The sacred book of Zoroastrianism “Avesto” was also created in the land of ancient Khorezm. According to S.P.Tolstov, the 4500-year history from the IV-III millennia BC to the IV century AD is a period that reflects development of ancient Khorezm.¹ the ancient Khorezmian script appeared 2200-2400 years ago. Khorezm scholars interpret the term "Khorezm" as "the land of the sun".²

The main part

It has long been possible to express in the form of "international Islam" the combination of Islamic and pre-Islamic views in the way of life of the people. In Soviet ethnography, the concept of "public Islam" began to be used in the 20s and 30s of the last century and became the subject of research by many scholars. An extensive research has been conducted on this issue, especially in Central Asia.² In particular, the Khorezm oasis has been extensively studied by ethnologists and archaeologists in the context of shrines, which are a manifestation of popular Islam.² However, as noted, we believe that in the context of globalization and change, the assessment of international Islamic views will not lose its relevance. Indeed, religious views also become susceptible to the effects of historical, political, economic, and cultural changes as an integral part of social consciousness. At the same time, regional and ethnic differences must be taken into account. Results of that "The adaptation of Islam to the local traditions of different peoples was the reason for the emergence of its various local forms ...".²

As the Islamic faith entered the cultural environment of a particular nation, it clashed with and was influenced by local religious beliefs, traditions, customs, and rituals. In this way, various popular Islamic variants of non-Islamic content or non-Islamic content and Islamic form have been formed throughout the Muslim world.

This phenomenon has received the name "folk", "everyday" Islam in religious studies, in contrast to "orthodox", "official", "classical" Islam.²

"The cult of saints has become a convenient channel for the penetration of the remnants of older beliefs into religion. The former pagan deities, who were worshiped by the inhabitants of the conquered lands, in connection with the new realities, were reincarnated into Muslim saints-awliya. Folk religion often runs counter to official and systematic Islamic theology.²

The cult of saints, which played an important role in the religious life of Muslims, was formed in Islam under the influence of ancient polytheistic traditions, and still has a great influence on the life of Muslims in the region.²

In the Central Asian region, popular Islamic views were formed in the context of the Hanafi school of Islam, which included aspects of pre-Islamic religious beliefs and ideas. Many prominent scholars agree that "folk Islam" in Turkistan is a synthesis of autochthonous cults and Muslim "dogma".²

It is well known that Islam condemns the worship of saints and their graves as sacred. Such acts are equated with filth, polytheism.² there are instructions in the Qur'an in this regard: "Allah does not forgive that anything should be associated with Him. He forgives more than that for whom he wills. And whoever associates anything with Allah, he has indeed gone far astray.² "So, whoever hopes for communion with his Lord, then let him do good, and let him not associate anyone with God in worship".²

Based on the Qur'an and Sunnah, the Arabs fought hard to eradicate pre-Islamic beliefs in the territories they occupied. Over time, when there was a split in Islam, sects emerged that opposed not only pre-Islamic religious practices, but even the pilgrimage that was obligatory in Islam. An example of this is the "Qarmatian" movement that emerged in Iraq at the end of the ninth century. The Qarmatians also declared the Hajj to be heresy and idolatry.² They invaded Mecca in 930, looted the city, killed several thousand pilgrims and the people of Mecca, and took them

captive. They destroyed the Ka'bah, split the black stone in two and took it to Bahrain, but only 20 years later it was returned to Mecca for a large ransom.²

However, with the spread of Islam in the region, many "holy places" and pilgrimages to them soon emerged. This was a manifestation of the common local (Turkestan) model of Islam, ... included in the cult of the "saints" many pagan characters, having previously Muslimized them.²

According to some scholars, the Sufi order (mysticism), which was widespread in Central Asia in the XIV-XV centuries, was in some respects close to animism and shamanism, which was the basis for the preservation of religious ideas in this context. The basic principle of the Sufi order is to believe that man can reach Allah through a special ritual (zikr). In this way, the popular Islamic belief that the souls (mostly ghosts) of the saints, representatives of the Sufi order, will be the mediator between man and Allah. Qara D. Shomfaicalled, "this version of popular Islam" arkhvais "since the spirits of Muslim saints and ancestors are central figures of their belief system".²

The famous Russian researcher V.V. Radlov notes, The teachings of Sufism are widespread in the Khorezm oasis, such as the shrines of the Sufis and their descendants, such as Sultan Uvays, Yusuf Hamadoni, Abdul Qadir Gilani, Najmiddin Kubro, Ismamutota, Pahlavon Mahmud.

Well-known Russian scientist V.V. Radlov argued that, many pagan places of worship of the nomadic peoples of Turkistan, while remaining objects of former veneration, were nevertheless associated with the name of some Muslim "saint".² In the past, the location of a Muslim shrine on the site of a pagan temple clearly demonstrates the connection between popular Islam and ancient beliefs. Some of them have even retained their names in the past.³

In the Khorezm oasis, Bibi-mushkulkushod, Jomardqassob (butcher), Anbar ona, Hubbi and others were considered to be the shrines of the local population long before the advent of Islam. In particular, the tomb of MushkulKushod Bobo is located in the Ichan Fortress of Khiva, and the local people believe that MushkulKushod Baba protects people from various pains, sorrows and harms.³

The tomb of the generous butcher is located in the Mazdakhan³ shrine.³ There is no information about the name Jumart in historical sources. But according to a local legend, Jomard was the first butcher to slaughter cattle, teach people to eat meat, and distribute free meat to the poor. According to another legend, Jumart the Butcher was a shepherd's priest, who drove his cattle up the hill for seven years and visited the saint's tomb seven times when a rich man's cattle were slaughtered. After that, the death of the cattle stopped, and he built the tomb of Shamun Nabi at the foot of the hill in honour of the saint. For this reason, the locals drove the animal to the shrine and circled it, claiming that it would save them from various diseases.³ Such information can be cited again.

CONCLUSIONS

Of course, it is impossible to fully describe and analyze all the shrines in the Khorezm oasis in one article. In addition, it was noted above that in-depth research on this issue has been conducted. Our goal is to draw attention to some of the new manifestations of M "international Islam" that appear in shrines. I think it is appropriate to give some information here before moving on to the main goal. Due to the predominance of atheistic ideology in the former union, many were unfamiliar with the rules of pilgrimage at the time, and the level of religious

enlightenment of the local population during the khanate period was not enviable. However, during the period of independence, along with the development of shrines and shrines, the rules of pilgrimage began to be widely propagated by scholars. According to the following rules: Muslims can only kiss the hajar al-aswad - the black stone, and no place is circumambulated except the Ka'bah.³

The purpose of a visit to the grave is two things: 1. remembering the Hereafter, feeling the transience of the world; 2. praying for the people of the grave, asking for their forgiveness, reciting. A person who visits a grave must first correct his intention and seek Allah's approval by doing so.³ indeed, in Islam, every action depends on intention.

It is a grave sin to make a vow to the people of the grave (including the grave of any saint U.B), to slaughter a living, to light a candle, to tie a rag. According to the requirements of the pilgrimage, it is preferable to enter the cemetery as clean as possible. It is also necessary to enter with clothing that covers the areas where sharia is required. The private parts cannot be accessed openly. It is makrooh to enter in such a way.³

In the course of ethnographic observations, we found that many did not follow these rules. When visiting shrines, it is still permissible to circumambulate the Ka'bah, to ask for help from a saint or other person in the grave, to slaughter animals for them, and to tie rags or strings to the trees around the tomb. Other sources make it clear that some people who visit shrines and cemeteries in recent times have leaned on the steps, pillars, doors, and graves, rubbed their faces, kissed them, asked for their needs, and visited graves.³

At the Norinjon Bobo shrine, we encountered another antique. That is, pilgrims here would place small stones on the millstones and large heavy stones in the courtyard next to the mausoleum as a sign of their intentions (Figures 1 and 2). Interviewers say that most of those who have a child who is ill, or who are unable to have a child, place such stones in order to "make the child as strong as this stone."³ Here is a little information about this shrine.

Norinjon Fortress is located in Ellikkala district. According to the legends, Narinjon Baba, that is, Wali Abdullah Narinjani, was a sheikh who lived in the time of our Prophet Muhammad and came to Khorezm to spread Islam to the settled population. According to ancient legends and legends preserved among the locals, the tomb of Norinjon Bobo was repeatedly buried under the sand dunes.³

Today, using archeological and manuscript data, it has been determined that the Naryn Fortress is a monument of the VII-XIV centuries. It is possible that the fortress was destroyed after the Arab invasion in the early eighth century. In the X-XI centuries the castle was rebuilt and surrounded by a defensive wall³. The tomb found recently, Muhammad ibn Musa ibn Dawud, clarifies the period of Abu Abdullah an-Naranjani's life. The inscription states that the sheikh died in the early tenth century and was buried near the western wall of the castle. So, the Norinjoni grandfather is actually a historical figure. Over time, he rose to the level of a saint, a prophet in the eyes of the people. Pilgrims believe that by praying to him, they will alleviate their problems related to their health, work, happiness, infertility, and so on.

I. Goldsierphrased that the worship of saints by Muslims manifests itself in different ways, and this diversity depends on the ethnographic and geographical conditions of the people who have embraced Islam, which gives it a national character. In his view, in addition to ethnographic

conditions, the psychological needs of people also require the worship of the spirit of saints. According to the scholar, “there is an insurmountable distance between an ordinary believer and Allah, who has all kinds of worries and desires related to daily life, and there is a great need to fill it with something. It must be filled with such mediating forces that the ordinary believer can have faith in them, and that mediator must be closer to the believer and fit into his mind than Allah, who sits above the earth and the sky above all people”.³

One can agree with well-known scientist Goldtsier's view that there is a spiritual need for faith in man. In our view, the need of people to visit and address the saints is also related to the need to perform Hajj, which is one of the five fards in Islam. The need to convey their supplications to Allah and the responsibility of performing Hajj as a Muslim motivates a person to perform Hajj pilgrimage. But in order to perform Hajj, in addition to desire, time and aspiration, it also requires a large amount of money. According to our correspondents, it will take more than 40 million soums to go on Hajj³. If we take into account that the minimum wage in Uzbekistan is 679,330 soums, and the average teacher's monthly salary is around 1.7 to 1.8 million soums, it becomes clear how difficult it is to raise these funds.

Now the question arises as to why exactly the stones. I. Goldtsiger argues that the worship of graves as a sacred place is “associated with the worship of objects and things”.³ This belief is called “fetishism” in science. However, in our example we are being appealed to the spirit of a saint, not to the grave. In addition, the supplication is made after the recitation of the prayers with verses from the Qur'an³. This means that pilgrims first turn to Allah and then ask the spirits. In our view, the stones here are not example of fetish, but merely a sign of intent, a symbolic expression in its material form. The intention is invisible, and the stone is immediately visible. It is also possible to understand the concept of contagious magic here. Consistency in stones is associated with the stability of intention.

CONCLUSION

The above information means, first of all, that the concept of national Islam refers to a religious belief that corresponds to a practical way of life formed by mixing Islam with religious ideas that have existed in the past in every region of Uzbekistan.

Secondly, the shrines in the Khorezm oasis clearly show the uniqueness of the popular Islamic views in this region.

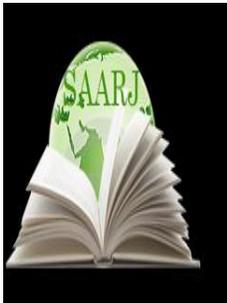
Thirdly, the worship of saints (cult of saints) local aspects are not only related to geographical, ethnographic conditions, but also in harmony with the mentality and economic conditions of the local population.

REFERENCES

1. Abashin S.N. Islam ikul'tsvyatih v Sredney Azii // Etnograficheskoe obozrenie. 2001. - 2. – S. 128-131.
2. Basilov V.N. Kul'tsvyatih v islame. – M., 1970. – 143 s.
3. Basilov V.N. Izbrannikiduhov. – M., 1984. – 208 s.
4. Bayniyazov Xusniddin Qabrlarni ziyorat qilish odobi // [fitrat.uz/abrlarni-ziyosat-ilish-odobi/\(22.12.2020\)](https://fitrat.uz/abrlarni-ziyosat-ilish-odobi/(22.12.2020))

5. Basilov V.N. Shamanstvo u narodovSredneyAziiiKazahstana. –M., 1992. – 328 s.
6. Gol'dciyer I. Kul'tsvyatih v islame (Muhammedanskieskizi). – M., 1938. – 180 s.
7. Gol'dciyer I. Islomxaqidama'ruzalar. – T.: “Akademiya”, 2001. – B. 48.
8. Drevnieobryadi, vyerovaniyaikul'tinarodovSredneyAzii. Istoriko-etnograficheskiochyerki. – M., 1986. – 208.
9. Kalandarov T.S. SvyatilishhaZapadnogoPamira // Polevieissledovaniya Institutaetnologiiiantropologii RAN. – M., 2002. – S. 218–239.
10. Litvinov V. P. Musul'manskoepalomnichestvo v carskoyRossii: istoriko-antropologicheskiiyaspekt: naprimyereTurkestana 1865 – 1917 gg. – M., 2007 //https://www.dissercat.com/content/musulmanskoe-palomnichestvo-v-tsarskoi-rossii-istoriko-antropologicheskii-aspekt-na-primere- (22.12.2020)
11. V.P. Litvinov "Narodniyislam" kaksintezyazichestvaimusul'manskoyreligii v Turkestane: palomnicheskiiyaspekt//https://cyberleninka.ru/article/n/ (18.12.20)
12. KnorozovYu.V. MazarShamun-nabi (nekotoriepyerejtitkidomusul'-manskihvyerovaniy u narodovHorezmskogooazisa) // Sovetskayaetnografiya. 1949. - 2. – S. 86 – 97.
13. KnorozovYu.V. Shamanskiyzikr v podzemel'eMazlumhan-sulu // Etnograficheskoeobozrenie. 1994. - 6. – S. 91-96
14. Ogudin V.L. MestapokloneniyaFyerganikakob'ektnauchnogoissledovaniya // Etnograficheskoeobozrenie. 2002. - 1. – S. 63–79.
15. Polyakov S.P. Tradicionalizm v sovremennomsredneaziatskomobshhestve. – M., 1989. – 112 s.
16. Radlov V.V. IzSibiri: Stranicidnevnik. – M, 1989. 749 s.
17. Snesev G.P. Reliktidomusul'manskihvyerovaniyobryadov u uzbekovHorezma. – M., 1969. – 336 s.
18. Snesev G.P. Pod nebomHorezma (Etnograficheskiochyerki). – M., 1973. – 135 s.
19. Snesev G.P. Horezmskielegendikakistochnikpoistoriiireligioznihkul'tovSredneyAzii. – M., 1983. – 213 s.
20. Suharyeva O.A. Islam v Uzbekistane. – T., 1960. – 86 s.
21. Suharyeva O.A. K voprosu o kul'temusul'manskisvyatih v SredneyAzii / / Trudi Institutaistoriiiarheologii AN UzSSR. – T., 1951. Vip. 2. – S. 159-178.
22. Tolstov S.P. Po sledamdrevnehorezmiyskoycivilizacii. – M. – L.: 1948. – 328 s.
23. Tarqqiyotkushandalari //http://muslim.uz/index.php/tarraqiyot-kushandalari/item/17412
24. UsmonhonAlimovQabrlarniziyoratqilish // https://hidoyat.uz/44125 (24.12.2020)
25. ShayhAbdulaziz Mansur: «Aziz-avliyolargaatabqabristonlardaqurbonliklarqilish, qabrlarnitavofetishbid'atdir» //www.xabar.uz/madaniyat/shayx-abdulaziz-mansur-aziz-avliyolarga-atab (24.12.2020)

26. Shomfai Kara D. Shamanizm v narodnomislametyurkovCentral'noyAzii // <http://www.libed.ru/knigi-nauka/377332-3-mezhdunarodnaya-seriya-nauchnih-trudov-etnologicheskie-issledovaniya-shamanstvu-inim-tradicionnim-verovaniyam-praktika.php> (24.12.20)
27. Horazm // <https://qomus.info/encyclopedia/cat-x/xorazm-uz/> Qabristonziyoratiodoblari // islom.uz/maqola/1605 (22.12.2020)
28. Qur'oni Karim (TarjimavaizoxlarmuallifiAlouddin Mansur). – Toshkent: Cho'lpon, 1992. – 540 s.
29. G'ayratdinHo'janiyozovNorinjonqal'asivaNorinjon bobo majmuasi// Tamaddunnuri, 2018-yil, 2-son. –B. 16.
30. Sociological survey, Hivashaxri, 2018.
31. Sociological survey. Urganchshaxri, Ma'rifatchimaxallasi, 2019.
32. Sociological survey. Beruniytumani, 2018.
33. Sociological survey, Urganchshaxar, Navruzmaxallasi, 2019.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00098.7

ORGANIZATION AND METHODOLOGY OF CONDUCTING FOOTBALL LESSONS IN A PRESCHOOL INSTITUTION

Abdullaeva B.P*

*Teacher,
 Chirchik State Pedagogical Institute of Tashkent region,
 UZBEKISTAN

ABSTRACT

This article discusses the methods and techniques of teaching the elements of football to students of preschool education. And it presents the facts about movement games, which are suitable for the process of teaching football to preschoolers, and the positive impact of these games on the mental and physical development of children. In addition, this article provides the information about the number of players in preschool football and the size of the field, the gate. Also it is discussed that what kind of action games to teach children to play football, which will be effective in mastering the elements of football.

KEYWORDS: *Sport, Teaching Methods, Football Field, Children's Interest, Movement Games, Exercise, Running and Playing.*

INTRODUCTION

Teaching the elements of football can be started in the senior group of the kindergarten. The children master the technique of actions with the ball with repetition of exercises.

The basis of the teaching methodology for playing football, as well as other sports games, is based on the game form of conducting classes. The content of the lessons effectively combines game exercises and relay races, outdoor games and sports exercises.

The content of the lessons combines a number of didactic principles, among which the principles of accessibility and an individual approach play a significant role, since sports games are quite difficult for preschoolers to master. An individual approach is achieved when choosing methods of teaching and upbringing, depending on the level of assimilation of educational material by

each child, as well as when taking into account the reaction of his body to the given physical load. Technique is taught gradually, by complicating the conditions for performing movements. The most effective form of teaching preschoolers to play sports is organized activities on walks.

Sports games are aimed, first of all, at strengthening health, improving the general physical fitness of children, meeting their biological need for movement.

THE MAIN FINDINGS AND RESULTS

The main purpose of sports games is to familiarize children with sports games, laying the basics of correct technique. But this should by no means become highly specialized training, preparation for participation in competitions. A real competition, where the struggle is for points, for places, is an unbearable psychological load for a child.

A distinctive feature of sports games is their emotionality.

A positive emotional tone is an important prerequisite for health, prevents various diseases, and maintains interest in physical exercise. A joyful mood continues to possess the child even after class. Children are interested in class when they are busy, when the rest time does not exceed work time. Boredom comes when children are idle, when they are forced to perform monotonous movements. The variety of exercises and games captivates children: they sometimes “forget” about time. Having learned the joy and pleasure of the proposed activity, they leave the lesson with a desire to continue it.

The game form of the lesson is the basis of the methodology for teaching sports games. The lesson should be an entertaining game. Monotony, boredom should not be allowed, the movements and games themselves should give the child pleasure; therefore, it is important that the lesson contains motor tasks that are interesting for children, play images, and unexpected moments.

It is especially important to ensure the availability of educational material and an individual approach to children, since sports exercises and games are quite difficult for preschoolers. When choosing physical exercises, it is necessary to take into account the age characteristics, the capabilities of the child and, on their basis, determine the tasks that are feasible for him.

It is advisable to use leading exercises that will help to quickly teach children the chosen motor action.

Leading exercises include movements that are similar in structure to the main elements of the technique of the action to be mastered. It is important to determine the optimal number of repetitions of the lead-up exercises so that children do not develop bad habits that interfere with further learning. If a well-mastered movement is used as an approaching exercise, then it is enough to repeat it just a few times immediately before learning a new motor action.

Leading exercises can be:

Separate parts of the studied movement actions.

Imitation of the studied movement activities.

Directly studied movement activities, which is performed in light conditions. Such exercises are especially important when learning new movement activities associated with the possibility of

falls and injuries.

The studied movement activities itself, performed in slow motion. When doing the exercise in slow motion, it is easier for the child to control his movements, and he makes fewer mistakes.

More complex actions of sports games can be learned in specially created conditions (outside the game). At the same time, it is advisable to direct the child's attention to the quality of the movement.

In the process of teaching sports exercises and games, it is important to ensure the conscious mastering of actions. Understanding of the meaning of actions by children accelerates the process of skills formation, promotes the ability to independently select effective actions in the subsequent motor activity and use them expediently. The child's conscious and active attitude to actions arises only when he knows why in a given situation it is more expedient to apply certain actions, to carry them out in a certain direction. But for this it is not enough just to explain and demonstrate movements in stereotyped exercises by the teacher - it is necessary to create conditions for the use of learned actions in a variety of motor activities. Creative activity will manifest itself only if children learn to independently use actions freely in a variety of situations. Children should be encouraged to be creative.

Teaching preschoolers to play football should be divided into three stages: preparatory, main, and final.

At the preparatory stage, the main tasks are: increasing general physical fitness; improving general endurance; improving running technique; improvement of health and, above all, the activity of the cardiovascular system and respiratory organs. The implementation of this stage is carried out in the daily life of preschoolers through outdoor games and physical exercises for walks, during independent motor activity of children, directly during physical training and sports entertainment. This stage in time can last from several months to half a year or more.

The main stage is the stage of direct learning to play football.

The main and most effective form of teaching preschoolers to play football is classes that are advisable to be carried out in the form of a health and fitness club called, for example, "Merry Ball", "Young Football Player" or "Ball School", etc. Football elements can also be incorporated into physical education curriculum material throughout the school year. The duration of these sessions is 25-30 minutes.

The presence of a three-part form of classes (introductory, main, and final) allows the teacher to rationally distribute educational and training material.

Health-improving, educational and upbringing tasks are determined for each lesson.

The introductory part is a warm-up, the purpose of which is to prepare the child's body for more intensive work in the main part of the lesson. The content of the introductory part may include various types of walking (on toes, on the heels, on the outside of the foot, with rolling from heel to toe, with high knees, with an overlap of the lower leg back, with cotton under the knee, etc.) and running (in a column one at a time, with rebuilding in pairs, "snake", diagonally, running in combination with other movements, backwards, turning around on a signal, etc.), as well as jumps, jumps, breathing exercises and outdoor games.

The duration of the introductory part for older preschoolers is up to 3-4 minutes.

Thus, the exercises of the introductory part of the lesson are leading exercises to the study of movements in the main part of the lesson.

The content of the main part of the lesson is varied. It starts with a small set of general developmental exercises or outdoor games. In this part of the lesson, more intense exercises are combined with less intense ones, which ensures the optimal level of physical and mental stress on the body of the older preschooler. Movements are selected energetic, fast, requiring endurance, and also increasing the functional state of the body. The complex of general developmental exercises (hereinafter ORU) can be learned and performed within 4-5 sessions, no more. The coordinated implementation of already learned and mastered movements will allow the child's body to prepare for the development of a new load, and the teacher - the most rational and effective distribution of their forces when performing the main types of movements.

As practice shows, when teaching preschoolers the technical basics of playing football, it is advisable to use the so-called training exercises, i.e. movements similar in structure to the main elements of the technique of a particular movement. For example, when learning to hit the ball with the inner side of the foot, exercises of the imitating nature of the same movement can become leading; when learning to stop the ball with the sole - rolling the ball back and forth with the sole, standing still, etc. Children perform exercises in football with both right and left feet.

At the same time, it is necessary to ensure the conscious mastering of exercises by children and not to limit them in creativity. And this aspect will be achieved when the child knows when and under what conditions he will be able to apply the acquired skills and abilities. For example, older preschoolers who have mastered the elementary technique of playing football in kindergarten will be able to play this game in a team of older children at school, at home in the yard or somewhere on vacation, etc.

The duration of the main part is up to 20 minutes.

Thus, the main part of the lesson, varied and exciting in content, will allow the teacher to realize the assigned tasks.

In the final part of the lesson, it is necessary to bring the child's body into a relatively calm and even state. This will be facilitated by: walking in combination with breathing exercises, exercises for relaxation, calm play and etc. The final part lasts 4-5 minutes.

The final stage is the stage of improving the technical, elementary tactical skills of playing football, i.e. directly the football matches itself. With preschool children, the duration of a football match is 25 minutes, including a 5-minute break for rest and relaxation. Before each game, a warm-up is required, consisting of exercises already familiar to children.

It is advisable to include a football match of two teams consisting of children of one or two groups of children of senior preschool age in the program of the Day of Health, a sports holiday, in joint sports and recreation activities with parents, etc. All classes at this stage are held outdoors.

Preschoolers need to know the basic rules of playing football:

- before the start of the game, a draw is made to select the sides or the kick-off The ball is placed

on the ground in the center of the field;

- team players strive to score as many goals as possible into the opponent's goal, and after losing the ball, defend their own, while observing the rules of the game;

- Football is a game of two teams, and each team has up to 5-7 players, one of whom is the captain;

- Observance of the rules of the game, and the duration of the match is controlled by the referee;

- The ball is considered scored into the goal if it completely passed the goal line, and all the rules were observed during the game;

- In football, players perform all actions with the ball with their feet;

- The goalkeeper and the player taking the throw-in have the right to take the ball;

-Football is a collective game, and the players treat each other with respect, despite the spirit of rivalry and the desire to win.

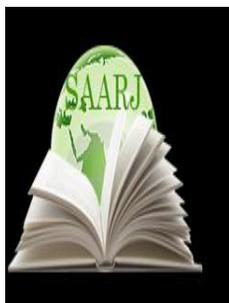
CONCLUSION

Thus, the sports game football is of great educational value, the systematic use of the game improves motor abilities and ensures the full development of the "school of movements", which, first of all, includes running, jumping, and coordination. The game has its own structure and methodology, which the teacher must follow.

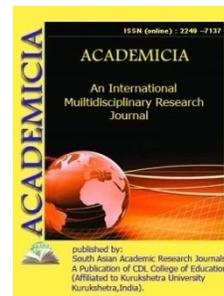
REFERENCES

1. Mamadaliev k.r., jabborova o.m., umarova z.a., abdullaeva b.p. creation of a new generation of teaching literature - a requirement of modernity // scopus *international journal of psychosocial rehabilitation*, vol. 24, special issue 1, 2020,
2. Abdullaeva b.p. babaraximova b.p. pardaevb.p.using information and communication technologies in teaching process of various primary *European journal of research and reflection in educational sciences*, 8 (10), 67-70.progressive academic publishing, uk www.idpublications.org 14.10.2020
3. Abdullaeva b.p. abdullaeva f.t. organization of swimming lessons in preschool institutions the american journal ofsocialscienceand educationinnovations. July 2020[tajssei]322issn (e):2689-100xdoi: <https://doi.org/10.37547/tajssei/volume02issue07-42>
4. Abdullayeva, b. P., &babaraximova, b. P. (2020). Maktabgacha ta'lim muassasasida futbol darslarini tashkil etish metodikasi. Academic research in educational sciences <http://ares.uz/jurnallar-sahifasi/ares-vol-1-no-3-2020>
5. Jabborovaonakhonmannapovna. (2019). Psycholocial and pedagogical foundations of the formation of the artistic perception of students in secondary schools. *European journal of research and reflection in educational sciences*, 7(10), 9-14.
6. Jabborovaonakhonmannapovna, ismoilovadilafuzmukhiddinovna. (2020, may). Optimation of primary education. *Academicia: an international multidisciplinary research journal*, 10(5), 1229-1232.
7. Mardonovsh.k., jabbarovao.m.. Objectives of the lessons of visual arts in primary school. *Academic research in educational sciences*, issue 3, 2020, pp 862-870.

8. Tojiboevagulmirarifovna, pulatovadildoraturgunovna. Pedagogikkompetentlik: nazariyavaamaliyot. Academic research in educational sciences, issue 3, 2020, pp 209-215.
9. Musurmonovrakhmatulla, musurmanovamaluda. Innovations in the development of professional competence of teachers. Academic research in educational sciences, issue 3, 2020, pp 777-783.
10. Karimjonovalijan, jabborovaonakhonmannapovna. Improvement of cluster training system. *Academicia an international multidisciplinary research journal, kurukshetra (india)*, 2020, issue 10, pp. 584-589.
11. Jabborovaonaxonmannapovna, umarovazuhraabduraxmanovna. Pedagogical conflicts in primary school students - as an important social-pedagogical problem. *Solid state technology, great britain*, 2020, issue 6, pp.235-241.
12. Mardonovshukurullokdashevich, khujamkulovumidnegmatovich, botirovashakhloisomiddinovna, shermatovaumidasafaevna. The end to educate young people with the spirit of patriotism in the context of globalization. *Journal of critical reviews, malaysia*, 2020, vol.7, issue 12, pp 166-169.
13. Mardonovshukurullokdashevich, quttibekovaguljantulepbaevna. Structure and mechanisms of action of the educational cluster. *International journal of psychosocial rehabilitation, united kingdom*, 2020, issue 07, pp. 8104-8111.
14. Jabborovaonakhonmannapovna, jumanovafotimaurolovna, mahkamovashohidarahmatullayevna. (2020). Formation of artistic perception of future teachers. *International journal of psychological and rehabilitation*, 24(4), 4087-4095.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00104.X

METHODS OF TEACHING STUDENTS TO WORK INDEPENDENTLY IN PERFORMING MUSICAL INSTRUMENTS

Ahmadjon Mirzaevich Yuldashev*; **Normadjon Mahmudovich Ortiqov****;
Husniddin Ahmadjonovich Mirzaev***

*Teacher,

Fergana Regional Branch of Uzbekistan State Institute of Art and Culture,
 UZBEKISTAN

**Teacher,

Fergana Regional Branch of Uzbekistan State Institute of Art and Culture,
 UZBEKISTAN

***Teacher,

Kokand Specialized School of Arts,
 UZBEKISTAN

ABSTRACT

This article tells about the interest of the younger generation in our national musical heritage - the art of music, and how to work on them independently. As one of the important means of educating the younger generation in the spirit of national and moral values, it is important to introduce them to the musical art of the national musical heritage in order to develop them in all aspects of aesthetic and artistic taste. The student should be able to express his or her personal opinion on an issue through performance, rather than blindly following his or her teacher's instructions and opinions. A teacher-led lesson is important, but it does not negate the importance of the student's independent work. It is important to make sure that the student does not waste time on independent study.

KEYWORDS: *Instrument, Music, Note, Gamma, Performance.*

INTRODUCTION

Educating the younger generation in the spirit of national independence, deeper study of our values and national musical culture than ever before, and understanding the identity of our people, be able to keep their traditions, restoring, nurturing, honoring, and passing them on to the

younger generation is one of the most important issues today. As one of the important means of educating the younger generation in the spirit of national and moral values, it is important to introduce them to the musical art of the national musical heritage in order to develop them in all aspects of aesthetic and artistic taste.

Rubob is a popular musical instrument not only in Uzbekistan, but also in Central Asia. In addition to national melodies, this instrument can be used to master complex works written by all foreign composers. Here are some suggestions on how to teach students to work independently.

THE MAIN FINDINGS AND RESULTS

The student should be able to express his or her personal opinion on an issue through performance, rather than blindly following his or her teacher's instructions and opinions. A teacher-led lesson is important, but it does not negate the importance of the student's independent work. It is important to make sure that the student does not waste time on independent study. To do this, you need to explain to the student how to organize independent study, what to pay more attention to. Rational and general use of time should be one of the basic principles of independent work. Another important principle is regularity of training. From the earliest stages of teaching performance, students need to develop the ability to work independently on a regular basis. Although it is usually difficult to achieve regularity, it is advisable to gradually become accustomed to such exercises. We also see some students being able to do their homework. It is difficult to explain in one word. But in many cases, homework is not ready because of the student's bad attitude or laziness, but because he does not fully understand the task and does not know how to approach the study of music. Therefore, the task for independent work should be explained to the student in detail, taking into account the capabilities of the student. Some students repeat a piece of music from beginning to end many times during an independent lesson. It does not provide a complete and accurate analysis of the meaning and characteristics of a piece of music. The work is only superficially repeated so that it can be performed in front of the student.

One of the disadvantages of independent study is that students are not able to control their performance during the preparation of the task. For example, when memorizing the text of a piece of music, a note is studied incorrectly and the reader does not notice it. Or a certain method of execution may be performed incorrectly, and this may be overlooked by the student. This shortcoming will be addressed by the teacher during the lesson. The ability to control one's movements and sounds during performance does not appear spontaneously in students, but is achieved through planned exercises. Self-control is very important for the performer, it can help to eliminate shortcomings in the performance. How should an independent study be structured and what should it consist of? As mentioned above, the more specific and specific the task for independent study, the easier the student's task will be. No matter what the plans for organizing independent work, it is important for the day care plan to provide accurate and complete information. The following is an approximate structure and timing of independent study:

1. Perform gamma, triple sounds and various exercises. 10-15 minutes.
2. Assimilate a new task. 15-20 minutes.
3. 5 minutes to rest.
4. Repeat previously learned tasks for 20-25 minutes.

The time limit is approximate and can be reduced or increased depending on the size of the task, taking into account the individual capabilities of the student. The estimated time for independent study is 45-60 minutes. This may seem rare at first glance. But if it is continued on a regular basis, the desired result can be easily achieved. Memorizing a piece of music is done by each musician based on their abilities and capabilities. It is difficult to have a single guide for everyone. Some musicians have better memory when they see the text, while others have better memory when they hear it. As a result, their methods of memorizing work vary. The important thing is that no matter how a piece of music is memorized, it will remain firmly in the memory of the musician. Nowadays, the increase in the amount of information acquired in educational institutions requires less time and more results. Under the guidance of a teacher, moving a classroom lesson closer to this independent activity will help students succeed in independent study. In this case, the student performs all the tasks independently, and the teacher gives his instructions only when necessary. What time of day should the teacher's independent study be scheduled? The timing of such classes depends on the student's schedule. If lessons are usually in the first half of the day, independent classes are held in the afternoon. The most important thing is to have independent training at the same time every day. There are a number of important aspects of homework that students need to keep in mind. Here are some of them:

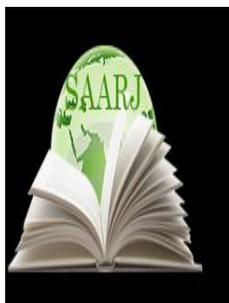
As mentioned earlier, the choice of performance style, adherence to the symbols, and the correct placement of the applicant are important in understanding the meaning of a work. During the student's independent study, the student's attention should be focused on a specific task. Otherwise, the training will be meaningless and will not achieve any results. Some students, while mastering a piece of music, pay more attention to the text of the note and forget that the performance should be expressive. To avoid this shortcoming, students should always focus on expressive performance. In other words, the more effort students put into mastering the text, the more expressive the performance will be. When a student makes a mistake, he or she should repeat the passage carefully at a slow pace. He will then determine the cause of the error and take steps to prevent it. Student performance errors also vary. Repetition of some cases has become a habit for students, and mistakes in certain parts of the work are repeated almost every time. This could be due to an incorrectly selected application, method of execution, or some other defect. Determining the cause of such errors is the key to correcting them. Mistakes should be avoided, even if they are accidental. No matter what the mistakes are, the student should make it one of his main goals to find solutions to them during his independent study. As a result of playing the instrument, the student should be given some time to rest due to both mental and physical fatigue. Otherwise the quality of the performance may deteriorate and errors and omissions may occur.

REFERENCES

1. H.Nurmatov – Qashqarrubobi T. 2003.
2. Ministry Of Culture of the Republic Of Uzbekistan – Rubob Melodies T. 1993.
3. R.Kosimov – Traditional Rubabperformance.Uzbekistan 2000.
4. Sh.Rakhimov – Dutar .T. 2005.
5. B.Rakhimjonov – Dutar Ensemble T. 2002 Y.
6. U.Boltaboyeva -Stage Speech.Tashkent “Innovatsionziyo” 2019.
7. Boltaboeva U., Sh U., Rahmonova N. Creative Person-The Role Of Live Word In Educating An Actor //European Journal Of Arts. – 2019. – №. 3.

8. Boltaboyeva U., Rakhmonova N., Usmonov S. Characteristics Of Speech Art: Problems And Solutions //Academicia: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 559-567.
9. Boltaboeva U. Specific Features Of The Art Of Speech: Problems And Solutions // Oriental Art And Culture. - 2020. - №. I (2). Boltaboeva U. Using Oral Folk Art Methods In Improving Speech Technology //Eastern European Scientific Journal. – 2019. – №. 1.
10. Akbarova M., Tursunova G., Abdunazarov Z. Section 3. Theater Art //European Journal Of Arts. – C. 125.
11. Usmonov Sh. Actor's Approach To Appearance On Stage // Oriental Art And Culture. - 2020. - №. Ii.
12. Umarova H., Usmonov Sh. A Life Dedicated To Art // Oriental Art And Culture. - 2019. - №. Iv (1).
13. Dehqonov R., Tursunova G., Abdunazarov Z. Pedagogical Approaches To The Formation Of Musical Literacy Of Students In The Sytem Of Higher Education //Academicia: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 3. – C. 91-95.
14. Tursunova G., Karimov B. Pearls Of Uzbek National Dance //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. Conference. – C. 4-4.
15. Abdunazarov Z. Imagination And Attention Of Young Actors With The Participation Of Our National Games // Oriental Art And Culture. - 2020. - №. Iii.
16. Yuldasheva S., Madumarova M. Tasks And Content Of Bibliographic Works //European Journal Of Arts. – 2020. – №. 1. – C. 148-152.
17. Юлдашева С. Book-Heart Lamp // Oriental Art And Culture. - 2020. - №. I (2).
18. Yunusov G., Juraev I., Ahmedov R. A Look At The Regional Seasonal Folklore And Their Origin. The Role And Importance Of Folklore In The Development Of Dance Art //European Journal Of Arts. – 2020. – №. 1. – C. 121-124.
19. Yunusov G. X., Juraev I., Ahmedov R. The European Journal Of Arts, Issue 1/2020.
20. Talaboev A., Akbarov T., Haydarov A. The European Journal Of Arts, Issue 1/2020.
21. Ahmedov R. A Look At The National Musical Performing Arts // Oriental Art And Culture. - 2020. - №. I (2).
22. Талабоев А. The Place Of The Word In The Art Of Maqom // Oriental Art And Culture. - 2019. - №. Iv (1).
23. Haydarov A. Qoshiqlar Orqali O'quvchilarda Vatanparvarlik Tuygusini Shakllantirish //Oriental Art And Culture. – 2020. – №. Iv.
24. Akbarov T. Issues Of Folklore And Traditional Music // Oriental Art And Culture. - 2020. - №. Iv
25. Mirzaeva N., Askarova M. National Awakening Movement In Cholpon's Creation // Oriental Art And Culture. - 2020. - №. V.
26. Askarova M. Development of Uzbek Literary Criticism // Oriental Art And Culture. - 2020. - №. V.
27. Akbarov T. Issues of Folklore and Traditional Music // Oriental Art And Culture. - 2020. - №. Iv.
28. Haydarov A. Qoshiqlar Orqali O'quvchilarda Vatanparvarlik Tuygusini Shakllantirish //Oriental Art and Culture. – 2020. – №. Iv.
29. Mamatov J. Barkamol Avlodni Tarbiyalashda Ertaklarning Ahamivati //Oriental Art And Culture. – 2020. – №. V.

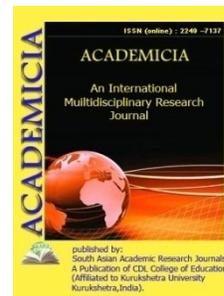
-
30. O'taganov R. J. Ta'lim Uslubining Asosiy Afzalliklari //Oriental Art And Culture. – 2020. – №. V.
 31. Ismoilova M. Cholg'u Ijrochiligida Notaga Qarab Ijro Qilish //Oriental Art And Culture. – 2020. – №. V.
 32. Mamatkulov B. The Professional Secrets Of Theater Stage Artist // Oriental Art And Culture. - 2020. - №. V.
 33. Qurbonova M. Chet El Musiqasi Tarixiga Bir Nazar //Oriental Art And Culture. – 2020. – №. V.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00113.0**

PRODUCTIVITY AND TECHNOLOGICAL QUALITIES OF WINTER WHEAT GRAIN WITH FOLIAR FEEDING

B.M. Azizov*; **N.A. Ravshanova****; **Sh.R Dzhaborov*****

*Professor,

Department of Crop Production,
Tashkent State Agrarian University,
UZBEKISTAN

**Associate Professor

Department of Plant Production,
Tashkent State Agrarian University,
UZBEKISTAN

***Assistant

Department of Agro chemistry and Soil Science,
Tashkent State Agrarian University,
UZBEKISTAN

ABSTRACT

The problem of improving the quality of winter wheat grain is relevant and at the same time relatively difficult to solve. In many farms of the republic, in recent years, the yield of winter wheat grain on irrigated lands is 50 c / ha and more. However, the quality of the grain remains low, the protein content in the grain ranges from 10-12%, and the amount of crude gluten in it is in the range of 19-25%. This protein content in winter wheat grain is significantly below the established standard. Foliar dressing has a positive effect on the physiological processes in winter wheat. With foliar feeding, metabolism, photosynthesis and transpiration process are significantly improved, the growth and development of plants is accelerated.

In the experiment, with foliar feeding, in the winter wheat variety Kroshka, an increase in the total leaf surface by 6.5-13.8 thousand rubles was observed. m², biological yield increased by 17-59 c / ha, grain was 59.2-74.7 c / ha. The increase in biological yield varied from 18.1 to 54.9 c / ha, and the increase in grain yield from 6.7 to 22.2 c / ha.

KEYWORDS: *Winter Wheat, Foliar Feeding, Leaf Surface, Growth And Development, Photosynthesis, Photosynthesis Productivity, Biological Productivity, Yield, Grain, Grain Quality, Protein, Gluten.*

INTRODUCTION

The main requirement in the cultivation of winter wheat is to improve the technological qualities of grain. That is, an increase in the protein and gluten content of the grain.

The technological qualities of winter wheat grain are influenced by many objective and subjective factors, such as biological characteristics of varieties, climatic conditions, soil fertility, agro technical measures and others.

It has been established that under irrigation conditions, on low-fertile soils with an increase in the yield of winter wheat grain, a decrease in its quality is observed. That is, there is a negative correlation between the yield and grain quality of winter wheat. This is due to the lack of biological nitrogen in the soil during the period of grain formation. In this regard, improving the quality of grain under irrigation conditions is one of the most pressing problems of crop production.

Scientific research to study improving the quality of winter wheat in Europe in different years. D.Altman [], D.Dorntscu[12], D.Hawaru[15], Z, Borlan[10]and others. Scientists from Europe focus on the study of improving the quality of grain with the scientifically grounded use of mineral fertilizers, taking into account the biological properties of plants.

The scientific works of American scientists J. Coomc [11], J. Holbrook [14], Quist D [20] and others were aimed at studying grain quality. In scientific works, special attention was paid to the production of organic food and increasing the protein in grain.

The technological qualities of winter wheat grain in Asia were studied in the works of M. Arabi, M. Javhar [8], A.C.Absattarova [9], P. Gyuga [17], K.M. Kienzler [16]. The scientific works of scientists were aimed at studying the application of innovative technologies in agriculture, maintaining the ecological balance and increasing soil fertility.

In most cases, with an increase in grain yield, there is a tendency for a decrease in product quality. This is due to the fact that during the formation of the crop there is a lack of nutrients, including nitrogen. Fertilizing the soil during this period is difficult because of the continuous grass stand. Therefore, it is necessary to find new, more effective methods of using mineral fertilizers to improve the quality of grain. One of the most effective ways to solve this problem is foliar feeding.

The use of foliar feeding increases the total leaf surface of plants, enhances the intensity of photosynthesis, and increases plant immunity to diseases and pests.

The importance of foliar feeding of winter wheat in different years was studied by VN Remeslo [4], NS Avdonin [1], SI Lebedev [3] and others. Most of the studies in this direction were carried out in Russia, Ukraine and other countries.

According to academician V.N. Craftslo, foliar feeding of winter wheat increases the efficiency of mineral fertilizers, improves the quality of grain.

Research by Professor N.S. Avdonin showed that when foliar feeding, it is necessary to use amide forms of nitrogen fertilizers, i.e. urea. Nitrate forms of nitrogen fertilizers negatively affect the leaf surface of wheat, that is, leaf burns appear.

In the works of Professor S.I. Lebedev, special attention is paid to the influence of foliar feeding on the increase in leaf area and the intensity of photosynthesis.

However, there are very few data on the positive effect of foliar nutrition on the technological qualities of grain under irrigation conditions. Therefore, conducting field experiments to study the positive effect of foliar nutrition on the technological qualities of winter wheat grain is of great relevance...

In connection with this, we [5,6] conducted field experiments to study the effect of foliar nutrition on the yield and quality of winter wheat grain. In the experiment, different norms, terms and methods of foliar feeding of winter wheat were studied.

MAIN PART

The research was carried out at the experimental sites of the Tashkent State Agrarian University. The soil of the experimental plot is irrigated with typical gray soil.

Purpose of the work: to study the effectiveness of foliar feeding in improving the technological qualities of winter wheat grain. Urea was used as nitrogen fertilizers, superphosphate from phosphorus fertilizers, and potassium chloride from potassium fertilizers.

Foliar dressing was carried out in three periods: during the period of entering the tube, earing, flowering, - filling the seeds. Various concentrations of mineral fertilizers have been studied.

In the experiment, the total leaf surface of winter wheat was determined by the method of A.A. Nichiporovich, the productivity of photosynthesis by the method of I.S. Shatilov and M.K. Kayumov.

The chemical composition and technological properties of grain were determined by the method of V.G. Mineev.

All variants were carried out in 4 replicates. The total area of the variant is 100 m², including the accounting area of 50 m². Phenological observations were carried out on the area of each variant; 50 plants were selected.

Protein content was determined by the Kjeldel method, gluten by the washout method, fertilizer analyzes were determined by the method of V.G. Mineev (1989), the digestibility of mineral fertilizers by the method of M.K. Kayumov (1989).

Field experiments were carried out according to the method of B.A. Dospekhov (1981).

The experiments were carried out in 6 versions. All options are placed on the same tier.

1-control option without the use of mineral fertilizers;

2-mineral background, where mineral fertilizers are applied in recommended doses;

3-foliar feeding with urea is carried out once, in the tillering phase;

4-foliar feeding with urea is carried out 2 times, in the phases of tillering and exit into the tube;

5-foliar feeding with urea is carried out 3 times, in the tillering, booting and flowering phases;

6 - all types (NPK) of mineral fertilizers were used in foliar feeding.

In the experiment, urea was used in three different rates in the tillering phase 15 kg, in booting 21 kg, in flowering 30 kg / ha, i.e. three 5%, 7% and 10% concentrations.

EXPERIMENTAL RESULTS

Foliar feeding of winter wheat with nitrogen increases the content of protein, gluten, increases the volume of bread and other technological properties of wheat grain.

The demand of wheat for nitrogen is observed throughout the growing season, however, the plant uses more than 60-70% of nitrogen during flowering and grain formation. Because the main honor of biological nitrogen in wheat is contained in the composition of the grain.

Foliar feeding is of great importance during the formation of generative organs in plants. Grain filling and fruit formation are associated with the use of nutrients. It is known that grain contains more nitrogen, phosphorus and other elements than straw.

The best form of nitrogen fertilizer for foliar feeding of wheat is urea. Synthetic urea (urea) serve as a source of oil for plants, as well as a reserve compound for the formation of nitrogen forms, which are biologically active substances and have a positive effect on the synthesis of amino acids and proteins

The amide nitrogen of urea entering the plant participates in the processes of nitrogen metabolism, similar to asparagine and glutamine, without prior conversion of urea into ammonia. Ammonia formed in the leaf as a result of nitrate reduction, hydrolysis of urea or directly absorbed by the leaf, as well as ammonia formed as a result of protein breakdown, is quickly used for the synthesis of amino acids and amides.

The intensity of urea hydrolysis in plant tissues is associated with the activity of uriasis. (uriasis).It is the activity of this enzyme that determines the resistance of plants against the appearance of burns when a urea solution is applied to the leaves. Plants with more active urease suffer more from burns. Therefore, old leaves with less active urease suffer less from burns than young leaves. In addition, with an insufficiently developed leaf surface and root system burns can occur when using a working solution with a high concentration (more than 20% of the nutrient).

Uneven spraying of the working solution is not recommended in conditions of low relative humidity (below 30%) and during the daytime (10-16) in sunny weather, as well as to spray plants at a relatively young age (before the formation of two or three internodes).

In order to prevent burns of wheat leaves, which negatively affect the yield, it is best to spray the plants when the concentration of the working solution for the nutrient in the initial phases of development (tillering, yield) is 5-7%, as well as during the earing period up to 10%, during the filling period grains up to 15%.

Doses of urea for foliar feeding are set depending on the timing of spraying. The highest content of protein and gluten in grain accumulates when plants are sprayed during the formation of two or three internodes according to the calculations of 15 kg / ha of urea, as well as during the

earing period and at the beginning of the phase of milk ripeness in the calculation of 21-30 kg / ha.

The use of optimal doses of urea in different years can change both in the direction of decreasing and in the direction of increasing. This is mainly due to changes in the vegetative mass of winter wheat. When a large amount of vegetative mass is formed, it is recommended to use increased doses of urea, normally 30 kg / ha. With a decrease in the vegetative mass, the use of urea at the rate of 15 kg / ha is more effective. The effectiveness of urea also depends on the climatic conditions of the cultivated region. When, after spraying, a sharp and prolonged increase in air temperature occurs and its relative humidity decreases, the optimal dose of urea is 15-30 kg / ha.

Urea enters plants as a whole molecule, entering into the composition of amino acids and proteins. Urea not only supplies nitrogen to plants, but also has physiological activity, it enhances the breakdown of leaf proteins and promotes the outflow of nitrogenous substances from the leaves to the ear. Therefore, urea feeding increases protein content not only due to fertilization nitrogen, but also by increasing the outflow of nitrogen reserves from the vegetative mass.

Leaves play a leading role in the formation of a high-quality crop. The growth and development of plants depends to a certain extent on the formation of a sufficient amount of leaf surface. One of the main features of plants that distinguishes them from other organisms is their leaves. Thanks to which the process of photosynthesis takes place. Only green plants with the help of leaves are able to form organic matter.

The leaf surface of plants is of great importance in the formation of the yield and grain quality. Thanks to the leaf surface, organic compounds are formed from inorganic compounds. The research results are shown in Table 1.

TOTAL LEAF AREA OF WINTER WHEAT TABLE 1

№	Variants	Leaf surface, thousand m ² .ha		
		1.03	1.04	1.05
1	No fertilizers	3.9	13.0	28.8
2	N-200,P-140,K-90 (background)	4.3	18.5	43.2
3	Background -1 foliar feeding (N)	4.5	20.6	49.6
4	Background -2 foliar feeding (N)	4.7	21.5	54.3
5	Background -3 foliar feeding (N)	4.8	23.1	56.0
6	Background -3 foliar feeding (NPK)	5.0	24.3	58.5

The results of the conducted field experiments showed, that foliar dressing has a positive effect on the formation of the leaf surface of winter wheat. It has been established that the formation of the leaf surface of plants occurs intensively with the combined use of two methods of nutrition: root and foliar feeding.

In the control variant, the total leaf area in March was 4.0 thousand/ha, in April, 13.5 thousand/ha, and in May 21.1 thousand/ha.

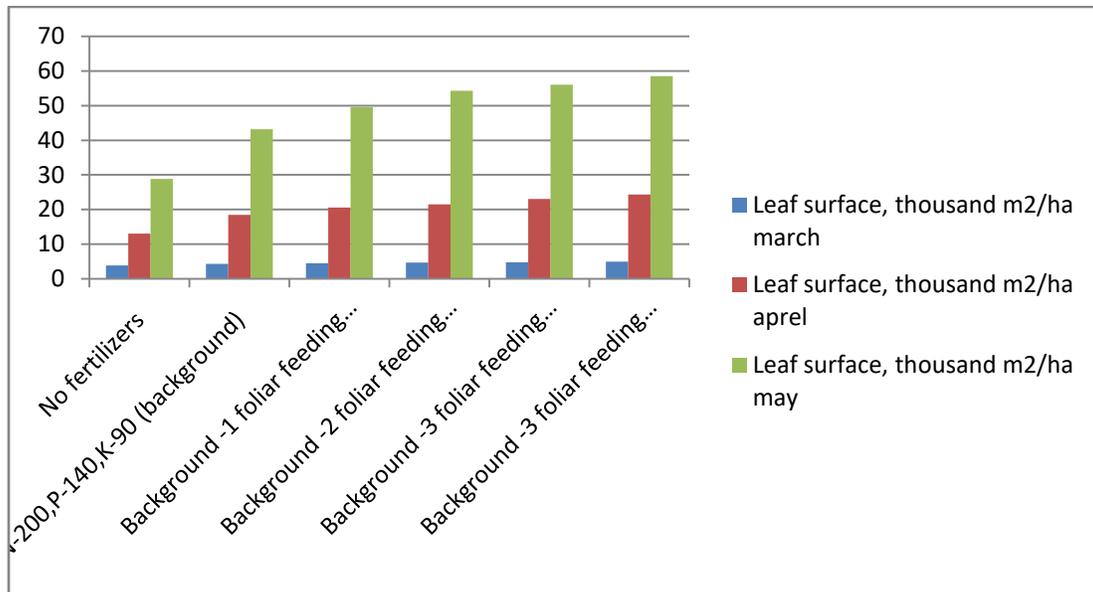


FIGURE 1. TOTAL LEAF AREA OF WINTER WHEAT, M2/HA

An increase in the total leaf surface of winter wheat with foliar feeding, in turn, had a positive effect on all physiological processes, including the process of photosynthesis. This has a positive effect on the overall biological and grain yield of winter wheat.

It has been established that with an increase in the amount of foliar feeding of winter wheat, an increase in the total biological productivity of plants is observed. For example, the total biological yield in the control variant was only 96.0 g / m², against a mineral background of 166.9 g

/ m², when applying only once foliar dressing 182.9 g /, when applying two times foliar dressing 200.1 g /, when applying three foliar dressing these indicators were 215.3-216.5 g /. Thus, in order to increase the total leaf surface of winter wheat, a scientifically grounded application of agro technical measures is necessary, including the use of three-time foliar feeding during the growing season.

In most crops, including winter wheat biological yield depends on the productivity of photosynthesis. The productivity of photosynthesis is important in increasing the productivity of agricultural crops. The intensity of the productivity of photosynthesis to a certain extent depends on the total leaf surface of plants.

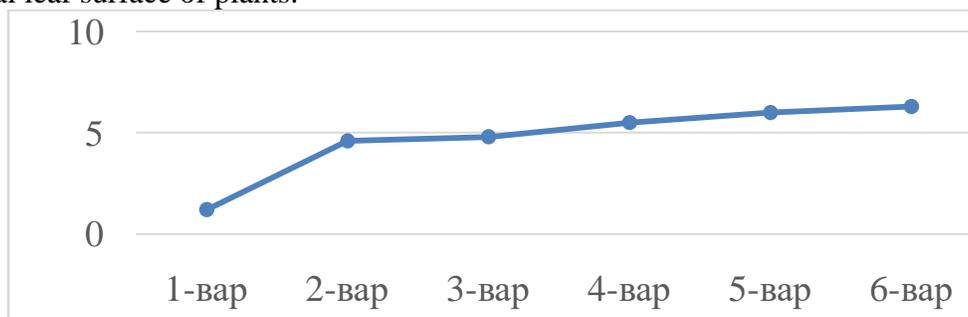


FIGURE 2 PRODUCTIVITY OF WINTER WHEAT PHOTOSYNTHESIS, G/M2

The importance of foliar feeding in increasing the total leaf surface of plants and increasing the productivity of photosynthesis has been studied very little. In the main works of foreign authors. Scientific research on the study of the productivity of photosynthesis with foliar feeding in our republic has not previously been carried out.

Therefore, carrying out scientific research in this direction is of great relevance.

The biological mass of plants that forms between certain periods of time is called the productivity of photosynthesis.

Data on net photosynthetic productivity for the experimental options are shown in Figure 2.

It has been established that when foliar nutrition is applied in winter wheat, the leaf surface of plants increases, which has a positive effect on the intensity of photosynthesis.

Studies have shown that in the control variant the intensity of photosynthesis was 1.2 g / day, in the variant with the mineral background 4.6 g / day, with foliar dressing during the tillering period - 4.8 g / day. Per day, in the tillering and tubing phase - 5.5 g / day. per day, with foliar feeding in the tillering, stem and heading phases 6.0 g / day.

Foliar feeding of winter wheat with carbamide, phosphorus and potassium during the growing season triples the productivity of photosynthesis 6.5 g / day.

Foliar dressing also has a positive effect on the effectiveness of mineral fertilizers and improves all physiological processes in the plant. The intensity of photosynthesis and aeration of plants increases, transpiration and metabolism are accelerated. This increases the overall biological productivity of plants. This, in turn, affects the grain yield of winter wheat.

The effects of foliar nutrition on the biological yield of winter wheat are shown in Table 2.

TABLE 2 BIOLOGICAL YIELD OF WINTER WHEAT

№	Options	Biological productivity, g / m ²				Biological productivity c / ha	Grain to hay ratio
		Root	Stems and leaves	Corn	Total		
1	No fertilizers	298	429	271	998	99.8	1: 1.6
2	N-200,P-140,K-90, background	565	771	525	1861	186.1	1:1.5
3	Background +1 foliarfeeding (N)	618	832	592	2042	204.2	1:1.4
4	background +2 foliar feeding (N)	658	862	663	2183	218.3	1:1.3
5	background +3 foliar feeding (N)	700	921	709	2330	233.0	1:1.3
6	background +3 foliar feeding (NPK)	720	970	747	2410	241.0	1:1.3

In the control variant, the total biological yield was 99.8 c / ha, against the mineral background 186.1 c / ha, with outside root feeding 204.2-241.0 c / ha. And the grain yield in the control variant was 27.1 c / ha, with a mineral background of 52.5 c / ha, with non-root nutrition 59.2-74.7 c / ha. The increase in grain yield with outside root feeding was equal to 6.7-22.2 c / ha.

Foliar dressing has a positive effect on the resistance of plants to the sucking pests of winter wheat. With foliar feeding, protein nitrogen breaks down and their outflow from the leaves to the generative organs. Hence, there is a lack of proteins in the leaves, as a result, the leaves lose their aromatic taste and unfavorable conditions arise for feeding the sucking pests.

Foliar dressing also improves the technological qualities of the grain. In the experiment, in all studied options, the technological qualities of grain were higher than the control option. Experience data on the technological qualities of grain are given in table 3

TABLE 3 TECHNOLOGICAL QUALITIES OF GRAIN

№	Options	Vitreous	In the composition of grain, %		Grain quality
			protein	gluten	
1	No fertilizers	67	11.5	24.8	Weak
2	N-200,P-140,K-90, background	72	12.3	26.6	Filler
3	Background +1 foliarfeeding (N)	83	13.5	28.2	Strong
4	background +2 foliar feeding (N)	85	13.7	28.8	Strong
5	background +3 foliar feeding (N)	86	13.8	29.5	Strong
6	background +3 foliar feeding (NPK)	88	14.1	30.1	Strong

Foliar dressing of winter wheat increases the virtuousness of the grain. In the control variant, the virtuousness of the grain was 67%, against the mineral background 72%, and with foliar feeding 83-88%. Due to foliar feeding, the virtuousness of grain increases by 11-16%.

Studies have shown that relatively high results in grain quality were obtained with 3-fold foliar feeding, in these variants the protein content in the grain was 13.8-14.1%, crude protein 29.5-30.1%. In the control variant, these indicators were lower and were equal to 11.5 and 24.8%, respectively.

With foliar feeding, the growth and development of winter wheat is significantly accelerated: the weight of 1000 pieces of grain increases by 0.6-1.0 g and the amount of grain in one ear by 2-3 pieces, the technological properties of grain have increased, the protein content has increased by 1.2-1.8%, gluten by 1.6 -3.5%.

Data on the positive effect of foliar feeding on the grain yield of winter wheat under irrigation conditions are shown in Table 4.

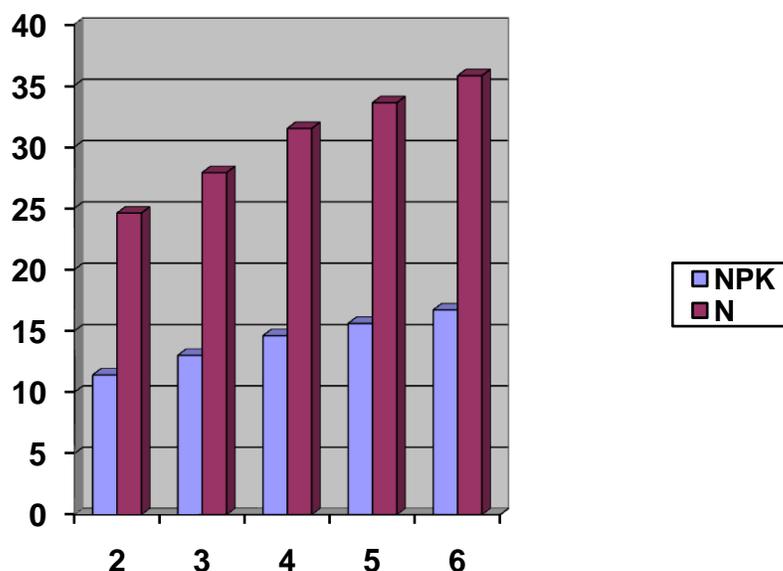
TABLE 4 GRAIN YIELD

№	Options	Grain yield, c / ha				Total, c / ha	Average, c / ha
		I	II	III	IV		
1	No fertilizers	25.4	24.7	25.2	25.1	100.4	25.1
2	N-200,P-140,K-90, background	49.9	48.5	49.4	49.1	196.9	49.2
3	Background +1 foliarfeeding (N)	56.3	54.7	56.0	56.6	223.6	55.9
4	background +2 foliar feeding (N)	63,4	61.8	63.1	62.9	251.2	62.8
5	background +3 foliar feeding (N)	67.7	66.9	67.5	66.6	268.7	67.2
6	background +3 foliar feeding (NPK)	72.2	70.8	72.0	71.8	286.8	71.7

Studies have shown that the lowest yield of winter wheat grain was observed in the control variant, without the use of mineral fertilizers. In the control variant, the average grain yield was 27.1 c / ha, against the mineral background, this indicator was 52.5 c / ha, with the use of foliar dressing 59.2-74.7 c / ha. The highest grain yield of 74.7 c / ha was observed in option 6, that is, when applying three single foliar fertilizing with NPK.

The yield increase against the mineral background was 25.4 c / ha, with a single application of foliar dressing 32.1 c / ha, with two single-use 39.2 c / ha, three-time 43.8 c / ha. When foliar top dressing was applied together with carbamide, phosphorus and potash fertilizers, the increase in grain yield was 47.6 c / ha.

Thus, to obtain a high and high-quality grain yield, it is necessary to apply foliar dressing of winter wheat three times during the growing season: in the tillering phase, in the tube and earing.

**FIGURE: 3. FORMATION OF GRAIN YIELD DUE TO 1 KG OF N AND NPK**

When using foliar dressing, the effectiveness of mineral fertilizers increases. In the experiment, relatively low rates of yield formation were noted in the variant with 1 kg of N, the yield was 24 kg and with the use of NPK it was 11 kg. The highest indicator of the effectiveness of mineral fertilizers was noted in the 6th variant. In this variant, 36 kg of wheat grain was formed due to 1 kg of nitrogen (N). Through the use of 1 kg of nitrogen, phosphorus and potassium (NPK), 17 kg of wheat grain was formed.

One of the main requirements in science is the study of the relationship between economic and quality traits of winter wheat. The relationship between features is called correlation. Scientific data on the study of the correlation of yield and quality traits in winter wheat are not enough.

Therefore, the study of the correlation coefficient is one of the main requirements of scientific research.. In the experiment, the correlation between the productivity traits was $r = 0.29-0.68$, relatively high indicators for these traits were noted between the grain yield and grain weight per ear. Correlations between grain quality traits were relatively high, $r = 0.86-0.97$.

TABLE 5 CORRELATION BETWEEN PRODUCTIVITY TRAITS

Indicators	The number of productive stems per 1 m ²	Weight of 1000 pieces of grain, g	Grain weight per spike, g
Yield	$r=0.42$	$r=0.29$	$r=0.68$

Relatively high rates of correlation in productivity were noted between grain yield and grain weight per ear, $r = 0.68$. The correlation coefficient between grain yield and the number of productive stems per 1 m² of area was $r = 0.42$.

High correlation indicators were noted between the protein and gluten content in grain $r = 0.97$.

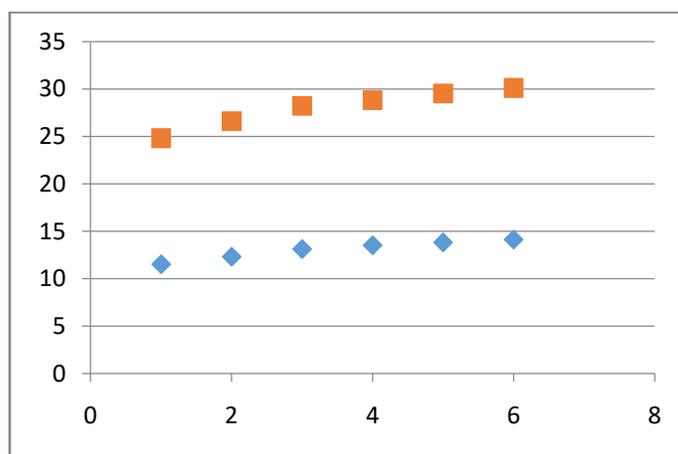


FIGURE 4 CORRELATIONS BETWEEN PROTEIN AND GLUTEN CONTENT

CONCLUSIONS

Based on the obtained experimental data, the following conclusions can be drawn:

- Foliar feeding has a positive effect on the growth and development of winter wheat, the growth of the main stem of plants increases by 7.5-18.5 cm.
- Due to the use of foliar top dressing, the mass of grain on one ear increases by 0.22-0.46 grams.

- Due to foliar nutrition, the leaf area of one plant increases by 15.6-42.5 cm²;
- With foliar feeding, the total leaf surface of winter wheat increases by 20.8-29.7 thousand m² / ha;
- Foliar dressing increases the intensity of photosynthesis and has a positive effect on the physiological processes of plants;
- Comparatively high results in grain quality were obtained with three foliar feeding, in these variants the protein content in the grain was 13.8-14.1%, and crude protein 29.5-30.1%.
- With foliar feeding, the increase in biological yield was equal to 18.1-54.9 c / ha, the increase in grain yield was 6.7-22.2 c / ha;
- The highest grain yield of 74.7 c / ha was obtained in the 6th variant, where foliar feeding was carried out 3 times using all types of basic mineral fertilizers (NPK).

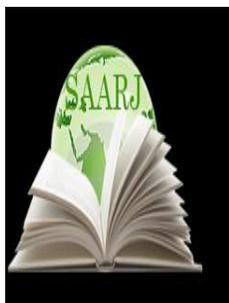
RECOMMENDATIONS

1. At the beginning of the tube exit phase, that is, with the formation of two or three internodes, the best dose of urea is 15 kg / ha, at 5% concentration.
2. During the heading phase, it is advisable to use urea at a rate of 21 kg / ha, superphosphate 8 kg / ha and 7 kg / ha potassium chloride, at 12% concentration.
3. During flowering and grain filling, the most effective dose of urea is 30 kg / ha, at 10% concentration.

REFERENCES

1. Avdonin N.S. "Agrochemistry" Moscow State University, Moscow, 1982
2. Atabaeva Kh.N, Azizov BM "Recommendations for the cultivation of winter wheat" T., 2008
3. Lebedev S.I "Plant Physiology" Agropromizdat, M., 1988
4. The craft of V.N. "Wheat" publisher Harvest, Kiev 1977
5. Azizov B, Muhtarov F, B.Isroilov Influence of fertilizers on sowing quality of winter wheat seed of Uzbekistan. Tashkent 2017, 159-163/
6. Azizov B. Israilov B, Kurbonov A. Khujamiyrov E Effect of Foliage spraying on technological qualities of winter wheat seed. The Way of Science. International journal ,
7. № 8 (42), Volgograd 2017. Impact factor-0.543 (Global Impact factor, Australia).
8. Israilov I. Azizov B.M.. Influence of spray nutrition on grain technological quality .Barnaul 2015, 12-17
9. Arabi M, Javhar M. Grain field kernel weight, and septorintrinsic biotch responses of wheat to potassium and nitrogen fertilization. Cereal Res. Commun- 2000 .30 . № 1-3 , c 141- 147.
10. Absattarova A.S «Combining Ability of on yield components» The Second Central Asian Cereals Conference. 2006 . Kyrgyz Republic, 293-294
11. Borlan Z ,Fertilizareafoliara de stimulare a culturilor . Prod. Veget. Vereateplantetehh. 1989. 41. 1 : 13-21.
12. Coomc J. Tehniques in Bioproductivity and Photosynthesis. Pergamon Press Oxfort. New York. 1989, 53-56

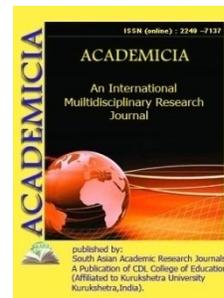
13. Dorntscu D. Conținutul de N, P și K al grâului de toamnă la sfârșitul înfloririi, în legătură cu încusirile agrochimice ale solului și sistemul de fertilizare. *Agrochim. București*, 1983, 45, c. 82-93.
14. Hawaru D.D., Nowman M.A. Nitrogen fertilization of conservation tillage wheat. J. Sources and application rates. *J. Plant Nur.* – 2002. 25. № 6. c. 1315-1320.
15. Holbrook J. Assessment of results from wheat trials testing varieties and application of nitrogenous fertilizer. *J. agr. Sc.*, 1983, 447-452
16. Hanway J.J. Foliar application of fertilizers on grain crops. *Plant growth and development – applied chemicals*. 1988. 101-109
17. Kienzler K.M. Comparative advantage of different N-fertilization rates on irrigated winter wheat (*Triticum aestivum* L.) for two soil textures in Khorezm region. T. 2008.
18. Gyuga P. Photosynthesis and grain of wheat under extreme nitrogen nutrition regimes during maturation. *J. Plant Nur.* – 2002. 5. № 6. c. 1281-1290
19. Gepts, P. R. Papa. 2003. Possible effects of gene flow from crops on genetic diversity from landraces and wild relatives. *Environmental Biosafety Research* 2: 89-103
20. Lope D. 2004. Gender Relations as a Basis for Varietal Selection in Production Spaces in Yucatan, Mexico. MS thesis, Wageningen University. 311-315
21. Quist D. and L. Chapela. 2001. Transgenic maize introgressed into traditional maize landraces in Oaxaca, Mexico. *Nature (London)* 414: 541-543



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00111.7**

LINGUOCULTURAL PECULIARITIES OF THE CONCEPT "EYE" IN PHRASEOLOGICAL UNITS IN THE LANGUAGE OF THE KAZAKHS OF KARAKALPAKSTAN

Berikbay Kozdibaevich Bekniyazov*

*Senior Teacher,
Kazakh Language and Literature Department,
Nukus State Pedagogical Institute Named After Ajiniyaz,
Email id: bbekniyazov@gmail.com,
UZBEKISTAN

ABSTRACT

The article describes the dialect features in the language of the Kazakhs living in the Republic of Karakalpakstan. A linguistic analysis of stable compounds based on somatic names in the local the Kazakh language was carried out. Cultural data stored in the initial state of stable expressions with the "eye" component are analyzed. The article describes the semantic field of steady word combinations with an emphasis on the influence of the Karakalpak and Uzbek languages on the formation of somatic phraseological units.

KEYWORDS: *Dialect Words, Somatism, Phraseology, Literary Language, Concept, Anthropocentrism, Component.*

INTRODUCTION

It is not enough to determine the internal laws of the language in order to fully understand the language of each nation; its main source is directly related to the history of the development of the ethnic group of the speaker of this language, traditional culture, the spiritual world and artistic thinking. Therefore, the study of the worldview and culture of people in relation to language is the main criterion in determining the national essence of language, which is an oral form of self-expression. The source of the national culture formed through the language is phraseology, and the linguocultural characteristics of each nation are reflected in linguistic units. In modern world linguistics, lexical units are studied that reflect the national identity of each

vernacular, mainly in the ethno semantic, anthrop linguistic and ethno linguistic directions. As a result, it turned out that the phraseological units of a particular region are semiotic, that is, the symbolic language of the formed material and spiritual culture. Based on the study of the material and spiritual culture of an ethnic group in a social context, it became possible to divide phraseological units into ethnic, territorial and dialectal types. The conclusions and scientific, theoretical concepts of such a modern study, proving that the language, ethnos and culture are an integral system, form the basis of a large-scale study of somatic phraseological units of the Turkic languages by historical comparative typological methods, including somatic phraseological units in the Kazakh language of Karakalpakstan. On the basis of linguistic facts, the article analyzes the nature of the use of somatic phraseological units with the component "eye", their expressive, emotional aspect, artistic and methodological function, mainly in the language of the Kazakhs of Karakalpakstan.

METHODS

The work used a diachronic, synchronous, structural-functional method, component analysis, etymological, historical-retrospective, comparative-typological, comparative-historical description, narration and generalization of ideas.

RESULTS AND DISCUSSION

The language and culture of each nation, formed over the centuries, live in interdependence. This, in turn, allows us to understand the national and cultural views of people, the manifestation of the linguistic consciousness of people, the cultural and anthropological image through linguistic units. Today, the study of individual aspects of national thinking is of particular importance. From this point of view, the special role of phraseological units in the study of the folk way of life. Folk idioms of a national character are formed by the peculiar way of life of the place, the formed way of life. Dialect phraseological units are the fruit of the spoken language, a linguistic phenomenon in its development. There is a history of the emergence of linguistic differences in the language of the Kazakhs living in each region. They are used by people at will and processed in their own way. Such phraseological units color the word and increase the sensitivity of the language.

Among the phraseological units there are many somatic types on which the organs of the human body are based. A. Bolganbaev emphasizes the essence of somatisms in the formation of phraseological units: "Anatomical terms are characterized not only by their ambiguity, adaptability to the formation of new words, but also by their active participation in the formation of steady compounds." [1: 107 b].

Somatic phraseological units are a general process inherent in all linguistic phenomena, only their origin, structure, use, descriptive nature are connected and reflect the behavior, traditions and customs of people who speak the language. Naturally, the stable components of each language have characteristics of the environment, the region in which they are located. The concept "eye" in parts of the body, which underlies somatic phraseological units in the Kazakh language of Karakalpakstan, is closely related to the understanding of the world by the local population. The steady units with the "eye" component used in the dialect are the main linguistic units of national thinking in the cognition of the world. It is known that the units that are found in the language are formed and developed in direct contact with the thinking, the national identity

of this people. Scientists have interpreted various aspects of the concept "eye" in the Kazakh literary language.

In her work, M.B. Abdrakhmanova also drew attention to the number of stable units of the somatic terms "eye" in the linguistic consciousness of the people: "The meaning of numbers in the concept "eye" is primarily associated with the process of vision, the organ of the eye. Secondly, their number is limited, and what limits them is the nature, quality of the eye, vision, gaze, by the quantities of the concept "eye" we mean numbers that are absorbed by the concept "eye" and become part of linguistic units.

For example: in the meaning - single: One-eyed giant, one of two eyes, two bites, one look, (one to one) right eye; one exhibition, one view (from seeing); at first glance, at first glance; double meaning: In both worlds there is no evil, blindfold, double fear, two eyes, one of the two eyes, two eyes of the four; the meaning of three numbers: The third eye, the third eye is opened; in the meanings of four numbers: When all four eyes are sitting, the two eyes are four, the four eyes; the meaning of eight numbers: Eight eyes [2: p.27-28]

In general, from the units considered within the concept "eye", in general, it is claimed to have formed and developed their semantic meaning, indicating the action of complex non-verbal signals.

M. V. Mamaeva and T. V. Amantay: "In the Kazakh language there are a lot of somatic phraseological units formed in connection with parts of the human body. Among them, somatic phraseological units related to the "eye" are in the lead, their total number is 172. In particular, action (verb) means 135, adjective - 16, nouns - 16, adverb - 5 such as the valence of somatic phraseological units in the Kazakh language. [3:p.68]: көз жанарының уытын төгіп, көз жасы тыйылды, көз алмай тұр, көз алмай тұр, көз жазбай, көзімен жеп болады, көз бояп, көзден ғайып болды, көз жүгірттім, көзімен атып тұр.

GuldarkhanSmagulova, who studied the structures of cognitive phraseology, frame analysis of phraseological units, cognitive and cultural aspects of phraseological units, in her monograph associated with the word "eye", analyzes phraseological units from a cognitive-semantic point of view [4: p.25]:

- Make a look - a look; to help. (p.42) between eyebrows and eyes - quickly, immediately (p.45), pile of blue flies in the eyes - punishment (p. 46) concept of speed - between the eyebrows and the eyes (p.49), the eyes of the good - тектінің ұрпағы (51- бет), қысты көз қырауда (p.51) - difficulties during work, көзінің ақы мен қарасы is the most respected close person, usually in relation to a child (p. 52) , cash (p. 61), out of the eye socket - fear (p. 62) .As a result, the verbalization of the "cry" frame: eye / eye / age lake / eye / eye / age / age / discharge / tears / tears; (p, 64) when happy: burning eyes; (p.69), place of sight - a close place (p.85), opening of eyes - change the situation, understand, understand life, know the world; openness - the emergence of a favorable situation, opening the way (p. 96), "soil scattering - deception; (p. 99), the soul of a fly is connected with the life of people: visible from the tip of the eye, between the eyebrows and the eyes, (p.208), darkness (p. 215), afraid of smth. (p.234).

Speaking about the role of anatomical terms in the formation of phraseology based on time, space, size in the Kazakh literary language, A.K. Toktanova said: In particular, the organs of the human body, such as blood, mouth, feet, jaw, eyebrows, eyes, serve as the basis of speech, a

pillar, a special enrichment of the rich collection of language phraseologisms. serves for further enrichment " disagreement - quickly, in a moment, көздіашыпжұмғанша - instantly, between the eyebrow and the eye, instantly; көзбайланғанкез- in the evening, dark eyebrows, dark; көзгетүртсекөрінбейтінқараңғы // көзгетүрткісізқараңғы//көзгетүртсекөргісізқараңғы// көзтүрткісіз emphasizes that phraseological units, such as darkness and dimensions, are the basis of time, [5: p. 204].

Even in the dialects of the Kazakhs of Karakalpakstan, phraseological units with the component "eye" serve to convey a variety of information, historically formed, encoded into a unique spiritual, semantic image.

The aim of our work is to clarify various information in the spiritual structure, the semantic image of such a dialectal concept "eye".

The moon - congratulations. This phraseological unit is mainly expressed at a time of special joy, and among local residents they say when a son comes from the army, when relatives come who have not seen for a long time. The meaning in literary language is my eye. The long-awaited man came and rejoiced [p. 6: 212]. Look! If your child is happy to come from the army, let him be happy for a long time! (from oral speech.)

Blindfolded --gave birth, gave birth to a child. Basically, this stable unit is used in the literary language of the Turkic languages such as Uzbek, Karakalpak, Kyrgyz. Nagima's daughter-in-law is crying and congratulating her neighbors.

In the openness of the eye - during his lifetime. Turdybay Haji, in the openness of his eyes, did the right thing by giving his inheritance to his three children (from the oral speech). At the same time, the regular expression used in the literary language means "farsighted" - an educated person, deeply thinking [7: 144] - and among the local population it means "clairvoyant", a person who sees the future.

His eyes are full of oil // squeezing his eyes - arrogance means obesity from dirt, to lubricate the eyes and ignore others. Mainly used to express negative behavior in oral speech. Chel (marza) - (Turkm.: Takhta, Old-Urgench., Taj., Bair; Karakalp.) Soil adhered to all four sides of the field. The field around Chel (marza) is painted for water resistance (Turkic, Takhta). [8: 749-750]

His eyes are hard - in the acute sense of the word. One of the types of trust between people, preserved from time immemorial, is corruption. The damage will especially affect the child. The phrase "sharp" was used to refer to a person with a sharp eye (spoilage). In these cases, people with a keen eye are asked not to jinx it. In this regard, the word "eye to eye to stone" arose as a word with a magical meaning, used to simultaneously reflect this sharp gaze, that is, to return the forces of corruption in the local language. Let Sagynbay's eyes be like salt, his nose be as big as ours, let him spit on children. (from oral speech)

My eyes are not flying - I don't want to look in the face, I don't want to see. It is mainly used in colloquial speech. I can't wait to see you at this wedding, don't miss it! (from oral speech)

Getting fuel from the source - intimidation, pomp. It is also used in verbal language in the form of fixed compound words such as "bully" and "scared from childhood" to express the meaning of the first bullying and persuasion.

Make sure you keep an eye on your eyebrows - to do good to someone, to do evil, to make a mistake, to work. We water the mouth ourselves, you have a habit of "making eye contact", sit still (from oral speech).

Open your eyes wide - punish, confess, repent. The word «МӘШ» comes from the Persian word «МӘШ», an annual legume belonging to the «МӘШ» family, and its edible skin, the white grain inside the vegetable. [9:p.619]. The elders of the village took Nurbol in the middle and opened his eyes wide (from oral speech)

Eye contact - to be ashamed of their actions. Tomorrow it will be obvious, then what kind of person will we be in front of the in-laws (from oral speech)

Open your eyes basically this phraseology is used by women in the sense of their first marriage. Daribai died and brought his only son to the palace. (from oral speech).

Take a look - this phraseology is applied to unmarried men in the sense of whether they have a lover or a chosen one. If you have caught it, bring it, so that your grandparents can see the end and the noise. (from oral speech).

His eyes fell - the expression of the meaning of the verb "to see" and the expression of emotionality in works of art serves to effectively convey the idea. [10: p.71-74]

Also among the local Kazakhs there is a lot of care and help: to see without eyes // to see without eyes- hatred, hostility; narrow eyes - jealous; striking - striking; to be visible - are widely used for attentiveness.

The phraseological units that have developed over the centuries, reflecting the specificity of the area, arose as a manifestation of the cultural wealth of the nation, that is, folklore, religion, philosophy, traditions and customs of the people, and the mythological worldview. In this regard, the study of phraseological units of dialectal quality, its conceptual scale is one of the actual problems of linguistics. Analysis of somatic phraseological units in the framework of the anthropocentric paradigm, from the semantics of dialectal stable units, one can understand the cultural image and thinking of the nation, the nature of the national mentality, customs and traditions in the perception of the environment.

CONCLUSIONS

Conceptual analysis of dialect phraseology is a necessary aspect in the work to define and determine its place in the enrichment of the literary language. Regarding the lexical-semantic study of dialectal somatic phraseological units with the component "eye" in the language of Kazakhs of Karakalpakstan, we came to the following conclusion:

-revealed the semantics of somatic phraseological units, which are the distinctive features of language and culture;

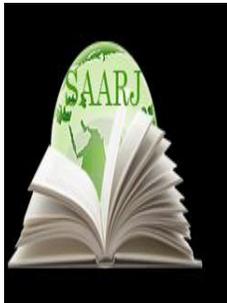
-the feature of expressive semantics of the concept "eye" of dialectal character is shown;

-the expressive function of phraseological units with the component "eye" has been determined, the figurative meaning of which has been transformed into a semantic change in the process of development, while the main function of somatic terms among common phraseological linguistic units is to analyze the formed dialectal stable units, it is necessary to touch on the cultural, descriptive information in the language.

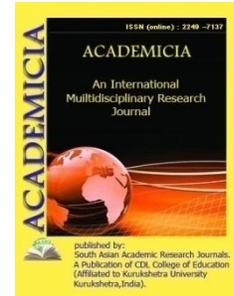
Phraseological units with the component “eye” in the language of Kazakhs living on the territory of the Republic of Karakalpakstan retained their dialectical features, in contrast to the Karakalpak and Kazakh national literary languages.

REFERENCES

1. Bolganbaev A. Phraseologisms related to anatomical terms. Experience in creating an explanatory dictionary of the Kazakh language. A.: Gilim, 1989, 107 p.
2. Abdrakhmanova, B.M. The concept "eye": linguocultural and cognitive paradigm // "Al-Farabi Kazakh National University. - Almaty, 2008 .- 125 p.
3. Mamaeva, M.V., Amantai, T.V. Valence of somatic phraseological units in the Kazakh language // KazNUVestnik = Bulletin of KazNU. Series "Philology", 67-71 BC, 2015. No. 5.
4. Smagulova, G. Kazakh phraseology in linguistic paradigms: monograph. - Almaty: "Eltanimbaspassi", 2020 - 256 p.
5. Toktanova, A.K. Words provoking time, space, dimensional phraseology in the Kazakh and English languages. KazNUVestnik. Philological series, no. 4 (134). 2011, 204 p.
6. Dictionary of the modern Kazakh literary language. Fifteen drops. Volume 8 Almaty, 2011-744 p.
7. Kenesbaev, Í. Phraseological dictionary of the Kazakh language.-Almaty: QazAqparat, 2007, -356 p.
8. Regional dictionary of the Kazakh language. Almaty: Publishing house "Aris", 2005.-824 p.
9. Annotated dictionary of the Uzbek language. Volume II.-T.: State Scientific Publishing House "National Encyclopedia of Uzbekistan", 2006, 671 p.
10. Yusupova, B.T. Phraseology of the Karakalpak language and some problems of its study. (Collection of scientific articles) Tashkent: Publishing house "Tafakkuravlodi", 2020.-224 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00112.9**

THE ROLE OF MUSIC IN THE DEVELOPMENT OF OUR NATIONAL SPIRITUALITY

Dilmurod Tursunovich Nosirov*

*Teacher,
 Department of Music Education,
 UZBEKISTAN

ABSTRACT

The issues of alignment of spirituality of rising generation on the basis of transferring them conceptions, knowledge and skills about local musical traditions are considered in the present article. Music education in these schools has been directly enhanced. The content of these schools is based on the fact that music is a real means of education throughout one's life, from the moment a person is born. The independent study of music in connection with the art of speech and literature contributes greatly to the development of the name and practice of music. Improving the development of music in the development of the individual, of course, depends on the methodology of education.

KEYWORD: *Traditions, Local Musical Pedagogy, Local Singing Traditions, Musical Impressions, Music, Art, Education, Song, Sing.*

INTRODUCTION

The Uzbek people are a great nation that has made a great contribution to the historical development of the world with its ancient science, literature, music and culture.

Indeed, independence cannot be strengthened and sustained without addressing issues directly related to culture and enlightenment, and without inculcating the ideas and concepts of independence in the minds of the people and transforming them into beliefs. National revival is a very broad, deep, complex historical process that directly affects all spheres of life of our nation - economy, politics, spirituality, science, language, history, customs, crafts, architecture, as well as human development. Covers all issues as well. Music also plays an important role in the development of our national spirituality. It is one of the oldest and, at the same time, the most popular fields of national music, deeply ingrained in the life of the people. The music also

reflects the real reality. The influence of music on our national spirituality is so great that science has already proved that it can cure patients. Abu Ali Ibn Sina attached great importance to the power of music and argued that some mental illnesses could be treated through music. The great philosopher Abu Nasr al-Farabi, in his book *The Great Music*, expressed his valuable views on the types of tones of music theory, the reasons for their origin, and their spiritual and psychological impact on man. Farabi was not only a theorist but also a practitioner in musicology. He is also a well-known musician, a great musician and composer, and the inventor of a new musical instrument. Reflecting on the amazing magical power and miraculous effects of music, Farabi says in his book *On the Origin of Science*: "This science is useful in this sense, it regulates a person who has lost his balance, It perfects and maintains the balance of an imperfect nation." The masterpieces of music created by our people find a certain degree of self-sacrifice in every second - in education, labor, social relations. National music teaches the surrounding events to perceive and appreciate beauty, equips them with delicate taste and free thought, expands the spiritual world. It is no coincidence, therefore, that music is called a philosophy without language. Music can soften a person's heart and evoke feelings of faith, love, and compassion. At the same time, the task is to express the ideas of mysticism in accordance with the ideology of the great state. Naturally, the study of these complex scientific issues is entrusted to leading musicologists in all respects.

Human upbringing has always been one of the most pressing issues in any society. Because the formation, development and prosperity of a society depends on its upbringing in that society. Upbringing is a continuous process that consists of regularly influencing a person's spiritual and physical development in order to prepare him or her for socio-economic production relationships. Therefore, educating young people and mobilizing them to strengthen our independence is an important example. In our independent Republic, special attention is paid to the issues of spirituality and culture. It should be noted that in order to shape the spiritual life of person in Uzbekistan, there are ample opportunities for music to penetrate deeper into cultural life. At the same time, the establishment of creative institutions such as the Center for Spirituality and Enlightenment, the International Cultural and Enlightenment Complex, the Union of Composers and the creative changes in society are the traditional competitions held in our country under the name "Uzbekistan is my homeland." methods are used in the implementation of reforms. It should be noted that the realization of the prospects of the Uzbek national musical culture, which has an ancient and rich experience, has developed over the centuries in order to engage in educational work.

Music education in these schools has been directly enhanced. The content of these schools is based on the fact that music is a real means of education throughout one's life, from the moment a person is born. The independent study of music in connection with the art of speech and literature contributes greatly to the development of the name and practice of music. Improving the development of music in the development of the individual, of course, depends on the methodology of education. The methodology of music education as a science belongs to the system and has its own independent place. This subject studies the content and methods of music education in order to further improve its methods. The methodology of music education is based on the generalized experience of sophistication, musicology, physiology, psychology in educational institutions. The methodology of music education is especially connected with the sciences of fine musicology. While the name Nafosat is the basis of his methodology, it has a

direct impact on the content and methods of education. The methodology is based on physiological research in solving problems in students' singing activities. The essence of music education methodology is important for the younger generation in the art and culture of music. The development of methodology as a science is directly related to the development of education and music in society. At the same time, it promotes the general principles of music education methodology. These principles, which are based on the principles of artistic and technical development of consciousness, are aimed at developing students' musical abilities, strengthening their interest in music, and cultivating art. Conscious understanding of music helps to unravel the content of the work and to help students accumulate musical experiences and enrich their spiritual world. Music education develops the ability to evaluate the work of the listener through an increase in the principle of emotional awareness: Their interest in music is nurtured. The principle of the artistic and technical stage requires qualified personnel for the artistic and expressive performance of the work. Focuses on students' singing skills. As students develop an understanding of the principles of music development and develop their skills, they will learn more about musical concepts. Recognizes that music education methods depend on many factors in the educational process. People's musical culture is not formed only under the influence of school. At home, of course, the environment, the media and the integrated social media system also play an important role. There are the following problems in the development of methods of pedagogical development, including the abandonment of methods of teaching music education:

A) Methods of music education, content testing, performance dependence.

C) Development of musical and creative abilities in students.

C) Development of musical ability and voice, age and individual characteristics of music perception.

D) The relationship between the possibilities of using musical activities in different forms in the development of students. The objectives of the methodology include music lessons in addition to music lessons, extracurricular and extracurricular activities, clubs, holidays, and entertainment nights. The methodology of music education requires the study of literature and fine arts, which are close to the science of music, in connection with history. This is an important tool for the effective implementation of all aspects of student education. Lessons are a key factor in achieving the goals and objectives of music education. Because of the mass involvement of students, music at school differs from other disciplines in its art and interest, as well as in its excitement. Most importantly, music plays an important role in shaping children's mental and moral qualities. Music sharpens the mind and sharpens the mind. In music lessons and classes, students learn about our upbringing and national culture and expand their knowledge. The role and purpose of the art of music in the upbringing of the child, the personality in the system of enlightenment ideas of our ancestors Abu Nasr Al Farabi is especially recognized. It mentions the society of music in human life and exclaims, "O world of music, it is better that you go, what would be the state of man without you." The scholar Abu Ali Ibn Sina also describes music as a powerful means of influencing a person's spiritual and physical cultural nature in his musical enlightenment views. It is believed that music should be nurtured from an early age, which will strengthen the child's mood. In his famous book, The Laws of Medicine, two things need to be done to strengthen a child's clientele. One is to shake the baby slowly, and the other is to play music, which has become a habit to put the child to sleep. He wrote that depending on the

amount of intake of the two, the child's body sometimes had a need for upbringing and spirit for music. Thus, scientists and thinkers have long been interested in the application of music not only as a means of effective influence on man, but also as a separate science according to its nature, goals and objectives in society. Will be the basis for the emergence of popular folk music pedagogy. Schools of teaching methods are being developed. Nowadays, the task of cultivating a person's spirituality requires raising the quality of music education in schools.

The goals and objectives of music and education are very important today. The goal of music education is to bring up a generation as a young, valued cultural person who can inherit our musical heritage and inherit our universal musical heritage, so that every student has access to music.

The main task of school music education is to develop the talents, increase the love and passion for the art of music, to form the necessary range of knowledge and practical skills in music, to create the necessary conditions for the musical development of gifted students. The goals and objectives of music education are directly related to the music lessons in the school. In the concept of music education, music at school, along with other disciplines, has a special significance. It is an equal subject in school to raise the quality of music education. This requires a modern student to have a positive attitude towards lessons, and to actively organize and manage the development of students' musical activities. Music has its own characteristics as a lesson. And every teacher should know these qualities.

First, the theory of music history includes some exercises from various examples of performance, music literacy classes, listening to music, music education and literature, children's playing of musical instruments, elements of rhythmic acts, and activities of artists in music. The second type of music differs from other forms of art in its means of expression, the "language." If fiction is expressed in words, in fine arts, and in dance, in art, then the tone of the music is used. Third, music has an active emotional impact on children, giving them positive instructions and experiences. The program of music culture in general secondary schools includes lessons such as listening to music, singing as a group, musical literacy, children's musical instruments and rhythmic movements. The connection should be made as a whole. Understanding modern music plays an important role as a leading activity. Because at this stage, there are more play features in the students' activities. In this way, the goals and objectives of education and upbringing are fully realized. Important activities such as providing scientific leadership in these processes, understanding the content of national music education,

Undoubtedly, music can increase the effectiveness of education, which has a significant impact on the formation of the spirituality of students in school life. The spiritual growth of our nation, in many respects, requires a deep understanding of the restoration of our national values, a wide-ranging propaganda with all our heart, and, most importantly, the consistent upbringing of the younger generation. Our musical values have a special place in this regard. In particular, the unique forms of Uzbek folk music - songs and masterpieces - are the truly invaluable spiritual treasures of our people. In the musical samples of the time, the noble virtues, dreams, delicate emotional experiences and philosophical observations of existence in general, which are stored in the hearts of our ancestors, are vividly expressed. Therefore, when you listen to the national melodies, the "voice of the centuries" sung from them, the delicate and high human feelings embodied in captivating melodies, excite our hearts and at the same time encourage us to

appreciate the artistic traditions inherited from our ancestors. a radical change in the education system has taken place since independence. The goal is to radically reform the education system and bring up a full-fledged person who combines all-round maturity, wealth, mental purity and physical stability. The Law on Education and the National Training Program were adopted. The key to solving these historical problems is a complex and multifaceted complex system of education. One of the most pressing issues facing our creative music teachers is to study our national music and culture more deeply and comprehensively than ever before, and to pass it on to the younger generation and promote it. It is important to manage the social activity of a person's spiritual world, emotions and inner experiences. The role of our national music, including makom and art, in balancing the wonderful emotions of harmonious spirituality is incomparable. For centuries, our ancestors have praised the power of our music and enjoyed it in their relationships and work.

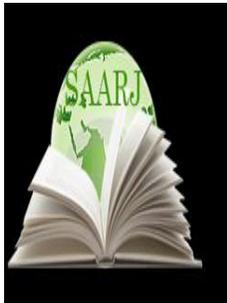
Musical literacy has clear goals and objectives. The existing national methods determine the direction of its implementation. Learn, listen to, play music and use it in your life. Interests go hand in hand with human culture. The status of one of the masterpieces of our people is to some extent reflected in education, labor and social relations. From infants to the elderly, Murgak enjoys the benefits of art. They fight to make tomorrow brighter. Music is an independent field with great educational potential in our country. Nowadays, the attractiveness of music, its status expands, and its place in society is strengthened. In the educational process, music is the basis of moral and aesthetic education of the younger generation. The effectiveness of a number of accelerations in the educational process depends on it. During the first stages of the great independence, at a time of radical economic, political and social reforms in our country, special attention is paid to humane and progressive factors such as national culture and art, spirituality and enlightenment. Here it is important to study in detail our historical and cultural monuments, including our musical heritage, to fully restore our age-old values, folk customs and traditions. It should be noted that in recent years all the necessary conditions have been created for its scientific and practical development by the younger generation. The melody is an expression of the divine mood in the human soul. The idea, the imagination of a stable work, first appears in the imagination, and then, through the performance, comes to life through resonance, into a certain form of melody. The lifespan of the melody is very short; as soon as it appears, it disappears. But the moving sound, the melody, leaves a mark on the listener's heart, evokes pleasure and encourages him to strive for this delicious state again. This charm is beautifully expressed by Mawlana Abdurahman Jami: completely engulfed. But when the soul begins to enjoy it, it is wrapped in a veil of nothingness and disappears. If its loss is frustrating, the mood of despair will not end, and the next melody will bring back the previous presence, and thus the melodies will be interchanged and repeated in accordance with the author's harmony. "One of the simplest ways to keep the passion alive is to share it with loved ones. If the melody of the melody is accepted and influenced without indifference, the desire to continue this pleasure is aroused. In this state of mind, the hearts of the performer and the listener are connected, and they begin to receive the same nourishment from the melody. This pleasure develops into melodies, which in turn become larger compounds. In this way, the whole melody is formed from the primary percussion and melody particles. From their connection large works are formed. So, in short, in recent years, the principle of relying on the art of music, to make the younger generation more enjoyable of its centuries-old traditions and examples, has become a priority. Parents in the family and teachers at school often teach children that good music and songs can purify a

person's heart, purify his soul, lift his spirits, and guide him to good goals. One of the most important priorities today is to train young people to become professionals who know the art of music, which is a rich spiritual heritage. First of all, young people need to be familiar with the art of music in order to have national pride and high culture. The head of our state Sh. Mirziyoyev has been paying special attention to this issue in a number of speeches and speeches. In his speeches during his visits to the provinces in 2020, the President set the task that school graduates should learn to play one musical instrument, which imposes a great responsibility on music teachers. The divinity of music, its connection to the soul, the mysterious world of melodies have always fascinated mankind. While the song is an ointment for pain and increases joy, the musician's melody removes sorrow and gives a good mood. The role of music in the development of our national spirituality is invaluable, so teachers of music culture are equally involved in the formation of such qualities as patriotism, love, hard work, friendship, loyalty in young people through music.

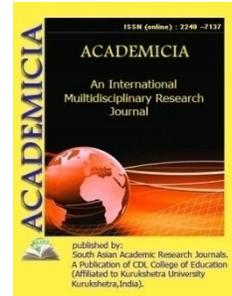
The role of music in the development of our national spirituality is invaluable.

LIST OF USED LITERATURE

1. Law of the Republic of Uzbekistan "On Education". The dream of a harmoniously developed generation. –Tashkent: Uzbekistan, 1998. –20-29 p.
2. National training program. The dream of a harmoniously developed generation. - Tashkent: Uzbekistan, 1998. - 31-61 p.
3. Decree "On the strategy of actions for further development of the Republic of Uzbekistan".
4. Action strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021.
5. Mirziyoyev Sh. Together we will build a free and prosperous democratic state of Uzbekistan. T.: Uzbekistan, 2017
6. Mirziyoyev Sh. We will build our great future with our brave and noble people. T.: Uzbekistan, 2017
7. Mirziyoyev Sh. People's Speech, January 16, 2017
8. Education, science and innovation (scientific-methodical journal). 2017
9. Uzbek seasonal folklore (textbook). 2008
10. A. Jabborov. Uzbek composers and musicologists. Tashkent. 2004.
11. Y.Rajabiy. I. Akbarov. History of Uzbek folk music, (Teacher). 1981.
12. M.Yunusov. My countrymen (textbook). 2017
13. G.Sharipova, G.Najmiddinov. Methods of teaching music (textbook). 2018



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00110.5

MORPHO FUNCTIONAL CHANGES IN THYMUS OF WHITE RATS IN ACUTE STRESS

Dilnoza Ahrorovna Khasanova*; Nigora Khamroevna Asadova**

*Head, PhD,

Department of Anatomy,
 Bukhara state Medical Institute named after Abu Ali ibn Sino,
 Bukhara city, UZBEKISTAN
 Email id: akwamarin80@gmail.com

**Assistant,

Anatomy Department,
 Department of Anatomy of Bukhara state Medical Institute named after Abu Ali ibn Sino,
 Bukhara city, UZBEKISTAN
 Email id: nasadova1987@gmail.com

ABSTRACT

In the thymus of animals subjected to acute stress, a decrease in lymphoid tissue was found, accompanied by the death of lymphocytes in the cortex and medulla. Acute stress leads to the appearance in the thymus of a large number of degranulating mast cells and actively functioning epithelial tubules. Psychological stress has great impacts on the immune system, particularly the leukocytes distribution. Although the impacts of acute stress on blood leukocytes distribution are well studied, however, it remains unclear how chronic stress affects leukocytes distribution in peripheral circulation. Furthermore, there is no report about the role of spleen in the blood leukocytes distribution induced by stress. Here we show that spleen contributes to the alteration of restraint stress induced blood leukocytes distribution. Our data confirmed that restraint stress induced anxiety-like behavior in mice. Furthermore, we found that restraint stress decreased the CD4/CD8 ratio and elevated the percentages of natural killer cells, monocytes and polymorph nuclear myeloid-derived suppressor cell. We demonstrated that activation of hypothalamic-pituitary-adrenal axis (HPA) and sympathetic nervous system (SNS) contributes to restraint stress induced alteration of blood leukocyte distribution. Interestingly, we found that splenectomy could reverse the change of CD4/CD8 ratio induced by restraint stress. Together,

our findings suggest that activation of HPA axis and SNS was responsible for the blood leukocyte subsets changes induced by restraint stress. Spleen, at least in part, contributed to the alteration in peripheral circulation induced by restraint stress.

KEYWORDS: *Lymphocytes, Thymus, Spleen, Stress, Pain, Histopathological Changes, Environment, Morphology, External Factors, Experiment, Gassal Cells, Epithelial Cords, Thymic Atrophy, Thymic Hyperplasia, T-Cells.*

INTRODUCTION

The experiment involved 30 animals - non-inbred white rats (males and females) of four months of age with a body weight of 150-200 g, kept under standard vivarium conditions (free access to food and water and 12-14-hour daylight hours). Two experimental groups of 10 animals each were formed: I - intact animals in standard vivarium conditions; II - rats subjected to acute cold stress, which was modeled as follows: a single exposure to a temperature of +5 ° C, exposure - 1.5 h. Daily observation of animals included registration of behavior, appearance, physiological functions. On the 7th day, the animals were removed from the experiment under ether anesthesia in compliance with the rules of euthanasia, and the autopsy material was taken for subsequent histological examination (thymus).

The thymus is covered with a thin capsule of dense unformed connective tissue with a large number of collagen fibers and is divided by trabeculae into indistinctly delimited lobules, consisting of cortical and medulla. In some animals, adipose tissue is found in the trabeculae. In some preparations, the border between the cortex and the medulla is not clearly revealed. The cortical substance of the thymus is represented by weakly oxyphilic epithelioreticular cells, macrophages and basophilic-stained, tightly adjacent T-lymphocytes; a small number of capillaries surrounded by epithelioreticular cells are found in it.

The thymus medulla looks lighter. Lymphocytes, macrophages and epithelioreticular cells are well visualized in it. At high magnification, thymic bodies formed by reticuloepithelial cells are revealed. In the connective tissue of the thymus septa, single mast cells are detected.

In the group with cold stress, by the 10th day of the experiment, the thymus tissue showed, first of all, vascular disorders (edema of the connective tissue and vascular congestion). As for the changes in the lymphoid tissue, they were expressed to varying degrees in different lobules in the same individuals.

In some experimental rats of this group, the disappearance of inversion of layers in individual lobules of the thymus was noted - with the depletion of not only the medulla, but also the cortical layer of the thymus, which was manifested by the depletion of the layers with cells of the lymphoid series and the disappearance of clear boundaries between the layers. In the medulla and cortical layers of the thymus, areas of lymphocyte death were visualized, which manifested itself light-optically as a "picture of the starry sky." In 20% of animals in the lobules, the replacement of lymphoid tissue with adipose tissue was noted.

Main part

The influence of various pathogenic factors on human health leads to morphological changes in tissues, disruption of the function of individual organs, and in particularly severe cases, the entire

body as a whole. All this forces scientists to pay close attention to the organs of immunogenesis that provide the body's defense mechanisms [1-6].

The blood system plays an important role in the body's response to any stressful effect [7]. In recent decades, the influence of stress on the mechanisms of regulatory processes in humans and animals has been actively studied, its role in the adaptation process with the participation of cytokines and antioxidants has been shown on models of emotional, pain, traumatic and other stresses and also the fact that under the action of stress, all regulatory information goes from the nervous system through the pituitary-adrenal, lymphoid system and hematopoietic organs, and the general adaptation syndrome develops against the background of the restructuring of the activity of the local microenvironment, in which stromal elements and cytokines play an important role [7]. Nevertheless, today there are many unresolved issues in the pathomorphological changes in the organs of immunogenesis under stress, which determines the relevance of research in this direction.

The process of age-related involution, an evolutionarily ancient process inherent in all vertebrates, stands apart [15]. One of the characteristic features of true age involution is its irreversibility under physiological conditions. Recovery of the thymus after involution due to gonadectomy, administration of luteinizing hormone or growth hormone is shown.

An absolute decrease in thymus mass correlates with the onset of puberty. The thymus, which has undergone age-related involution, is an accumulation of adipose tissue with remains of the parenchyma containing islets of epithelial cells and thin strands of a few thymocytes with Gassal cells. However, involution is never complete, small islands of the thymus parenchyma are found even in people older than 80 years [16].

In all animals of the group (100%, $p < 0.05$ with respect to control), inversion of layers was also observed, which is typical for the 3rd phase of accidental thymic involution under stress [8].

The blood vessels in the devastated cortex had a structure typical of the vessels of the thymus medulla. It is known that the hemocapillaries of the cortical layer have a relatively thick basement membrane, to which epithelioreticulocytes, macrophages and lymphocytes often adjoin; the basement membrane of the medullary hemocapillaries, on the contrary, is thin [7].

Also, in the cortex and medulla, areas of stromal collagenization and the formation of a large number of thymic bodies were detected.

In the thymus tissue, a large number of mast cells were detected - large cells with basophilic granules. They were found mainly in the interlobular connective tissue, in the connective tissue of the septa inside the lobules in the vicinity of the blood

Mast cells are an integral part of the thymic microenvironment; their main function is to control the composition of tissue fluid, they are regulators of tissue homeostasis and the last link in the general adaptation reaction at the cellular level, in the thymus they are actively involved in the processes of differentiation and migration of thymocytes [13]. In 70% of animals, epithelial tubules lined with cubic epithelial cells were also detected in the cortical layer of the lobules.

It is known that epithelial tissue plays a leading role in the implementation of the functions of the thymus; at the same time, both in the human thymus and in the thymus of laboratory animals, epithelial tubules, thymic bodies and epithelial accumulations are permanent structures [13]. In

2009, only one term was introduced into the nomenclature, referring to the epithelial structures of the thymus, thymic body; the combination of three types of epithelial formations of the thymus (epithelial cords, epithelial tubules and thymic bodies) under one general term is conditional and inhibits the development of ideas about the structure of the thymus [12].

Most researchers explain the proliferation of epithelial structures in the thymus by the emergence of an urgent need to enhance the secretion of thymic hormones under extreme exposure [9, 10]. The cavity forms of the tubules can be constantly determined with the tension of the functional activity of the thymus, expressed in a change in the emigration and immigration of lymphocytes in the organ - not only in the embryonic, early postnatal and senile periods of genesis, but also under the influence of stress factors on the body. In accordance with modern ideas about the functions of the thymus, all these periods of life characterized by an unbalanced supply of T-precursors from the bone marrow to the thymus and emigration from the thymus to the peripheral lymphoid organs of T-lymphocytes that have passed the intrathymic stage of maturation; at the same time, not only mature T-lymphocytes migrate from the thymus to the lymphoid organs, but also immature forms, which are able to mature in these organs under the influence of thymic factors [12].

Thus, when comparing the data of histological examination of the organs of animals of the experimental and control groups, the following patterns were revealed. In rats subjected to acute stress, changes in the organs of the immune system were found, characteristic of acute stress, a decrease in lymphoid tissue - in the thymus

The study of the thymus as a central organ of the immune system under stress is of particular interest to date.

Later, many researchers have shown that accidental involution of the thymus develops not only when exposed to an infectious agent, but also when various factors affect the body [7].

Under stress conditions, incidental involution of the thymus reflects suppression of its function [11]. Generalization of the information available to date in the literature makes it possible to represent this process as a sequential change of five phases; at the same time, the processes of death and migration of T-lymphocytes in different lobules are uneven, and the absence of strict parallelism of changes in lobules is reflected in the morphological picture of one stage or another, in addition, the nature of the response of the thymus to the stressor depends on the nature of the stressor [7].

At the same time, according to other authors, lymphopenia in lymphoid organs during stress reaction develops not as a result of cell breakdown, but due to a decrease in neoplasm and increased migration of lymphocytes from these organs to the bone marrow with the formation of a "lymphoid peak". It is known that lymphocytopenia accompanies stress practically throughout all its stages, but it is most pronounced in the stage of anxiety and in the stage of exhaustion (especially), which is characterized by almost complete atrophy of the thymus [14].

Thus, in the central and peripheral organs of immunogenesis of animals subjected to acute cold stress, we observed similar changes, which are manifestations of acute stress, the reduction of lymphoid tissue. In the thymus, the reaction of reticuloepithelial structures and mast cells was also revealed.

With acute stress exposure, the central nervous system is activated, which triggers a stress response. It consists in the fact that the peripheral nervous system is activated, and various hormones begin to be released by the endocrine glands. In the body, there is a violation of biochemical processes, which leads to undesirable changes in tissues and organs. The organs responsible for immunity are affected. In the blood, the level of hormones - glucocorticoids, a high concentration of which suppresses the body's immune system, sharply increases. In acute stress, the gender difference is sharply manifested. In female rats, after acute stress, the immune response increases significantly, resulting in faster recovery. In males, the reaction is the opposite, so healing is slower. This study also confirms human sociology, according to which socially isolated men are more difficult to tolerate stress and illness than isolated women. Scientists do not know why women are quicker to restore your immune system after stress than men. Perhaps this is due to the fact that in this way they subconsciously protect the health of their future children. Thus, men who are socially isolated are more susceptible to diseases and live less than women who are isolated. Scientific studies in laboratory mice have shown that short-term stress increases the strength and duration of the immune response. In another study, in which mice were placed for two hours in the same cage with more aggressive counterparts, it was found that such stress increased the response to the flu virus. Acute positive stress strengthens the immune system regardless of gender and accelerates the healing process of minor injuries. In the case of short-term stress effects, in contrast to the effects of chronic stress, there are no clinical manifestations of psychological and physiological dysfunctions associated with a violation of the immune system. Underestimation of the state of health, inadequate treatment and, as a result, aggravation of the picture of the disease can be dangerous here [18].

The restoration of the structure and function of the immune defense occurs gradually. At first, the cell depots begin to fill up, because due to the decrease in the stress effect, there is no need for an increased content of immune cells in the periphery. There is time for the maturation of cellular elements. Soon the periphery is filled with mature immune cells necessary for the life of a healthy body. For future acute stress, there is a reserve of mature and maturing elements in the depot and organs of the immune system. When restoring psychophysiological functions, if the stage of exhaustion has not occurred, and the sympathetic part of the nervous system dominates, with relaxation or active correction, the immune system normalizes [17, 19].

Research results

The experiment involved 30 animals - non-inbred white rats (males and females) of four months of age with a body weight of 150-200 g, kept under standard vivarium conditions (free access to food and water and 12-14-hour daylight hours). Two experimental groups of 10 animals each were formed: I - intact animals in standard vivarium conditions; II - rats subjected to acute cold stress, which was modeled as follows: a single exposure to a temperature of +5 ° C, exposure - 1.5 h. Daily observation of animals included registration of behavior, appearance, physiological functions. On the 7th day, the animals were removed from the experiment under ether anesthesia in compliance with the rules of euthanasia, and the autopsy material was taken for subsequent histological examination (thymus).

Chronic stress has a marked regulating effect on the immune system of growing animals, one manifestation of which is the change in the structural and immunocytochemical characteristics of the thymus, typical immunosuppressive conditions, namely: reduction in size of the thymus and

a decrease in its cellular density, reduction of cortico-cerebral ratio, the number CB90+ and CB8+ thymocytes in the cortical substance of the thymus, DBA+thymocytes in the cortex and the medulla of the thymus, increased death of thymocytes and inhibition of their proliferation in the cortical substance of the thymus.

The sensitivity of the immune system of a growing organism to the action of various types of stressors (physical versus psychoemotional) depends on the initial age. According to an immunohistochemical study, physical stressors cause a sharp immunosuppression in infancy, while emotionogenic stressors significantly less change the immunoarchitectonics of the organ during this period. In the suckling period, a greater sensitivity of the thymus to the action of physical stressors remains with an increase in the strength of the immunomodulatory action of psycho-emotional stressors, and by the end of the infantile period, the immunosuppressive effect of emotionogenic stressors is practically compared with that of physical stressors.

CONCLUSION

The thymus of immature experimental animals of the age of transition to independent nutrition is the most sensitive to the immunosuppressive effect of chronic stress, which, according to immunohistochemical research, causes the highest degree of accidental involution of the thymus in animals of the suckling period compared to animals of the infant and infantile periods.

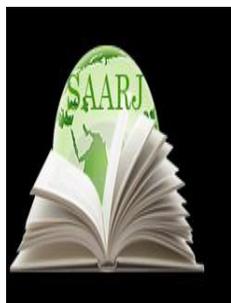
The leading mechanisms of thymus involution in chronic stress in a growing organism are excessive apoptosis of double positive thymocytes of the thymus cortex and inhibition of lymphocyte proliferation in it.

Immunohistochemical methods of research significantly expand the possibilities of assessing the dynamics of thymus immunoarchitectonics under stress, among them the most informative are staining on CD8, PCNA and ED1, which allows not only to state the presence and direction of changes, but also to decipher their mechanism.

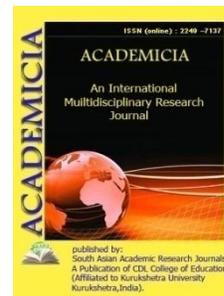
REFERENCES

1. Asadova N.H. Morphofunctional features of the thymus in normal and under the influence of a biostimulator on the background of radiation sickness// *New day in medicine* -2020- №1(30). - P.194-196.
2. Bulgakova O. S. Psychosomatic normalization in the modern world / / *Fundamental research*. - 2008. - No. 6. - pp. 56-57.
3. Kalinina N. M. Trauma: inflammation and immunity // *Cytokines and inflammation*. - 2005. - № 4. - C. 28-35.
4. Khasanova D.A. Macroanatomy of Peyer's patches of rat's small intestine under the influence of antiseptic stimulatorrdorogov faction 2 on the background of chronic radiation sickness// *New day in medicine* - 2020. -№1(30). - P.21-24.
5. Khasanova D.A. Wirkungeines gen-modifiziertenprodukts auf die morphologischen parameter der strukturen der milzweißerrattenScientific collection "Interconf" Science and practice: implementation to modern society Great Britain. 2020; PP. 1258-1261
6. Khasanova D.A., TeshaeVSh.J. Topografic-anatomical features of lymphoid structures of the small intestine of rats in norm and against the background of chronic radiation diseases //

- European science review. Medical science. Vienna, Austria. – 2018. Vol. 2. - №9-10. - P. 197-198.
7. Khasanova DA, Teshaev SJ. Effects of genetically modified products on the human body (literature review), 2020; 5(45): 5-19
 8. Khasanova DA. Current problems of safety of genetically modified foods (literature review), 2020; 5 (45): 20-27
 9. Kiseleva N. M, Kuzmenko L. G, NkaneNko-za M. M. Stress and lymphocytes. Pediatrics 2012; 91 (1): 137-143.
 10. Latyushin Ya. V. Regularities of molecular-cellular adaptive processes in the blood system during acute and chronic hypokinetic stress: author. dis. ... Dr. biol. sciences. Chelyabinsk 2010; 40.
 11. Michurina S. V, Vasendin D. V., Ishchenko I. Yu., Zhdanov A. P. Structural changes in the thymus of rats after exposure to experimental hyperthermia. Bulletin of the Volgograd Scientific Center of the Russian Academy of Medical Sciences 2010; 1: 30-33.
 12. Mikhailenko A. A., Bazanov G. A., Pokrovsky V. I. et al. Preventive immunology, Moscow: Meditsina, 2004, 154 p.
 13. Obukhova L. A Structural transformations in the system of lymphoid organs under the action of extremely low temperatures on the body and under conditions of correction of the adaptive reaction with polyphenolic compounds of plant origin: author. dis. ... Dr. med. sciences. Novosibirsk 1998; 36.
 14. Pertsov SS Effect of melatonin on the state of the thymus, adrenal glands and spleen in rats under acute stress load. Bulletin of Experimental Biology and Medicine 2006; 33: 263-266.
 15. Raica M., Cimpean A.M., Encica S. et al. Involution of the thymus: a possible diagnostic pitfall. Rom. J. Morphol. Embryol. 2007; 48 (2):101–6.
 16. Shanley D.P., Aw D., Manley N.R. et al. An evolutionary perspective on the mechanisms of immunosenescence. Trends Immunol. 2009;30 (7): 374–81.
 17. Trufakin V. A, Shurlygina AV, Letyagin A Yu. Circadian organization of structural and functional parameters of the immune and endocrine systems in hybrid mice (CBA x C57B2) F1. Immunology 1990; 2: 43-45.
 18. Voloshin N. A., Grigoriev E. A. Thymus of newborns. Zaporizhzhia 2011; 154.
 19. Zabrodskiy PF Changes in nonspecific resistance of the organism and immune status in acute arsenitepoisoning. Saratov 2012; 157



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00108.7

CENTRAL ASIA IS RULED BY TWO CHINGGISIDS: POLITICAL RELATIONS AND INTER RELATIONSHIPS

Gulmira Mardonovna Achilova*

* PhD Senior Researcher,
History Institute of the Academy of Sciences,
Republic of UZBEKISTAN

ABSTRACT

The article gives information about the collapse of the Chinggisids from the 60s of the XIII century and the fall of khanate power and the emergence of separating forces from it. It also focuses on highlighting political events among the rulers of the independent states that emerged as a result of the collapse of the Empire. In this regard, it was discovered that the members of the Chaghadai family, who ruled as a suzerain, and his relationship with Qubilai.

KEYWORDS: *Khanate of Chaghadai, Yuan Empire, Political Relations.*

INTRODUCTION

Ghinggis Khan (1206-1227), who united dispersed Mongolian tribes, united the northern part of China in the first quarter of XIII century, East Turkestan, Transoxania and part of Khorezm. As a result, the existing system in the occupied territories gradually changed and the new management apparatus began to find solutions to socioeconomic issues. Particularly, Central Asia, Persia, Dashti Kipchak, and Eastern Europe have undergone some changes since the second half of XIII century. All territories occupied by Ghinggis Khan in 1224 have been distributed to his heirs. This was due to the fact that the large territories occupied were not central to control and that there was a need to maintain a certain force at the same place to manage them. In the process of distribution of lands, the second son of Ghinggis Khan Chaghadai (1224-42) inherits Kashgar, Yorkand, Khatan, East Turkestan, eastern part of Khorezm and Transoxania. Since 1227, the land of Chaghadai has been called "khanate of Chaghadai"[1]. Although this state officially became the property of Chaghadai, the first Qa'anian of the Mongol Empire was ruled by Ögödei[2] (1229- 1241) and his descendants until the beginning of the XIV century. In the 1360s, when the unification of the Mongol Empire erupted among the princes of the Ghinggis Khan 's generation have been increasing the use of lands that were not their inherited possession. This situation has also been seen in the nation of Chaghadai, which controls the territories of modern Central Asian republics. As a result, the princes unshakable struggle was overwhelmed by the nation, and political tensions escalated in the country. Under the influence of this, the Chaghadai ulus, which has been

weakening year after year, began to be influenced by members of the Ögödei family, dominated by the upper reaches of the Irtysh River. This process was intensified during the reign of Ögödei's grandson Qaidu (1236-1301).

Qaidu entered the battlefield during the rule of Möngke (1251- 1259) and Qubilai (1260-1294), who gained control of the Mongol Empire, and became a dangerous rival for them. However, Qaidu focused his attention on the central government of Central Asia only under the rule of Chaghadais, freeing entirely the power of the Great Khan. This event had a great impact on the development of the region in its time. For this reason, the personality and function of the Qaidu has not been ignored by the historians. In particular, the detailed description of the life of the Qaidu is provided in the sources written in other parts of the Mongol Empire, especially in the works of Chinese and Persian historians, European and Arab tourists[3]. However, there are various opinions among the authors on the assessment of his personality. In the works of Chinese and Iranian historians[4], Qaidu is accused of being an enemy and rebellious, as well as being prone to property and rebellion by the Mongol princes[5]. Because, the policy pursued by Qaidu was contrary to the interests of the Iranian and Chinese leaders. The only local source that provides complete information on its activities is the "Mulhaqāt al-surāh" by JamālQarshī, written in Kashgar in the early years of XIV century[6]. In 1260, for the first time in the history of the Ghinggisids, two great kings Qubilai were in China, and ArighBöke was reigning in Mongolia. Qubilai sends the troops under the command of Prince Abishka, the son of Buru, to subdue the Chaghadai nation. But Prince was captured in Tangut by people who were loyal to ArighBöke and executed quickly. ArighBöke did not believe in Orghina, who ruled the nation of Chaghadai at the time under the name of Mubarak Shakh , and sent the Prince of Chaghadai to the land of Transoxania to prevent the movement of and Berkan. Moreover, Qubilai stopped carrying grain from China to Mongolia, and this led to the famine. In order to solve this problem, the task of importing grain from Turkestan was handed over to Chaghadai's nephew, son of Baydar (1261-1265)[7]. He came to Kashgar and gathered around him the Chaghadai tribes and their supporters. Orghinashould arrive with Mas'udBeg and ArighBo'ke. Sulaiman, the son of Habash Amid and Amorites Uchachar wassent with Nikpai. As can be seen from this, many Muslim officials were onthe side of Alghu. The leaders of Mongolian troops BukaNusha and ChinsangTayfu in Transoxania were in their side and they were left in their own place.

By that time, the Qaidu (1271-1301) began to move independently in Central Asia[8]. Prior to entering an independent movement, he lived in front of ArighBöke and were on his side in the battle for the throne. After being overthrown by ArighBökeand Qubilai, Qaidu began to act independently for his rights[9]. After Qubilai'sreign, he distributed all the territories of the Mongols to Hülegü(Iran), Berka (Golden Horde) and Alghu (Chaghadai ulus). Under this new division, the princes of Tolu, Chaghadai and Joji had the right to control the trade and communication lines and the new territories, but the Ögödeigenerations did not have the opportunity to do so, and the heritage of the region was under the supervision of the ruler of Chaghadai ulus Alghu, who was then the enemy of the Qaidu. After the death of the Alghu, f the most prominent representatives of the Mongol Empire, Hülegü (1265) and Berka (1267) also died. After this all the Mongol nations have declared themselves independent and left Qubilai's control. It is also evident that Qubilai's transferring the empire capital from QaraQorum to China. The emergence of such a gap has led Qaidu to the free movement in Central Asia. According to Rashid al-Din, 1269 (667 AD) was convened congress inTalas in the spring. At the congress all the princes agreed on peace[10]. Baraq required that he should be identified as legitimate heir of Chaghadai and provide property to feed his army. Two-thirds of Transoxania is given to him, and the rest is controlled by Qaidu and MöngkeTemur (Khan of Golden Horde)[11]. At the

congress, a political organization headed by Qaidu has been established. Chaghadai ulus was guided under the Qaidu. After the convention in 1269, the Khan from Chaghadai ulus Baraq, did not change his policies. He condemned many civilians, and after his death (1271), the princes of Chaghadai's were opposed primarily to his followers. The ruler of the Yuan Empire, Qubilai opposed to this situation. As a result, the political relations between Qaidu-Du'a and Yuan empires relations become bad. The first reason for the breach of relations was the fact that Qaidu supported the ArighBöke, and another accuses Qaidu Qubilai of claiming possession of lands other than the property allocated to his household without respecting the Mongolian traditions. In 1265, Qubilai invited him to his tent to give his land a part of Nanjang, which belongs to him. However, Qaidu strongly rejects the move to Qubilai's tent and continues his efforts in Central Asia. In addition, the raid and the formation of a powerful army reinforced contradictions between them. The sources say that no Mongolian prince, after GhinggisKhan, was a strong and disciplined army. In 1268, Qubilai sent troops to strike the Qaidu and drive him to the west[12]. In 1271 he was sitting on the throne of *Ögödei* ulus without the permission of Qaidu [13]. After this incident, Qubilai repeatedly carried out military operations against the Qaidu, but when they ended up, he sent an Uighur man called Shibani (Xibani) in 1271. Shibani asked Qaidu to return to the emperor's palace, stop the fight against Kublai and return to the emperor's palace[14]. However, there was no clear indication as to whether the order handled the ambassador, responded to his proposal, and returned to the army, as Qubilai said. The next move he has made is that he strongly rejected the offer to return to the palace. There was another reason why the Qaidu moved so confidently. There was a conflict between the Qubilai family and the military commanders.

Some of the rebellious princes and commanders sent an envoy to Qaidu to ask them to join the army. However, Qaidu rejected their offer[15]. Then Qubilai temporarily suspended military action against Qaidu and carried out an economic blockade against him. Uyghur and Tarim Basin Valley were the main sources of income for Qaidu, and Qubilai increased the violence and consumed the city's material wealth. From 1278, Qubilai built a strongly controlled, military base in BeshBaliq and Hothan, and BeshBaliq was rebuilt in 1283 and 1286[16]. In 1286, the Post Stations linking Hothan, Lop (Lop) and Cherchen (Cherchen) were built and led to the restoration of the southern highway from Central Asia to China[17]. At the same time, Qubilai has consistently carried out the development of the Gansu lane linking China and Central Asia. In his opinion, this road would serve as a military action, and it would have to remove the barriers to food stewarding here[18]. It is clear from this information that the relationship between the Chaghadai ulus and the Yuan Empire was not only in the military and political processes, but also in efforts to preserve peace and improve economic conditions. In order to keep peace, Qaidu decided to negotiate with Du'a, the son of Baraq[19]. This approach has played an important role in the movement of Qaidu to Yuan empires in next years. Du'a has ruled fully under the control of the Qaidu. During the reign of Qaidu and Du'a (1282-1307), Qaidu continued the war against other Mongolian states. Especially for a few years they have been fighting against Qubilai. Because Qaidu acquired new territories in the West, he began to capture himself as he joined the Great Mongolian Empire. It can be described as a "catch-up" of the return of the rule in Central Asia, and has tried to strengthen its position in the supreme power with the help of military aid and economic control. Qaidu was unable to complete the ruling reign of Yuan dynasty's cities Kashgar, Xotan, BeshBaliq, and proclaim these territories as well as to earn a living from these cities, even though it had the ability to control the Yuan forces here[20].

The aim of Qubilai from making constant warfare with Qaidu was to force him to give the control of Chaghadai ulus. Because Qaidu was the heir to *Ögödei*, who had the right to claim the throne of Qa'an, which would have to strengthen the fight against Qa'an[21]. The development of Qaidu rule in the center of the Mongol Empire was also a threat to Qubilai. After his death, his successors also fought for a long time to prevent and completely eliminate this danger. The only surviving Qaidu's death was the end of this unbroken war of Chaghadai ulus with neighboring nations. There is different information in various sources about who was appointed as the heir of the throne. Qāshānistates that before his death, his younger son, Urus (Orus, Woluosi), has been designated as his successor, and has been appointed as commander of the army in the fight against the Yuan empire[22]. According to Wassaf, it can be seen that Urus was not appointed as a throne[23]. Despite the fact that Du'a played a crucial role in raising Qaidu's successor, he did not choose Urus as heir. He advocates the ascendance of Chapar to the throne. However, after some time after Qaidu's death, the struggle for his throne began. Du'a admits Chapar's support and admits his power, but has set himself the goal of ending the rule of *Ögödei*'s generation in the ulus of Chigatay. With this intention he began to think about the recognition of the vassalism of Emperor TemurOljaitu (1294-1307) in Beijing. He sent a delegation to Beijing in August 1303. This movement of Du'a has over the last 40 years ended the ongoing wars between the central authorities and the Mongol rulers in Central Asia[24]. By the initiative of Du'a, the power to restore the unity of the Mongol Empire began to emerge, but it would only be possible to consolidate the state in the form of a federation.

Countries with separate states should live together in a friendly manner, and the Qa'an would only exist in its title. Trade relations are freely implanted across the empire[25]. After the plan was invoked by all the khans and completely dispatched in August 13, 1304, was sent by the ambassador under the name of Chapar and Du'a who were in Iran at that time. And here, as in the Palace of the Juji, the implementation of the Du'a ideas was barely met. In August 1304 a treaty was signed between the princes as the head of the Yuan Empire, TemurOljaytu as their governor. However, this arrangement failed because of what happened between the princes of *Ögödei*, and the Chaghadai family in Central Asia[26]. In conclusion, the relations between the countries that have been occupied by GhinggisKhan in the vast territory occupied were relatively good when all the Mongols was under the control of Qa'an. However, in the 60s of the XIII century, the desire for independence in the Mongolian states became more and more negative. The invasion of each other's territory, the desire to capture property increased. This process can also be seen in long-running wars between Qaidu and Qubilai. As a result, relations between *Ögödei*, and the Chaghadai family and the Yuan Empire continue to be hostile.

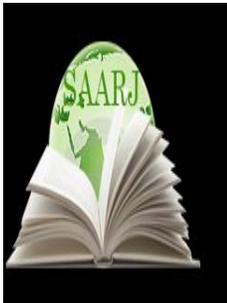
No significant work is being done to restore the unity of the Mongol Empire in the pursuit of peace, and trade. The idea of restoring the unity of the Empire by Du'a under the leadership of Yuan Qa'ans did not come true.

REFERENCES

1. Juvaini 'Ala-ad-Din 'Ata-Malik. The history of the World Conqueror / Transl. from the text of Mirza Muhammad Qazvini by J.A. Boyle; With a new introduction and bibliography by David O. Morgan. - Manchester: Manchester University Press, 1997.

2. Trepavlov V.V. State system of the Mongolian Empire XIII century .: The problem of historical continuity. M., 1993.
3. Marco Polo. The book of Marco Polo. Translation I.P. Minaev. - M., 1955. Travels of Ibn Battuta (the Arab World and Central Asia) // Per.s Arab., Intro., N.Ibragimova and T.Mukhtarova - T., 1996. Ibn Battuta and his tour of Central Asia / Preparatory note N.Ibrohimov. - Tashkent, 1996
4. Juvaini 'Ala-ad-Din 'Ata-Malik. The history of the World Conqueror / Transl. from the text of Mirza Muhammad Qazvini by J.A. Boyle; With a new introduction and bibliography by David O. Morgan. - Manchester: Manchester University Press, 1997. Rashid ad-din. Collection of annuals. T. 1. / Trans. with the Persian. L.A. Khetagurov; Ed. and approx. A.A. Semenov - M.-L. : Publishing. AN SSSR, 1952., Rashid-ad-din. Jamiat-tavarikh / predl. A.Alizade. T.1. - M., 1965. Rashid-ad-Din, Collection of annuals, vol. 2 [translation from the Persian Yu.P. Verkhovsky], M. - L., 1960.
5. Bartold V.V. Turkistan in the era of the Mongol invasion / Works. In 9 volumes - Moscow: Izd. east. Lit., 1963. T. 1., Dzhuvaini, Ala ad-din // Works. - M., 1973. - T. VIII. C. 591-596.
6. Jamal al-Qarshi al-Mulhakat bi-s-surah. Introduction, translation from Arabic-Persian, comments, text, facsimile Sh. Kh. Vohidova, B. B. Aminova. History of Kazakhstan in Persian sources. T. I. - Almaty. Dyke Press. 2005.
7. The Cambridge history of medieval Inner Asia: the Chinggisid Age/ edited by Nicola Di Cosmo, Allen Frank and Peter B. Golden. - United Kingdom at the University Press, Cambridge. 2009. 49.
8. History of Kazakhstan and Central Asia. Textbook. allowance / Abuseitova M.H. and others - Almaty: Dike Press. 2001. P. 182-183. 28
9. The Cambridge history of medieval Inner Asia: the Chinggisid Age. 49.
10. Bartold V.V. Turkistan in the era of the Mongol invasion. Pp. 580-585.
11. Fazlullah Rashid al-Din. Jami at-tavarikh (chronicler chronicles) / Trans. with the Persian. AK Arends. Baku, 1957. T. III. Pp. 71-72
12. Rossabi M. Qubilai Khan: His Life and Times. University of California Press, 1988. P. 107.
13. Biran M. Qaidu and the Rise of the Independent Mongol State in Central Asia, - Great Britain: Curzon Press, 1997. P. 37.
14. Biran M. Qaidu and the Rise of the Independent Mongol State in Central Asia. 39
15. Rashid al-Din. The Successors of Ghinggis Khan . Tr. J. A. Boyle. New York and London, 1971. 160, 266, 323.
16. John W. Dardess, "From Mongol empire to Yuan Dynasty: changing forms of imperial rule in Mongolia and Central Asia" // Monumenta Serica. Vol. 30/ 1972-1973. P. 140.
17. L. Yingshen. The relationship between Yuan Empire and Chaghadai Khanate. Yuanshiluncong 3. 1986. 73.
18. Dardess, "From Mongol empire" P. 137-38
19. Biran M. Qaidu and the Rise of the Independent Mongol State in Central Asia P. 57.
20. Rashid al-Din. The Successors of Ghinggis Khan . P. 286.

-
21. Karaeva O. "The Chaghadai ulus, the State of Khaidu." - Bishkek: Kyrgyzstan, 1995. and History of the Kirghiz SSR. - Frunze: Kyrgyzstan, 1984. P.21
22. Dardess, "From Mongol empire" P. 137-38; Abu al-Qasim 'Abd Allah b. ' Ali *Qāshānī, Ta'rīh-i Öljaitü*, ed. Mahin Hambly, Tehran. 1969. 145-146, 175, 203
23. Abdallah b. Fadlallah, Wassaf, Tarih-I Wassaf. (Tagziyat al-amsarwa-tazgiyatata'sar). Tehran 1338 S/1959-60 of facsimile ed. Bombay, 1269 H/ 1852. P.452.
24. Biran M. Qaidu and the Rise of the Independent Mongol State in Central Asia. 70.
25. Vernadskiy G. The Mongols and Russia. - London. 1955. P. 77.
26. Karaeva O. The Chaghadai ulus. State of Haidu. C.35.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00107.5**

THE IMPORTANCE OF MUSIC EDUCATION IN THE FORMATION OF MUSICAL CULTURE AND SPIRITUALITY

Ezoz Kobilova*; Oygul Sobirova; Fakhridin Najmiddinov*****

*Senior Teacher,
Kokand State Pedagogical Institute,
UZBEKISTAN

**Teacher,
Kokand State Pedagogical Institute,
UZBEKISTAN

***Teacher,
Kokand State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

This article examines the essence of music education in the comprehensive improvement of the child's personality. One of the hallmarks of the human psyche is feeling, emotion, and excitement. Man is in constant communication with the material being that surrounds him in the course of his life activities. As a result, many other tendencies and emotions, such as joy and sorrow, excitement and excitement, pride and arrogance, anger and rage, amazement, and sadness, represent a person's emotional state. Form) is divided into positive and negative types. Positive: joy, excitement and excitement, pride and admiration, amazement and so on.

KEYWORDS: *Music Education, Person, Attain Perfection, Music Art, Sing, Listen, Hear, Rhythmic Movement.*

INTRODUCTION

It is known that the head of state puts forward 5 important initiatives to organize work in the social, spiritual and educational spheres on the basis of the new system. In addition, the Resolution No. PP-4038 "On approval of the concept of further development of national culture

in the Republic of Uzbekistan" signed by the President of the Republic of Uzbekistan Shavkat Mirziyoyev is also important. Today, in order to increase the spirituality, consciousness and activity of students, the process of teaching music lessons should be organized in such a way that students consciously and actively acquire scientific and theoretical knowledge and methods of their application in practice. be able to play choral instruments and, most importantly, to contribute to the development of a spiritual society. Along with other arts, music plays an important role in the development of our national spirituality. National music is one of the most ancient and, at the same time, widespread in the art of music, deeply ingrained in the life of the people. The music also reflects the real reality. The influence of music on our national spirituality is so great that science has already proved that it can cure patients. Abu Ali Ibn Sina attached great importance to the power of music and argued that some mental illnesses could be cured by means of musical melodies. The great thinker Abu Nasr Farabi in his book "Great Music" expressed his valuable views on the types of tones of music theory, the reasons for their origin, the spiritual and psychological impact on human.

THE MAIN FINDINGS AND RESULTS

In the science of music, Farabi was not only a theorist but also a practitioner. He is also a well-known musician, a great musician and composer, and an inventor of new musical instruments. Reflecting on the amazing magical power and miraculous effects of music, Farabi writes in *On the Origin of the Sciences*: In particular, in the national culture, music reveals a world of high emotions, pleasure - exciting ideas. It brings people to a level of spiritual richness, pure perfection. The child can still feel the music without knowing how to hold a pen and read and write. Often these first impressions influence the formation of attitudes towards music. Therefore, music education has also been included in the main directions of the reform of general education schools. Music, first and foremost, softens children's emotions. Like the sense of musical works, it evokes many human qualities in them. Of course, literature, history, sports and other fields play an important role in the development of human qualities. Therefore, poetry and music always live side by side. The sense of music is born under the influence of nature, and is formed in kindergarten and school. Music lessons educate students not only in terms of sophistication, but also in a broad sense, spiritually and morally. It would be good if our songs, which have been passed down from generation to generation, and which have withstood the ravages of time and embodied the dreams, aspirations, thoughts and aspirations of the people, should be included in the curricula of all types of educational institutions. The world-famous writer Chingiz Aitmatov writes in his novel "Kunda": "... life, death, love, passion and inspiration are all sung by music, because we achieve the highest freedom through music, for this freedom from the time when our minds were enlightened. We've struggled all our history, but we've only achieved it through music." The masterpieces of music created by our people are to a certain extent reflected in every activity, every second - in education, work, social relations. National music teaches to perceive and appreciate the beauty of the surrounding events, armed with delicate taste and free thought, expands the spiritual world. That is why music is called "philosophy without language". After all, the acquisition of musical knowledge is closely linked with the spiritual world of the individual. Therefore, the theses given by B.M. Teplov can be considered as a guide in this process. It focuses on:

1. Musical experiences are experiences derived from nature ... Understanding music is always a concept of emotion, if we do not consider the internal structure of a musical work.

2. Musical experiences don't just have to be emotional. It starts with emotion, but doesn't end. Through emotions we understand life. Music is about understanding the world through emotions.

3. It is difficult to deeply understand the original content of music. It can be learned through other means of knowing. The world of musical imagery is "incomprehensible to the end." B.M. Teplov's view is in line with that of the great Greek philosopher Aristotle, who was the first to study the formation of the aesthetic consciousness of human: the existing feeling is formed". Aristotle includes the following in the human psyche:

- Ability to grow,
- Aspiration,
- Ability to feel,
- Mobility,
- Ability to think.

Addressing the concept of the formation of "musical culture of the individual", A.N. Sokhor recommended the following:

Musical culture of the person (A.N.Sokhor concept)

Musical values

All types of activities

Subjects of activity

Special institutions (created and maintained in the community) (aimed at creating, preserving and promoting values) (those engaged in these types of activities) (providing these activities) consist of elements.

Based on the concepts proposed by musicologists, we have shown with the help of a diagram what personal characteristics of the child's personality are formed in the type of activity in the process of acquiring musical knowledge. We can see the importance of music education in the formation of a child's personality in the process of acquiring musical knowledge through the analysis of music lessons. So, during music lessons:

1. In the activity of singing, a musical worldview, musical taste is formed. In this type of activity, children sing based on their musical knowledge. To do this, they assimilate information relevant to the piece of music. In the process, they develop a musical outlook and musical taste. In music literacy activities, musical thinking, imagination and musical worldview are formed. In this type of activity, children learn about the history of music, the means of expression of music - rhythm, meter, register, measurement, mode, tempo, note path and writing, length and pitch of sounds, music creators, performers, as well as their musical thinking. This in turn takes children into the world of music and shapes their musical worldviews.

2. Musical perception, musical worldview is formed in the activity of listening to music. In this activity, children listen to music and begin to perceive it directly. This shapes their musical thinking.

As children engage in activities such as playing musical instruments, singing, performing rhythmic movements under music, and listening to music, they develop musical thinking, musical outlook, musical imagination, musical abilities, musical emotion, and musical perception, as well as musical culture. and the worldview also takes shape. They begin to think about the piece of music they are listening to.

3. In the activity of performing rhythmic movements under music, a musical worldview, musical taste, musical thinking, musical perception, a sense of musical rhythm and musical memory are formed. In this type of activity, almost all musical psychological features are formed in students. Because in this activity they are directly accompanied by a piece of music. First, they listen to a piece of music (musical perception), which requires them to remember the rhythmic appearance of the music (musical memory) and to choose which instrument sounds better (musical taste). The student thinks independently in this activity (musical thinking), as a result of which his musical worldview is formed.

4. Musical worldview, musical taste, musical thinking, musical perception, musical sense of rhythm and musical memory are formed in children in the process of accompaniment on musical instruments. In this type of activity, almost all musical psychological features are formed in children. In this activity the child thinks independently (musical thinking), as a result of which his musical worldview is formed. At the same time, it should be noted that music, regardless of the type of activity, helps to form all the psychological aspects of the person. It should be noted that each of the musical activities has its own influence, albeit partial, on the formation of all the listed psychological features. In particular, it shapes musical emotions, musical worldview, musical perception, musical thinking, musical imagination, and musical ability. So, they also have an impact on the formation of children's general musical culture, aesthetic worldview. This is one of the most important aspects in the development and upbringing of a harmoniously developed person. The pedagogical nature of music has a great impact not only on the individual or the individual, but on society as a whole. Because music has a special significance as it has a spiritual effect on people's hearts. Therefore, academician Said Shermammedov connects this process with artistic and aesthetic activity. That is, "The experience of the development of literature and art, the whole artistic culture, - says the scientist, - shows that the ideal of the creator is embodied in the content of the work on a universal scale, brightly individualized - in vivid unique images, humane spiritual, artistic-aesthetic, moral-spiritual. If it is high in terms of quality, it will be such a huge contribution to the treasury of world culture." So, considering the impact of music on the human heart, we see that the above ideas are directly related to the art of music itself. The educational nature of music is manifested in a number of aspects in the relationship between science - man - society - nature. Therefore, the attention paid by our state to music, literature and art shows that its influence is enormous.

First, music shapes and strengthens a healthy lifestyle. Nowadays, the penetration of music therapy into medical science is a new direction in science, which is giving its effective results in the treatment of human diseases with music, through music. **Second**, it eliminates some of the flaws in people's behavior and the mentality of nations.

Third, the tone of the music plays an important role in the educational process. For example, it has been medically proven that noisy music has a negative effect on the human nervous system.

Fourth, it is possible to both listen and listen to music. In addition, one of the subjects that enhance the educational impact of music is musical instruments. The influence of musical instruments on the process of musical education is so important that no musical instrument has a positive effect on human upbringing. It depends on a number of factors. The first is the harmony of form and content in the aesthetic appearance of a musical instrument. The second is the educational feature of the instrument, which is necessary for the creation of a musical heritage. For example, the flute, which is considered to be the simplest and oldest of the musical instruments, is tuned to the artist's breath and the sound coming from his body, and sounds like a man of the heart. Through the flute, the musician expresses the cries of his heart, his sorrows, and his love. That is why the great thinker Jalaliddin Rumi wrote "Ma'naviy-masnaviy"

Listen and tell stories, Complains of separation.

It is no coincidence that he began with a simple definition of nay. It is worth noting some analogies in this regard. For example, the time of the reed before the reed is cut dries up after it has been cut, if the time of the real life sang. So it is with the human soul. If romantic sounds come out of the nay, you can hear romantic and soft words from a wise person. Nay's voice is as clear as the words of wisdom. Nay's art is inward, that is, the perfection of knowledge is as inward as it is inward. The tongue of the arif is as true as the body of the nay. This is just one of a number of definitions given to the nay. That is why the flute does not leave anyone indifferent. His voice is so magical that today's technique is incapable of mimicking the tone of a nay. The second is one of our unique musical instruments, the tanbur.

Tanbur is actually "tan" and "bur" and is one of the ancient words. Mawlana Husayn (as) says that the tanbura appeared when the soul was equal to the body. He did not enter the mold, he was ordered to enter under the sound. His soul had a beautiful sound to purfutih, he was unconscious and threw himself into the mold of confession. It was the sound and moan of a tanbur. That is why the attitude of the soul to beautiful sounds is different, albeit different.

One of the hallmarks of the human psyche is feeling, emotion, and excitement. Man is in constant communication with the material being that surrounds him in the course of his life activities. As a result, many other tendencies and emotions, such as joy and sorrow, excitement and excitement, pride and arrogance, anger and rage, amazement, and sadness, represent a person's emotional state. form) is divided into positive and negative types. Positive: joy, excitement and excitement, pride and admiration, amazement and so on. Negatives: grief and sorrow, anger and rage, resentment. The activity of the performing musician is closely connected with emotion and emotion, he must be able to convey to the listener the system of artistic and emotional images in it, the idea and purpose of the work created by the artist. At the same time, the musician performs in accordance with the mood of the work, giving the instrument a unique intensity, expression and charm to the sound of the instrument. If a piece of music is affected without any emotion, the listener will not be able to reach his heart, will leave him indifferent, and he will be dissatisfied with the performer as well. Therefore, the musician must be able to penetrate deeply into the content of artistic and emotional symbols of each work, to reliably illuminate in it the types of sorrow, rape, joy, celebration, humor and other moods.

In musical psychology, the artistic image is expressed and expressed on the basis of three factors. The first of these is material, i.e. the text of the moan, the sound of the instrument, the melody, the harmony, the method, the dynamics, the timbre, the register, and so on. The second is

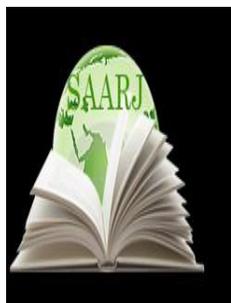
spiritual, i.e. mood, imagination, expression, will, emotion. The third is logical, i.e. factors such as form, genre, content. In the performance practice of the musician, the intellectual and aesthetic, that is, the most delicate and beautiful high-level emotion is formed. These feelings serve to reveal the artistic image in a musical work, using a variety of means and ways to consciously set a clear goal for the musician's performance.

CONCLUSIONS

An in-depth study of the physical and mental foundations of the performance process is one of the most important conditions for a future teacher, educator, and musician. The divinity of music, its dependence on the soul, the mysterious world of melodies have always fascinated mankind. While the singer's song is an ointment for pain and increases joy, the musician's melody removes sorrow and gives a good mood. Therefore, both subjects are equally involved in the true magic of music. Therefore, the importance of the art of music in the development of a person is incomparable. Music expresses the feelings and dreams of people in a unique artistic language. In short, it is necessary to rely on the art of music, to make the younger generation more enjoyable of its centuries-old traditions and examples. Parents in the family, music teachers in the school often teach children that good music and singing purify a person's heart, purify his soul, lift his spirits, direct him to noble goals. One of the most important priorities of today is to train young people as mature professionals who know the art of music, which is a rich spiritual heritage. First of all, young people need to be familiar with the art of music in order to have national pride and high culture. In carrying out these tasks, music teachers have a great responsibility.

REFERENCES

1. Darvesh Ali Changiy. The pamphlet is musical. Translated from the Academy of Sciences of the Republic of Uzbekistan by B. Ashurov.
2. Jalaliddin Rumi. There are no wings to fly, I fly vale. – Tashkent: People's Heritage Publishing House named after A. Qodiriy, 1994.
3. Sharipova G., Najmeddinov G.. Music teaching methods. – Tashkent, 2018.
4. Alavia M. Uzbek folk ceremonial songs. – Tashkent, 1974.
5. Yuldasheva S. Folk customs and traditions. 2003.
6. Fayziev O. Music education at school. – Tashkent, 1991.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00106.3

THE LEXICAL MEANING OF THE TERM “TRANSLATION”

Gulnoza Karimbekizi Nazrullaeva*

*Teacher,
 Tashkent State University of Oriental Studies,
 UZBEKSITAN
 Email id: gulnoza90@list.ru

ABSTRACT

The main purpose of this article is to study the lexical meaning of the term translation. Each style of translation has its own complexities. Translation is the most important form of interethnic communication. In this paper, the lexical meaning of the term “translation” is discussed in 5 different languages. They are Uzbek, Russian, Turkish, English and Hindi. In these languages, the word “translation” is used to mean the translation, translation, interpretation, interpretation from one language to another. This one word deepens the relations between the peoples. And with that word you can explain any idea better or worse. Therefore, a translator should study the language being translated before translating.

KEYWORDS: *Tarjima, Translation, Tarzabon, Transfer, Tercüme, Proof.*

INTRODUCTION

Before translating a scientific work, the translator must be familiar with the style of the work being translated. Each style of translation has its own complexities. One of these is the scientific method. Scientific method is the language of science and technology. The basis of scientific language is terms, definitions, rules, laws. Scientific terms are widely used in scientific style. All scientific works are written in this style.

The difficulty in translating scientific and technical texts is that the scientific words in the translation are delivered to the reader by choosing the right word. Also, the language in which the work is translated increases the complexity of the translation.

The term translation, found in scientific works and textbooks, is a type of literary creation that consists of recreating a text from one language to another. Translation is the most important form of interethnic communication. Translation originated in ancient times because of the need for

communication between people of different tribes. Today, every developed nation translates materials from dozens of nations around the world into their native language, covering dozens of areas of science and culture. However, its creative nature, the art of reproduction, does not change.

Let's look at the lexical meaning of the term "translation" in 5 different languages. They are Uzbek, Russian, Turkish, English and Hindi.

The word "*tarjima*" (translation) in Uzbek is translated from one language to another; interpretation, interpretation. It is the re-expression of an idea expressed orally or in writing by other means of language.

"*Tarjima*" is derived from the word "*tarjimon*", and "*tarjimon*" is derived from the Persian word "*tarzabon*". The word "translation" is the re-expression of an idea expressed orally or in writing in a particular language by other linguistic means. The word "*tarjima - translation*" in Russian translates as "*perevod*". The word "*perevod*" comes from the verb "*perevodit, perevesti*". The verb "*perevesti*" means "to move, to relocate". The verb itself has many forms of meaning. "*Prevesti v tretiyklass*" - transfer to the third grade; "*Pereslat*" - to send, to transfer (about money); "Move forward" - to push; "*Perevesti arrow chasov*" is also used in the sense of pushing the clock hand [2].

"*Perevod*" - the word "*pered*", which means "in front of, in front of, in front of", the modern verb "13" is a combination of words meaning "to lead, to drive", so the word "*Perevod*" literally means to move, to move a word.

In Turkish, the word "translation" has two names: 1 - "tercüme" in Arabic and 2 - "çeviri" in pure Turkish.

The meaning and form of the well-known term "tercüme" looks like the Uzbek language. The term "Çeviri" is based on the verb "çevirmek". The word "Çevirmek" means "to turn, surround, encircle, translate, and turn". "Çeviri" means to translate the Uzbek text "o'girma", means "*tarjima*" from one language to another.

One of the languages that have been enriching the development of world science with scientific terminology is Hindi. The word "translation" in Hindi has a deep meaning. The Sanskrit word "आनुवाद" means "to say" or "to tell". The word "वद" is related to the root word, and the root word "वद" is associated with the suffix "घञ" and is derived from the abstract noun "वद". "वाद" means "to say" or "to tell". The word "आनुवाद" is derived from the word "वाद" with the addition of the prefix "आनु", which means "then, later, continuing". Thus, the word "आनुवाद" literally means "to say after something has been said", that is, to "re-express what has been said".

Today, the word "translation" in English is used as a synonym in the practice of Hindi translation. The word "translation" is a Latin word meaning "translate, to translate". The word "translation" comes from a combination of the words "trans" and "lation". "Trans" means the other side (other side), "lation" means "transmitter". Thus, "translation" means "to move from one side to another".

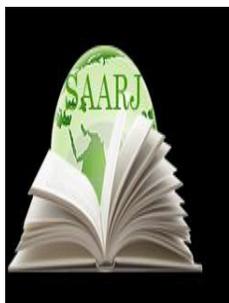
The Sanskrit word “आनुवाद”, or “translation”, began to be used in Hindi as “भाषानुवाद”. The word “भाषानुवाद” means “the expression of an idea in a particular language”. Previously, the word was also translated as “भाषाबनाना” - to create, create, and compose or “भाषामेंकरना” [3].

CONCLUSION

In short, the meaning, form, and origin of the word "translation" in these 5 different languages are very close. In the languages we have considered, the word "translation" means to translate, translate, interpret, and interpret from one language to another. This one word deepens the relations between the peoples. And with that word you can explain any idea better or worse. Therefore, a translator should study the language being translated before translating. Because the requirements for modern translation are constantly updated.

REFERENCES

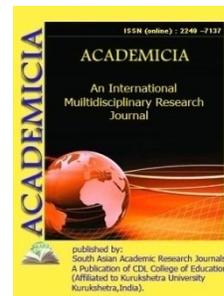
- [1] O‘zbekiston Milliy Ensiklopediyasi. Davlat ilmiy nashriyoti, Toshkent-2004. (National Encyclopedia of Uzbekistan. State Scientific Publishing House. – Tashkent. 2004)
- [2] В.В.Решетов, Н.Е.Шатого, Б.А.Ильязов. Русча-ўзбекча луғат. Тошкент-1957. (V.V.Reshetov, N.E.Shatogo, B.A.Ilyazov. Russian-Uzbek dictionary. – Tashkent. 1957)
- [3] भाषा-अनुप्रयोग। डॉ० पूरनचंद टंडन। 24, अंसारी रोड, दरियागंज, नई दिल्ली-110002। 2003। Bhasha-anuprayog (Hindi) by Dr.Puran Chand Tandon.
- [4] Berdaq Yusuf. Turkcha-o‘zbekchavao‘zbekcha-turkchalug‘at. T.: O‘zbekiston, 1993. (Berdaq Yusuf. Turkish-Uzbek and Uzbek-Turkish dictionary. – Tashkent: Uzbekistan, 1993)
- [5] Zamirjon Butayev. English-Uzbek-Uzbek-English Dictionary. Tosh-2009. (Zamirjon Butayev. English-Uzbek Uzbek-English dictionary. - Tashkent. 2009)
- [6] О.Г.Улциферов. Hindi-Russian dictionary, dictionary. Хинди-русский учебник-словарь. Москва-1368г. (O. G. Ultsiferov. Hindi-Russian dictionary. Dictionary - Indian -Russian textbook dictionary. - Moscow. 1368)
- [7] Йогендры Кумара. Russian-Hindi Electronics Dictionary Русско-хинди учебный словарь. Москва-1985. (Yogendra Kumara. Russian-Hindi Electronics Dictionary. Russian-Indian Educational Dictionary. - Moscow. 1985)



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00105.1**

STUDY OF SEASONAL DYNAMICS OF WHEAT PHYTONEMATODES NUMBER DURING PLANT VEGETATION IN THE SOUTH OF UZBEKISTAN

Alisher Shukurovich Khurramov*; **Nilufar Ergashevna Iskandarova****;
Azizjon Alisherovich Khurramov***

* Doctor

Biological Sciences, Termez State University,
Termez, UZBEKISTAN
Email id: Khurramov 10@e-mail. ru

**Teacher

Biology at School, UZBEKISTAN

***Student,

Tashkent Agrarian University,
Termez Branch, UZBEKISTAN

ABSTRACT

The paper examines the influence of biotic factors on the seasonal dynamics of the number of wheat plant nematodes. As a result of research on the examined wheat field during the growing season of plants, 106 species of phytonematodes were registered. The greatest diversity of species was noted at the beginning of the growing season, and then a decrease in their number was observed and reaches a minimum in the summer season. The response of ecological groups of plant nematodes to changes in living conditions was also studied.

KEYWORDS: *Phytonematodes, Dynamics, Wheat, Roots, Root Soil, Abiotic Factors, Ecological Groups.*

INTRODUCTION

Among pests and diseases of plants, one of the main places is occupied by phytonematodes, which cause enormous economic damage to agriculture, which is expressed in a significant decrease in yield. When studying the fauna of phytonematodes of a particular culture, the issues of population density and dynamics of the number of their individuals are of great importance.

The cultivation of wheat in large territories of the Republic and the lack of knowledge of the faunistic complex of phytonematodes, as well as the influence of biotic factors on their species composition and abundance, served as the basis for conducting phytohelminthological studies on this crop. In addition, without these data, it is impossible to develop measures to combat parasitic plant nematodes.

Materials and research methods. In order to identify the regularities of the formation of the fauna of wheat phytonematodes and to determine the factors affecting their numbers, the seasonal dynamics of the abundance of phytonematodes of wheat and its root soil collected in the farm of the Termez district of the Surkhandarya region of Uzbekistan was studied. At the same time, the main attention was paid to the study of changes in the species and the number of individuals of nematodes of various ecological groups, especially phytohelminths.

The selection of soil and plant samples was carried out by a stationary method during 2012-2016. The entire growing season of wheat. This method was used to study the dynamics of the number of nematodes during the growing season and their distribution over plant organs, as well as the rhizosphere of wheat, described in the work of A.A. Paramonova, I.A. Baranovskaya and P.S. Krylova [Paramonov et al., 1968].

To isolate nematodes from soil and plant organs, we used a modified Berman funnel method [Khurramov, 2018]. The volume of the soil sample for analysis was 20 cm³. The exposure at room temperature + 25°C was 20-28 hours, at a temperature of + 300 + 350°C for 10-12 hours. Soil samples for the presence of cyst nematodes were usually analyzed by the method of H. Decker [Decker, 1974].

When determining the species belonging of plant nematodes, the works of domestic and foreign authors were used, as well as the atlas of plant nematodes. To determine the species, we used morphometric parameters obtained according to the generally accepted de Mann formula modified according to Micoletzky [Micoletzky, 1922].

Research results. 106 species of phytonematodes were registered in the surveyed wheat field during the growing season. The greatest diversity of phytonematode species both in the roots and in the root soil of wheat was noted at the beginning of the growing season. During the growing season of plants, the number of species decreases gradually and reaches a minimum in the summer season. A decrease in the qualitative composition of plant nematodes is in direct correlation with changes in soil moisture and inverse correlation with ambient temperature (fig. 1).

In the root soil and root system of wheat, the highest density of plant nematodes is observed at the beginning of the study (March), then their density begins to decline sharply and reaches a minimum at the end of the growing season (June). The smallest number is observed in the summer, before harvesting. At the same time, the decrease in the number of phytonematodes in the roots, partly in the soil (starting from mid-April), is directly dependent on soil moisture; and between the number of plant nematodes and air temperature, an inverse relationship is observed (fig. 2).



Fig. 1 Changes In The Diversity Of The Species Composition Of Plant Nematodes In The Root Soil And Roots During The Growing Season Of Plants



Figure: 2. Dynamics Of The Number Of Nematodes In The Roots And Basal Soil During The Growing Season Of Wheat

In the aerial parts, the number of plant nematode species remains more or less constant during the first three periods of the study. A more noticeable decrease in their diversity is observed only at the end of the study (fig. 3).

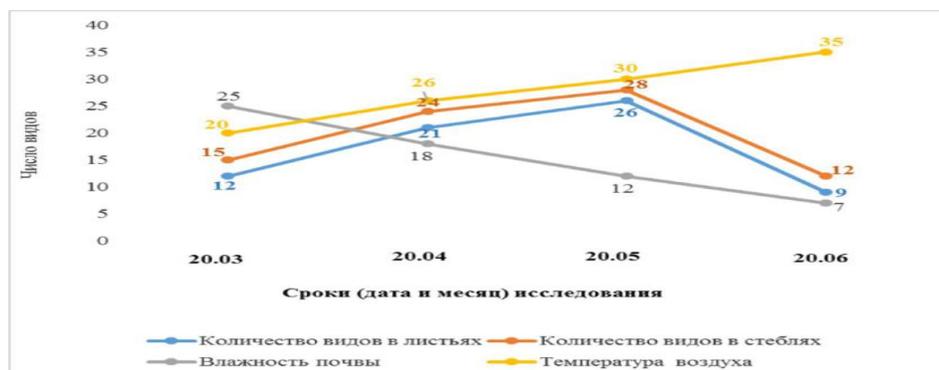


Fig. 3. Changes In The Diversity Of Species Composition Of Nematodes In Aerial Parts During The Growing Season Of Wheat

In wheat stalks, the largest peak in abundance occurs in mid-spring (April), then a decline in abundance is observed in the next study periods.

Ecological groups of plant nematodes react differently to changes in living conditions. In this case, the effect of environmental factors depended on the habitat of phytonematodes. Pararisobionts - usually with a moisture-permeable cuticle, they are especially sensitive to moisture. They are more common in the spring (March) of the study, when the temperature and especially the soil moisture were most optimal for their habitation. As the temperature rises and the soil moisture decreases, their numbers begin to gradually decrease and reach a minimum in the hot and dry summer period by the end of the wheat growing season.

In the wheat root system, pararisobionts are very rare and occur in single quantities in the spring (March, May) months. Eusaprobionts are few in number during the growing season. At the beginning of the study (March), at optimum moisture and soil temperature, they are relatively often found in the root system of plants. During subsequent periods of research, they are few in number in the roots and are found mainly in the root soil. Eusaprobionts are very rare in root soil and in plant tissues. Davisaprobionts are the most diverse and numerous group that determines the general picture of fluctuations of phytonematodes both in the root soil and in plant organs.

In the dynamics of the number of phytonematodes of dysaprobionts in the root system, the highest peak occurs at the beginning of the study, when the soft tissues of the roots favor mass reproduction of this group of nematodes. As the tissues of the root system become lignified, the number of dysaprobionts gradually decreases and reaches a minimum at the end of the growing season.

A somewhat different picture of the processes is observed in the fluctuations of the number of dysaprobionts in plant stems. Their number in stems in the initial periods of the study remains low, even close to the minimum. Subsequently, a significant increase in the number is observed (April) and again begins to decline and reaches a minimum by the end of the growing season of plants. In the leaves, the number of dysaprobionts remains low throughout the growing season of plants.

Their largest number falls on the month of April. During the subsequent periods of the study, the number of this group gradually decreases and becomes minimal by the end of the growing season. Root soil differs from plant organs in diversity of species composition during the entire study period. Davisaprobionts prevailed numerically throughout the study period. Their largest number was recorded in April; by the end of the growing season, their numbers decreased to a minimum.

Dysaprobionts as a percentage in the rhizosphere of plants make up from 51 to 65% of all individuals found. These indicators for the root system of wheat are 68 - 84%, for stems - 78 to 96% and for leaves - 93 - 98%. The high abundance of dysaprobionts in plant tissues indicates the presence of saprobic decay. This decay can be associated with the defeat of plants by mycotic diseases.

Species from the group of nonspecific parasites that feed on fungi and plant tissues are found in almost equal numbers both in the root system and in the rhizosphere of plants. In the root soil, the highest peak of their abundance is observed in April; then, by the end of the growing season,

a decline occurs. In the aboveground parts of plants, representatives of nonspecific parasites are found periodically and in small quantities.

Representatives of true phytoparasites in the root soil are represented mainly by ectoparasites and migrating endoparasites. This group is not numerous during the entire study period. Relatively common during the first two periods of the study. By the end of spring (May) and during the summer period of the study, their number becomes minimal. Phytoparasites are relatively often found in the roots in mid-spring (April), then their number sharply decreases and reaches a minimum level by the end of the growing season. In the stems and leaves, parasites are extremely rare. The number of their individuals never exceeded 5 individuals. in the sample.

Discussion. Different types of plant nematodes are equally associated with plants. According to the degree of trophic connection with wheat plants, the detected species can be divided into phytohelminths - real parasites, potential parasites, eusaprobites, daisaprobites, mycophages, polytrophs and predators. In the root soil of wheat, the most numerous group is the devisaprobionts feeding on plant debris. In plant tissues, along with devisaprobionts, mycophages, inhabitants on the mycelium of fungi, prevail. Mass reproduction of mycophages can be explained by the infection of wheat by fungi.

The species composition of plant nematodes and their number on wheat and in its root soil do not remain constant, but change during the entire growing season of plants. A decrease in the diversity of the species composition and number of nematodes in the root soil is directly dependent on moisture content and inversely dependent on soil temperature. The greatest diversity of species and the density of their individuals is observed in the initial periods of the growing season of plants with an optimal moisture regime, and an increase in soil temperature leads to a sharp decrease in the number of species and the number of individuals of phytonematodes.

Phytonematodes inside plant tissue are less susceptible to external environmental factors. For this reason, changes in temperature and soil moisture act on nematodes through other factors. So, for example, at high humidity and moderate temperatures, foci of mycotic and bacterial diseases can appear on plants, which leads to intensive reproduction of the inhabitants of saprobic foci - typical and semisaprobionts, as well as mycochilophages.

Different ecological groups react differently to changes in ecological factors during the growing season of plants. Free-living soil polytrophs are most abundantly represented in the initial growing seasons at optimum soil moisture. A decrease in soil moisture, starting in April, leads to a sharp decrease in moisture-loving soil phytonematodes, up to the disappearance of most of their species. Specific tissue parasites of plants are hardly affected by external conditions. Their few qualitative and quantitative composition remains relatively constant during the entire growing season of plants.

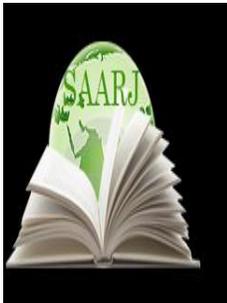
The most numerous group in the phytonematode fauna is semi-saprobiotic forms. Their numbers are constantly changing depending on changes in humidity and temperature. The number of semi-saprobiotic forms at the beginning increases, and then, with a moisture deficit, sharply decreases.

CONCLUSION

Based on the results of the study, it can be said that the fluctuation of plant nematodes of certain ecological groups, especially the inhabitants of green plants, is most likely associated with the state of plant tissues. For this reason, the hardening of the tissue of the root system and aboveground organs of wheat leads to a decrease in the number of phytoparasitic nematodes by the end of the growing season.

LINKS

1. Paramonov, A.A., Baranovskaya, I.A., Krylov, P.S. (1968). Ways and methods of studying the fauna of phytonematodes // Zool.zhurn. –Moscow, T.47. - No. 4. - S. 501-509.
2. Khurramov, A.Sh., Soatova, Z.A. (2018). Review of the ecological composition of wheatPhytonematodes and wild cereals in Uzbekistan // Scientific journal «European science review». Австрия, Vienna,- № 5–6.- P. 35-37.
3. Decker, H. (1974). SchädlicheNematodenarten des Getreides und der Gräser // Phytopathol. undlanzenschutz. Bd 2. Berlin. - P. 221-237.
4. Micoletzky, G. (1922). Die freilebendenErd-Nematoden, mitbesondererBerücksichtigung der Steiermark under Bukowina, Zugleichmiteiner Revision Samtlichernicht mariner, freilebenderNematoden in Farm von esenus - Beschreibungen und Bestimmungs -Schlusselsn // Arch. Naturgesch.,-V.87. - 650p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00102.6

THE ROLE OF THE TEACHER IN DISTANT LEARNING SYSTEM

Iqbol Adkhamovna Kamolova* ; Zarina Axtamovna Narzullayeva**

*Teacher,
 English Language,
 Samarkand Veterinary Medicine Institute,
 UZBEKISTAN

**Teacher,
 English Language,
 Samarkand Veterinary Medicine Institute,
 UZBEKISTAN

ABSTRACT

This article gives various information about the role of teachers in online education that includes the possibilities and qualities of distant education . Distance Education is a form of education in which course content is delivered and interaction provided by the technologies and methodologies of the Internet. The online environment allows people to interact with others asynchronously or synchronously in collaborative environments **Background:** *This article informs the role of teachers in distant learning system the includes the qualities and demands of teaching period. And also the basic characteristics of teachers are followed in this work* **The Materials And Methods:** *One of the important methodological and theoretical bases of this article is creating the possibilities of the distant learning system for imposing modern information technologies in the education process and preparing the invitations for creating standards of the distant learning system and how teacher play an important role in online education.* **Results:** *To identify the main qualities of the teacher and important benefits of learning period. Showing the role of the teacher in distant learning system. The main aim of using this system is to adapt the standards of the world. That's why many universities use this system. In other hand, distant learning system is more comfortable. And it has so many profits and also bad sides. You may know so much extra information in this work.* **Conclusion:** *In this article informed very good and useful information. Teachers have important place in the society. They should use various technologies during the teaching period. And they have got effect to*

pupil. Technologies help learners to learn languages fast and easier. The teacher's role is very important. Because of they teach pupils with new technologies. The effects of the technologies depend on the teacher.

KEYWORDS: Moodle System, Computer Technology, Technological Knowledge, Pedagogical Abilities, Internet, Electron Applications, Analyze, Technological And Global Sciences.

INTRODUCTION

As we know the foreign languages play an important role in our life. There are many languages in the world. And to learn all languages are very difficult. And nowadays to learn the English language is important. On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed a decree “ On education “ and the National program for Training in the country, a comprehensive foreign languages, teaching system, aimed at creting harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. According to the decree, starting from 2013-2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling the alphabet, reading and spelling in the second year.[1]One of the most important purpose of the national program of preparing cadre to make the quality of the education system as world education, adding new technologies to the education system, creating modern educational sources, creating wide opportunities for using world education source by young, using world experience during preparing prominent specialists.

One of the most significant problem of the continuous education to organize modern pedagogical and information technologies all the fields of education system. Especially, using regulation for teaching languages help to increase of the pupils' interest for science during the teaching process. The roles of students and teachers under the constructivist approach are listed above. These roles should be in the consciousness of communicators to develop effective distance education processes and resolve interaction difficulties. The data revealed that students in online courses expect guidance in four domains: the technical-operational domain, the task-oriented (i.e. assignment) domain, the personal-emotional domain, and the social domain. Moreover, it was found that within distant learning course where face-to-face meetings are absent, the need for guidance with “personal emotional significance” is amplified. The study revealed that the guidance and personal ties that students sought and expect to receive were met not only in the framework of teacher-student interactions, but also by means of spontaneous peer guidance and support within the course's technical assistance forum. Support for three possible guidance frameworks was examined in a special questionnaire: guidance in a virtual framework; guidance in face-to-face meetings; and guidance that combine the two modes. The combined mode that would allow some face-to-face meeting enjoyed the support of the majority – 56%, indicating that even in distance learning, students apparently still seek “a personal touch.” Teachers and students need to be responsible collaborative planners, communicators and evaluators in their distance education roles. Together they can break down communicational barriers and overcome limitations in the technology and its implementation. Substantial benefits will result from taking personal responsibility, improving the process, and solving problems to create a rich interactive learning environment.

Teachers play an important role in every sphere of the life. And the role of the teachers is also important in distant learning system. They have got high experience and knowledge. Now we speak about the role of the teachers in distant education.

1. According to the knowledge and experience in new information technologies field: [4]

- The experience using personal computer and its additional equipment;
- To get modern program provision;
- To take possession in internet service and program provision;
- To know scientific literature and problems of methodical materials while using new information technologies;
- To understand the opportunities of using computer;
- The ability to prepare exercises with computer programs;
- The ability of searching information from dictionaries and searching system of the computer program, electron applications individually;
- The ability of saving information and analyze, describing figures with computers;

As we know we live in technology century. And it is important that to work with technologies. The teachers should use computer during the lesson. Because using computers are more useful and it attracts learners. That is why teachers must know to work with computer programs. They should prepare very interesting exercises and tasks for attracting learners. In Universities it is impossible without using computer during the lesson. All topics and themes are taught by the help of computer. They use computer during the lesson. Teachers teach pupils with different and interesting presentations. They give information and check pupils' knowledge with computers programs. For that they should know computer very well.

2. The knowledge of teachers in internet technologies: [2]

- To know how add pupils to the internet service;
- To know how organize visual - meetings;
- To have visual - communicational behavior;
- To have ability how share information with other users;
- To know how to work with electron mail;
- To have ability how treat with users;
- To choose necessary information among much information;
- To prepare information for passing;

Today the using of the distant education is developing. In many Universities are using this system. But some teachers don't know work with this system. And they can attract pupils. All teachers have got the place for their subject. And they should communicate with learners. First of all they should add pupils in their course. If they don't add pupil, He can't enter their page.(3)

Nowadays in our University use this system. And teachers add pupils in their course. They set the topics, self-studies, different exercise, images and plays. Pupils may use information if they are accepted in this course. Pupils send their self-study work in model system. And teachers check their self-study work then they also mark in model system. Time is limited. Teachers set time for sending self-study work. If pupil sends self-study work after finishing time, his work is not accepted.

There many information in internet. It is important that to choose necessary information among them. It demands the high knowledge and experience from teachers. Electron mail is also important. When we send self-study or receive information, the message comes to our electron mail and mobile.

Teachers set tests for examining pupils' knowledge. In my point of view it is useful and easy way to check pupils' knowledge in computer. It saves teachers and our time. And we can know our mark that time. So, computer technologies and to work them is important in nowadays. [5]

3. The knowledge and experience of the teacher in pedagogical and psychological sphere: [11]

- to know pupils' learning style in distant teaching;
- to do pupils' how they work independently;
- to do psychological tests for pupils and test them;
- to do personal psychological and pedagogical image of pupils; [8-int.site]
- to do special groups according to pupils psychological attitude;
- to solve or prevent problematic situation;

It is clear to all people that the teacher should be psychologist. Because of there are many learners in group. And it is difficult to communicate with each one at one time. Their characters differ from each other. Their interests are also different. For identifying their character teacher use such kind of psychological tests. It helps to communicate with them easier. (7) By the help of the test teacher may know how they are independent. The teacher should be sociable in the group. He should know his profession very well. According to the pupil's degree teacher may separate them and do special groups. It makes teacher's work easy.

In conclusion for this work, teacher use different technologies in teaching period. And they have got effect to pupil. Technologies help pupils to learn language fast and easier. The teacher's role is also very important. Because of he teaches pupil with new technologies. And the effects of the new technologies depend on the teacher.(9)

CONCLUSION

In conclude for this article, I can say that there are useful and interesting information for everyone. There are given almost whole information about the distant learning system.

In this article gave information about the role of the distant learning system. You can know how should be the distant learning teachers.

As we know teachers play an important role in the society. They should know a lot of things. They should be well-knowledge, psychologist and well behavior. According to the plan I tried to

show how should be the distant learning teachers. First of all, teachers should know computer technologies and to work with them. It is very important during the distant teaching. If teachers don't know the computer and information technologies, they can't teach through the distant learning program.

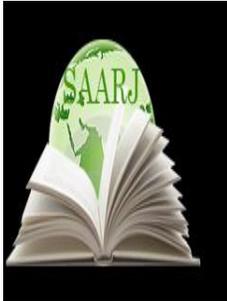
It is known that distant learning program demand the internet connection. So, teachers should know to work with internet. Because of all the actions and teaching process depend on the internet connection. Teachers should control all the tasks with the help of internet.

Teachers have important place in the society. They should use various technologies during the teaching period. And they have got effect to pupil. Technologies help learners to learn languages fast and easier. The teacher's role is very important. Because of they teach pupils with new technologies. The effects of the technologies depend on the teacher.

Distant learning teachers should be responsible for their duty. They provide with education to the learners. To be the teacher of the distant learning system is somehow difficult and interesting. All information is important and necessary for learners and teachers.

REFERENCES

1. O'zbekiston Respublikasi Prezidentining 2012 yil 10- dekabrdagi "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PQ-1875 sonli qarori. Toshkent:M. To'p.T.B-2012.
2. Karimov I.A. "Yuksak ma'naviyat yengilmas kush" – T.: Ma'naviyat. 2008.53;
3. Khamidov V.S. "To the question of fuzzy evaluation of the Quality of Trainees Knowledge in the system of distance learners", "Computer Science and Information Technology". Horizon Research Publishing, USA, DOI .2013.234;
4. Hamdamov K.X. Masofadan o'qitishdagi yuzaga keladigan muammolar haqida " Fan va ta'limda axborot – kommunikatsiya texnologiyalari", Respublika ilmiy- texnik konferensiyasining materiallari. Toshkent. 6-7-aprel. 2006.405;
5. Elektron Universitetlar. Masofaviy ta'lim texnologiyalari. Oliy ta'lim muassasalari uchun |A. Parpiyev, A. Marahimov, R. Hamdamov, U. Begimqulov, M. Bekmurodov, N. Tayloqov. O'ZME. Davlat ilmiy nashriyoti – T.: 2008. 210p;
6. Орчаков О.А. "Проектирование дистанционных курсов. Москва. 2004.350;
7. Abduqodirov A.A, Pardayev A. N. Masofali o'qitish nazariyasi va amaliyoti. – T.: Fan. 2009.160;
8. Begimqulov U.SH. "Zamonaviy axborot texnologiyalari muhitida pedagogik ta'limni tashkil etish" // "Pedagogik ta'lim " jurnali. № 1. 1,2004.167;
9. Tsikina IA "Preparation and implementation of training courses in correspondence-distance learning", Moskva. 2005.250;
10. M.T.Mihridinova. "Masofaviy o'qitish tizimlari";Toshkent. 2012.210;
11. Anderson, Terry. "Theory and Practice of Online Education" New York. 2008.320;



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00101.4

MECHANISMS OF DEVELOPMENT OF HUMAN RIGHTS AND FREEDOMS

Iqbol Bahodirovna Yusupova*

*Lecturer,
 Department of "National Ideology,
 Fundamentals of Spirituality and Legal Education",
 Navoiy State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

In the 21st century, the issue of human rights and freedoms remains one of the most sought-after and needed issues in world civilization. Human rights and freedoms are the natural needs of human beings to live in this world. Human rights are as old as history, and the first views on human rights were reflected in the laws and reforms established by the rulers of the ancient Eastern city-states, the ancient Greco-Roman police.

KEYWORDS: *Human Rights, Freedoms, Citizenship, Civil Society, Ancient Eastern Civilization, Mesopotamia, Ancient Greco-Roman Philosophy*

INTRODUCTION

"Today, the main goal of our life, embodied in our Constitution, is to ensure the interests of the people. In order to ensure the interests of the people, first of all, we need to communicate with the people, their concerns and dreams. It is important to know their intentions, problems and needs"[1].

We know that the issue of human rights and their equality is as ancient as history. In the development of society, the issue of human rights and their equality has always attracted progressive people. It is well known that the pages of history have covered many important events and facts on the issue of human rights, aspirations and actions of the people. The history of human development testifies to the fact that where democracy takes root, the issue of human rights and equality of citizens is especially relevant. "Human rights are the universal and inalienable rights of all human beings and are the same for all, regardless of nationality, citizenship or religion. These rights are based on the Universal Declaration of Human Rights.

Human rights are a privilege granted to human beings and are recognized in most developed countries of the world through laws, norms of constitutional values or international conventions. The development of any society is determined by the level of human rights and interests in that country. Since time immemorial, the state has focused on these potentials and opportunities. "The task of the state is to lead people to happiness. This is achieved through knowledge and good morals"[2]. Human rights are concepts that describe a person's legal status in relation to the state, as well as his or her economic, social, political, and cultural opportunities and claims. The free and effective exercise of human rights is one of the hallmarks of civil society and the rule of law. It is accepted to divide human rights into absolute and relative human rights. The right to life, the right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment, the right to privacy, the right to privacy and family, the right to protection of one's honor and reputation, the right to freedom of conscience and religion. The right to judicial protection and justice, as well as the most important procedural rights related to them, are among the absolute human rights. All other human rights are relative and may be restricted or suspended in the event of a state of emergency or martial law. Athens and Rome, the first homelands of democracy in human civilization, advanced views and ideas on human rights were formed, based on the views of Aristotle, Plato, and Democritus, who later argued that "man is the measure of all things." The rule had a huge positive impact on European civilization and the development of progressive ideas in the world in general. The first buds, the elements of human rights, can be seen in the activities of the police, which is a specific form of the state of slavery, that is, the city-states. The Constitution of Solon, which ruled in the 6th century BC, enshrined certain elements of democracy, the responsibility and accountability of public authorities, in particular the prosecution of public officials for illegal actions. The Romans, who recognized the separation of powers and the theory of natural law, also played a special role in the formation of world democracy. The city-states of Mesopotamia also contributed to the formation of advanced ideas, the relationship between the citizen and the state: even the term "Freedom" was first used in Sumer in the XXIV century BC - the Sumerian ruler for his citizens established "Freedom" by punishing dishonest officials.

RESULTS AND DISCUSSION

Although freedom was very limited in the Middle Ages, efforts to limit the right of the monarch to rule in Europe and to link it with a representative monarchy did not go unnoticed. It is important to take into account the natural rights of man in ensuring civil rights. According to ancient philosophers, human beings are the same from birth, depending on the nature of natural law. The law and the state came into being on the basis of social contracts. According to Aristotle, man's natural right to private property, which arose at birth, is based on man's nature and his first self-love. In addition, the pursuit of this natural right, the attraction of private property, the interests of its preservation and reproduction, lead to the rapid socialization and activation of man in society. In a narrow sense, the concept of human rights includes only the rights that are protected and guaranteed by the state, and it is not an easy task to limit them at the present time with constitutional and legal bases or state borders. These rights include equality of all citizens before the law, the right to life and physical integrity, respect for human dignity, arbitrary and unlawful detention or imprisonment, freedom of conscience and religion, the right of parents to raise their children, and the right to resist oppressors and so on. Human rights in the broadest sense represent a wide range and types of individual freedoms and rights. The

classification of all human rights into negative and positive is widespread. Such a division of these rights is based on the expression of the negative and positive aspects of freedom. It is well known that from the point of view of the negative significance of freedom, there is no coercion or restriction on the individual. On the positive side, freedom of choice is understood as the ability of a person to achieve his goals, his individual development and, in general, the emergence of his abilities. Due to this division of freedoms, negative rights mean that the state and other people refrain from any action against the individual. These rights protect the individual from adverse influences, interference or restrictions that may violate his or her freedom. These rights are fundamental, essential and absolute. Ensuring these rights does not depend on state resources or the level of socio-economic development of the country. Negative rights are the basis of individual freedom. Unlike negative rights, positive rights represent the obligations of the state, individuals and organizations to provide the citizen with certain benefits, to carry out certain actions. These include, for example, the right to social assistance, education, health care, and a decent standard of living. Human civil (personal), political, economic, social and cultural rights are divided into negative and positive rights, depending on the direction of their implementation. Among them, civil rights are among the natural, fundamental and inalienable negative human rights.

Freedom is the ability to act as one pleases. The concept of freedom is widely used in areas of social knowledge such as law, political science, ethics, aesthetics. For example, freedom of conscience, freedom of speech, freedom of the press, and so on. Freedom represents a certain order in society, not chaos. It is also the free, voluntary choice of a person to perform his or her duties to society. Freedom means that a person is protected from political, moral persecution and violence. Freedom is a means of self-creation of happiness, a measure of one's level of self-awareness. Human freedom depends on objective conditions and circumstances. It is not abstract, it is always concrete. A person achieves a specific goal based on a specific opportunity in a particular situation and situation. However, not all people have the same conditions, situations and opportunities. In order to achieve the goal, some people lack the conditions, some people do not have the means to achieve the goal, and some do not have the opportunity. Under certain circumstances and circumstances, one may have the freedom to achieve a goal or one may be deprived of it. Factors that increase a person's freedom include the knowledge and experience he or she possesses. Islamic teachings say that man is endowed with intelligence in order to be free. Commenting on the freedom of will in Islam, Abu Mansur al-Moturidi said that the wisdom given to man gave him the freedom to choose between good and evil, lawful and unlawful, good and evil, right and wrong, and that our future depends on which of these ways we choose. Man is different from the animal in his free conscious activity. Animals are subject to conditions and circumstances. Man, on the other hand, consciously seeks a way to achieve a goal. Increasing the political activity of citizens is a factor in building a democratic society.

Today, the concepts of "citizen", "citizenship", "civil society", "civic responsibility", "civil rights and freedoms" are becoming one of the necessary conditions for democratic development. Consequently, the issues of "democracy" and "ensuring civil liberties and activism" remain relevant. The notion of citizenship has come a long way in the development of society towards the rule of law. It is one of the great achievements of the democratic development of society. Although the concept of citizenship existed in ancient Greece and Rome, it began to emerge in its present form when feudalism was in crisis and political, economic, and social life in society

began to shift to democracy and market relations, and for the first time “urban” (French ‘Situayyan’, English ‘sitezen’, Russian ‘gorojanin-grajdanin’). After the declaration of independence, the Uzbek language adopted the term "citizenship" instead of the former word "citizenship" [3]. During the years of independence, the issue of civil liberties and its activism began to be recognized as one of the important conditions for building a democratic society. It is also important to define the concept of freedom. Because only when a citizen is free can a society prosper.

The emergence of man, his place and essence in society has always been one of the most important and controversial fields of the social sciences. While Aristotle asserts that “man is by nature (essentially) social” [4], “in the general sense, whoever is subject to authority and obedience is a citizen; the nature of the citizen changes in each state system. In the best form of government, a citizen is one who is willing and able to submit and rule in accordance with the requirements of spiritual values.”[5].

One of the first scientists to study the nature of man was Confucius and his followers in China. The scholar Sen-tzu, a follower of Confucius, who lived from 298 to 238 BC, wrote: “Innate traits are the product of celestial relations. They cannot be achieved through education or human creativity. Man has an evil nature. Goodness in man is an acquired quality for the sake of interests. Modern man has been striving for profit since birth. This leads to people competing with each other and not giving in to each other. That is why it is necessary to change human nature through education, to educate them on the basis of established rules, to teach them justice and responsibility”[6]. It is obvious that in order for a person to organize in society or to become and become a member of society, he needs a certain degree of external influence and socialization in life.

One of the important characteristics of man is that he is a social being. Man seeks to unite with people like himself in order to satisfy his needs. Human socialization is artificial and can only take shape as an individual in an environment among other people. If he is free from human relationships, he will not be able to get rid of his evil or animal nature. Abu Nasr al-Farabi describes the natural course of human aspiration for social cohesion: “Everyone is structured by nature in such a way that they need a lot to live and achieve a high level of maturity. He can't do it alone, he needs a team of people to have them... Therefore, it is only through the necessity of life, the supply of one another, and the mutual assistance that one can attain to the maturity which one is naturally striving for. The activities of such team members as a whole provide each of them with the things they need to survive and mature. As a result, human beings multiplied and settled in the inhabited part of the earth, resulting in a human community.”[7]

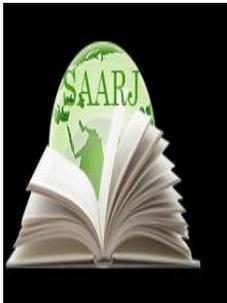
CONCLUSIONS

During the period of independence, the legal framework for the protection and enforcement of human rights in Uzbekistan has been formed at the level of the experience of developed countries and the requirements of national values. Also, the Constitution and laws have been able to create criteria and norms for ensuring human rights and freedoms at the level of civil society and the rule of law. Article 24 of the Constitution states, “The right to life is an inalienable right of every human being. Assassination is the gravest crime.” Article 25 “ Everyone has the right to liberty and security of person. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality. ” “ Everyone has the right to the protection of the law against

such interference or attacks, including torture and other cruel, inhuman or degrading treatment or punishment. " No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation, "Everyone has the right to freedom of thought, speech and religion ...", Article 32 "Citizens of the Republic of Uzbekistan have the right to participate in the management of public and state affairs directly and through their representatives." Such participation is achieved through self-government, referendums and the democratic organization of state bodies. "Article 36" Everyone has the right to own property alone as well as in association with others. The right to secrecy and inheritance of bank deposits is guaranteed by law. "Article 43" The state shall ensure the rights and freedoms of citizens enshrined in the Constitution and laws ". The introduction of laws and regulations to ensure the formation of democratic values and principles of civil society has determined the future prospects for building a democratic society in Uzbekistan. "Human rights are an individual, essentially a unified social and moral world. It embodies the essence of man, his value as a being. In the social sciences and humanities, the individual is interpreted differently in terms of its direction, object of study and purpose "[8].

REFERENCES

1. Ceremony of Sh. Mirziyoyev dedicated to the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. December 7, 2016.
2. Muhiddinova F. "The concept of improving the law and legislation in the political and legal doctrine of Farobi." Tashkent, 2005, p.55.
3. Independence: Annotated popular science dictionary. – Tashkent: Sharq, 1998. 225-p.
4. Aristotle. Soch. v 4-x t. – M.: Mo'sl, 1984, p.63.
5. Aristotle. Soch. v 4-x t. – M.: Mo'sl, 1984, p.471.
6. Anthology of world philosophy. V 4-x t. – M.: 1969. T.1. str.230-231.
7. The Constitution of the Republic of Uzbekistan. – Tashkent: O'zbekiston, 2000, pp. 10-14.
8. OzME. The first volume. – Tashkent, 2000.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: [10.5958/2249-7137.2021.00100.2](https://doi.org/10.5958/2249-7137.2021.00100.2)

KARAKALPAKSTAN TELEVISION SERVICE IN THE DEVELOPMENT OF OUR NATIONAL CULTURE

Jalgas Aytmuratov*; Janylsyn Jalgasovna Aytmuratova**

*Associate Professor,
Candidate of Historical Sciences,
Karakalpak State University,
Nukus City, UZBEKISTAN

**Assistant,
Karakalpak State University,
Nukus City, UZBEKISTAN

ABSTRACT

In the study of the history of the emergence and development of television and radio in Karakalpakstan, to show the historical role in the socio-economical development of the country is the television and radio services, focusing on historical data and scientific literature in this area. In this regard, it consists of the formation of Karakalpak television and the development of television journalism, the strengthening of the material and technical base of Karakalpak television and its role in the development of our national culture, Karakalpakstan Television Service during the Independence Period, Service of Karakalpak radio in the 30s and 40s of the XX century, The role of Karakalpak radio in the development of our spiritual culture in the 50-80s of the XX century, Karakalpak Radio's service to the development of our culture and art in the period of independence.

KEYWORDS: Culture, Science, Arts, Television, Karakalpak Radio, Television and Radio.

INTRODUCTION

An important task of this television is to update the socio-economic policy implemented in our country and to convey the process of change in the effective ways on all aspects.

The XV Congress of the UZComParty, which took place in February 1960, pointed out the need to pay attention to the further development of television in the country. The resolution calls for

the expansion of television in the life of the republic's workers, about working 89,000 TVs in some regions in Uzbekistan and the construction of a new television station in Nukus, to improve the ideological-artistic level of telecast. [1,15,16]. Pursuant to the Resolution of June 6, 1962 "On measures to improve the work of radio broadcasting and television", in the decree and measures pointed by Central Committee of the UzComParty, Karakalpakstan regional committee of Uz Com Party, in the places the attention of managers of party, radio broadcasting and television was given to prepare every broadcasting and show, speeches effectively with high responsibility.[1,40].

The combined management of radio and television has undoubtedly helped to improve the material-technical support and the work of the editorial offices. As a result of this leadership and care, there have been significant changes in the work of radio stations in Karakalpakstan. Measures have been taken to speed up the construction of the Nukus TV station and to speed up the measures to take the equipment and tools. During these years, the Republican Party of Uzbekistan has implemented measures aimed at improving the ideological and artistic content of national and local television programs. The resolution of June 14, 1965 set the task to improve the quality of technical equipment of radio and television in a short period of time, to achieve the reception of at least 2 radio and television programs throughout the country [2,317].

In 1966, Central television began broadcasting in Uzbekistan. Since 1968, the workers of our republic could watch the programs of Tashkent TV studios through the radio center. Among these programs were broadcasts of Central TV.

During the period 1960-1964, the issue of the construction of the Nukus TV studio was systematically considered five times by the regional party committee at its bureau meeting, which listened to the reports of construction managers, measures on accelerating the work, taking equipment, apparatus from plants and mounting were pointed.

Beginning in February 1962, 1st Board under the 166th Construction Trust began construction works. It was here that before 12-apartment, 2-storey modern Transmitter began to be built of stone. However, due to the lack of construction materials and construction staff, the facilities were not delivered on time.

At the meeting of the secretariat of the bureau of the regional and city party committees, the construction lag and slow work was discussed several times, and practical measures were identified to speed up the construction.

In the early summer of 1964, a number of necessary buildings were built, it became possible to install telecoms and equipment, and assemblers from Leningrad, Tashkent and Urgench were invited. Makers of radio equipment from Leningrad, Krasnoyarsk, and Novosibirsk sent the necessary equipment and radio details for the TV studio of remote Karakalpakstan. Engineer of the Ministry of Communications of the Uzbekistan USRP. V.Polishuk, senior electrician of Andijan TV M.I.Shaffer, chief engineer of Urgench TV G.A.Kosminin and other engineers and technicians came to Nukus for constant duty journey and began to install the tv apparatus since the beginning of the spring. In those years, M.I. Semennikov, M. Qosnazarov, N. Shubenko and Otemuratov were from communication engineers and technics among the local workers.

To speed up the work, they were divided into two units: the first unit installed the equipment belonging to the studio equipment complex; the second unit installed a Yakor-type transmitter

and temporary antenna equipment of 30 meters high. From August 3 to the end of October, engineers and local specialists, who were actively involved in the installation of television equipment and came to the help on veterans' memories, worked not counting the time.

On November 5, 1964, a solemn meeting was held on the occasion of the first tour construction of the Nukus TV station. At that day in the evening at 19:00, in Nukus, Takiyatas, Khodjeli cities, on the screens in the houses where there were TVs, the writing titles "Nukus shows" were appeared. Nukus TV studio has started its show. At the show, the Chairman of the Presidium of the Supreme Soviet of the Karakalpak ASSR, Comrade D. Yeshimbetov, congratulated the workers of the autonomous republic on the launch of the Nukus TV studio. After that, "Television news" in Karakalpak and Russian languages was shown on the screen. Then the first announcers of Nukus TV Orazgul Uteniyazova and Svetlana Shapochnikova were in the photo background. The initial television broadcasts were not far off. The first Karakalpak TV programs lasted 5 minutes and the Russian ones lasted 4 minutes, in which short informational materials were broadcast. The text of the first Russian and Karakalpak "Television News" was written by former radio journalists G. Seytnazarov, V. Kopilov and others. (all of them were cultural workers who had contributed to the republic). The state was very few when the Nukus TV studio first began broadcasting.

Excluding technical staff, there were 8 creative staff members, including one senior editor, 2 editors, 1 director, 1 assistant director, 1 director helper, 1 cameraman, and one sound director. About the difficulties in the first years when "Nukustvstudio" began to show, the first director of television, the national Artist of Uzbekistan USSR and Karakalpakstan ASSR Kuwat Abdireymov told like this: in 1964-1965 years when the show was begun to show, the most difficult thing for the technical and cultural workers who were working there was to attend to work and the studio where the show was given was narrow. The transmitter, the ASK, the sound and the director's console are all in one place. On the only 35-40 square meters, the announcers sit, the invited people speak, and the concert is given in. Despite these difficulties, we were encouraged by realizing that we were doing the right thing for our people, and we aired the first programs without interrupting any of them. "[8,21].

From November 1964 to March 1965, Nukus Television Studio aired three times a week (Tuesdays, Fridays and Sundays) for two hours each day. The screenings lasted 6-7 minutes and included Karakalpak and Russian TV shows, concerts, mostly movies and film magazines.

"Since November 5, 1964, when the studio started operating, there have been a lot of letters to the editors," said the first editor-in-chief of the television (in the early years he was called the senior editor). G'. Seytnazarov. Most of them asked for a concert. We perform 1-2 times a week for the performers of a small ensemble under the Radio Committee. At those years most people often asked S. Mambetova, A. Atamuratova, A. Shamuratova and D. Gayipov.

According to the Resolution of February 13, 1965 "On the extension of television time", Nukus TV studio has been operating since May 1, 1965, 4 times a week, on Tuesdays, Thursdays, Saturdays, and Sundays, there were 2.5 hours of demonstrations each day.

By 1965, the number of homes with televisions had increased several folds. Many workers from Takhias, Khodjeli, Chimbai and Kegeyli districts watch Nukus TV programs. In a short time, television has become a real platform for hard workers. " [10.1,2].

Beginning on January 1, 1966, the Nukus Television Studio began broadcasting every day (Wednesday off). Daily performances have increased by 3 hours instead of the previous 2.5 hours. In addition, at the weekends and holidays it began at 12 noon, with demonstrations for children. [11.1,2].

It was mentioned in the resolution of November 29, 1966 "On ways to further develop television in Karakalpakstan". It is planned to create an ensemble of folk music under the Radio and Television Committee, to organize bus services, to send artists to Tashkent, to record film concerts, to show more quality films on television and other measures.

All these measures paved the way for the further development of Karakalpak television and the improvement of the quality of broadcasting. In 1967, a two-storey building (now a standing building) was finished and a new studio equipment complex (ASK) was installed. The technical and creative possibilities have greatly expanded.

The emergence of television journalism in Karakalpakstan is closely linked with radio journalism. The presence of radio and television in the same committee helped the television to gain its level quickly. Initially, radio journalists worked on television. The closeness of the genre methods of radio and television journalism has had a positive effect on their mutual enrichment.

The first TV journalists were F. Seytnazarov, V. Kopilov and others, who had accumulated a lot of experience in the field of press and radio broadcasting over several decades. We believe that it would be appropriate to show the way of growth and development of Karakalpakstan's television journalism over the past years in four stages.

1. The beginning, study and research of Nukus television and Karakalpak television journalism. Covering the years 1964-1969, during this period, the beginnings of Nukus-television shows, the formation of a new typical studio, building of high antenna, the growth of technical and creative specialists, the growth of interest on TV watchers, the formation of the genres and forms of shows is included.
2. The period of the expansion of technical capabilities, the creative recognition of the population, TV reporting outside the studio, the formation of the genre of television journalism. In the period from 1970 to 1975, the rangy television stations (PTS), videotapes were appeared, the shows had its daily quality, new TV magazines, cycle shows, and TV shows began to be broadcast at the request of viewers.
3. In 1976-1984 years as a result of the constant care of the party and our government, the technical and creative forces of television have matured. However, at the same time, the turmoil in the life of Soviet society, the exaggeration, and the negative situations like these influenced on television.
4. The period of re-construction, democracy, development of publicity, a new stage in the quality and effectiveness of television in Karakalpakstan began after 1985.

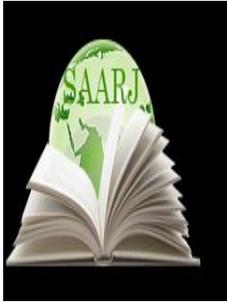
The history of television is not only the history of television technology, but also the history of the emergence, development, formation and gradual development of the form of television genres and programs. In the early years of its broadcasting, the Nukus TV studio became a program of broadcasting informational programs on television in the upper cities. In the early days of Karakalpak television development, video series (films, photographs) were in short

supply. In the early days of the development of television, the political and social editorial staff gave some noteworthy shows.

In 1971-1972 years, T. Yembergenov, M. Sadullayev, U. Khojambergenov who studied at the journalism faculty of Tashkent State University and other graduates of higher education came to the television. The TV editorial offices received letters. Many of them came to the shows of "Theater of Teleminiatures" and "From Letters to Poems". In particular, the "Teleminiatures Theater", which began to appear on television on a regular basis since 1968, has attracted a lot of public interest. In one of the spring months of 1972, teleminatics showed the image of a man of rude, impolite to all. The teleminiatures were given addressed humorous materials, artists J. Bekmuratov, Sh. Temuratov, A. Abdaliyev, T. Koshgarov, K. Iysayev, M. Utemisov managed to play each character in an interesting, funny and confident way, and was appreciated by TV viewers. In the early years, directors who had gained experience in theater and radio broadcasting on Karakalpak television, and had undergone traineeship on Tashkent television worked. Among them were K. Abdireyimov, the former U. Jalimbetov, A. Khojanazarov, A. Kaypov, B. Matjanov, T. Koshkarov and others. [8.36].

REFERENCES

1. Esin A., Radio i televidenie Uzbekistana (Radio and television of Uzbekistan), T., 1975,
2. Yu and A., Deyatel'nost' Kompartii Uzbekistanapodalneymurazvitiyukul'turi (Activities of the Communist Party of Uzbekistan for the further development of culture) (1959-1965), T., 1966,
3. Kosymbetov I. Karakalpakintelligenciasinin' tariykhinan. (From the history of Karakalpak intellectuals). Nukus: Karagalpakstan 1970.
4. Kutymov T. Stanovlenie i razvitiesocialisticheskoyintelligenciiKarakalpakskoy ASSR (Formation and development of the socialist intelligentsia of the Karakalpak ASSR). Nukus 1981.
5. Muradova P. Karakalpakstandaintelligencyakadrlarintayarlaw (Preparation of intellectuals cadres in Karakalpakstan). Nukus; Karakalpakstan, 1992.
6. Dzhanabaev R.K. Kulturnoestroitelstvo v Karakalpakskoy ASSR (Cultural construction in the Karakalpak ASSR), 1961-1977. Author's abstract. Moscow, 1985.
7. AkhmedshinR.Sh. Kulturno-prosvetitelnieuchrejdeniyaKarakalpakstana (vovtoroypolovine 40-50 godov) (Cultural and educational institutions of Karakalpakstan (in the second half of the 40-50s)) Author's abstract. Nukus 1996.
8. Madreymov T. Televideniejariyalilikkurali (Television is a tool of announcement). Nukus: Karakalpakstan, 1989.
9. Aitmuratov J. KulturaKarakalpakstana v 70-80 godi (Culture of Karakalpakstan in the 70-80s): Author's abstract. Nukus 1997.
10. Newspaper «SovetskayaKarakalpakiya», (SovetKarakalpakia). 1965. 7th: May.
11. Newspaper «SovetKarakalpakstani» (SovetKarakalpakstan), 1966, 1 January



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00099.9**

THE IMPORTANCE OF PEDAGOGICAL AND PSYCHOLOGICAL LITERACY OF PARENTS IN PREPARING CHILDREN FOR SCHOOL EDUCATION

Mehri Achilovna Narbasheva*

*Associate Professor,
Candidate of Psychological Sciences,
Head of the “Department of Preschool Education Methods”,
Termez State University, UZBEKISTAN
Email id: mnarbasheva@mail.ru

ABSTRACT

The article theoretically and practically describes the importance of pedagogical and psychological literacy of parents in preparing children for school education. It is known that experts have developed and delivered manuals for parents to help prepare the child for school education in the family. However, it became clear that parents did not have the skills to use these guides.

KEYWORDS: *Pedagogical-Psychological Literacy, School Preparation, Family Education, Kindergarten Age, School Education, Parenting, State Curriculum, First And Preschool Age, State Requirements For Development.*

INTRODUCTION

Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No PP-2707 “On measures to further improve the system of preschool education in 2017-2021” reveals the priorities of the Action Strategy for further development of the Republic of Uzbekistan, the essence of preschool reform. At the meeting chaired by the President of the Republic of Uzbekistan Sh. Mirziyoev on August 16, 2017, important tasks were set to radically reform the system of preschool education, to ensure full coverage of children in these institutions.

THE MAIN FINDINGS AND RESULTS

As a result of the analysis, in a short period of time three major documents - the Resolution of the President of the Republic of Uzbekistan dated September 9, 2017 No PO-3261 “On measures

to radically improve the system of preschool education”, September 30, 2017 “Measures to radically improve the management of preschool education” Decree № PD-5198 “On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan” and Resolution № PD-3305.

It is also stated in the “Program of additional measures to further improve the system of preschool education in 2018-2019” in Annex 3 to the Resolution of the President of the Republic of Uzbekistan dated September 30, 2018 “On measures to improve the management of preschool education” PO-3955 [1]. In order to ensure the implementation of the tasks, such tasks as further expansion of preschool education institutions, groups serving the preparation of 5-7 year olds for school education, organization of courses have been identified.

However, today the coverage of preschool children in preschool education institutions in the country is only 33.5%. In Surkhandarya region, the figure is 22.7%. At present, there are 293 preschool educational institutions under the Surkhandarya Regional Department of Preschool Education, which involve 24,669 children (22.7% of the total number of children of kindergarten age) [2]. This means that the preparation of children of this age for school education is mainly carried out in families.

It is known that experts have developed and delivered manuals for parents to help prepare the child for school education in the family. However, it became clear that parents did not have the skills to use these guides.

When studying the mastery levels of 94 students admitted to 1st grade in schools № 1, 3 and 41 in Sherabad district in 2015-2017, the readiness of 52 children from the family to 1st grade was significantly lower than the readiness of children attending preschool institutions; it was found that the level of mastery was slow as most children had difficulty completing the learning tasks. This indicates that the family does not have the necessary knowledge, skills and abilities to work on the pedagogical and psychological literacy of parents, the mental development of preschool children and the preparation of children for school education. As a solution to this problem, it is necessary to provide pedagogical and psychological assistance to parents in preparing children for school education in families. With this in mind, special trainings were organized for parents as part of the study. 39 mothers and 8 fathers from 47 families who participated in the trainings were trained on what to pay attention to when preparing their children for school, exercises to develop writing and reading skills in the family, and the importance of joint homework in preschool. At the beginning of the trainings, a questionnaire was received from parents and analyzed to determine their knowledge of preparing a child for school. According to the analysis, when most parents say that a child is ready for school, they are limited to answers such as "they can talk about themselves, they know their home address, and they know their parents' name and place of work". During the trainings, parents were provided with the necessary information on solving problem situations, physical, motivational, psychological, social preparation for school education. The role of family members in introducing the child to school life was also taught in the form of role-plays, short-term trainings were followed by another survey of parents, and the analysis of the results showed that the participants' opinions changed significantly.

Raising a child is a difficult and complex task that requires all members of the family not only to treat children properly, but also to have a high sense of responsibility for their fate. Combining

all aspects of family upbringing, including spiritual, moral, intellectual, aesthetic, physical and labor education, gives good results.

Parents are interested in preparing preschool children for school. This is understandable, because learning work requires hard work, effort, perseverance, the ability to achieve results. The preschool child is prepared for this new type of work not only during the lessons, but also during the performance of any work tasks.

The skillful combination of teamwork and individual work with parents, the achievement of pedagogical and psychological literacy among the general population and the effectiveness of educational and advocacy work. By creating a single learning environment, it is possible to achieve quality preparation of a child for school education.

The main task of preschool education in the country is stated in Article 8 of the Law “On Education” “Preschool education and upbringing is a type of education aimed at teaching and educating children, developing them intellectually, spiritually, ethically, aesthetically and physically, as well as preparing children for general secondary education. Pre-school education also includes one year of compulsory primary education for children between the ages of six and seven” [3].

Parents are interested and thinking about preparing their preschool child for school. Questions arise as to what kind of student the child will be, whether he will be able to adapt to school without difficulty, and whether he will be able to do his homework. This is understandable, because learning work requires hard work, effort, perseverance, the ability to achieve results. A preschooler is prepared for this new type of work not only during the training process, but also during the performance of any labor tasks. Most of our parents are having trouble solving this problem. It has been found that most families are unaware of this, despite the fact that there are manuals designed to prepare the child for school education in the family, published for parents.

Parents are interested and thinking about preparing their preschool child for school. Questions arise as to what kind of student the child will be, whether he will be able to adapt to school without difficulty, and whether he will be able to do his homework. This is understandable, because learning work requires hard work, effort, perseverance, the ability to achieve results. A preschooler is prepared for this new type of work not only during the training process, but also during the performance of any labor tasks. Most of our parents are having trouble solving this problem. It has been found that most families are unaware of this, despite the fact that there are manuals designed to prepare the child for school education in the family, published for parents.

Order of the Minister of Preschool Education of the Republic of Uzbekistan dated June 18, 2018 № 1-mh “State requirements for the development of primary and preschool children of the Republic of Uzbekistan” [4], registered by the Ministry of Justice of the Republic of Uzbekistan on July 3, 2018, registered under No. 3032 “State requirements for the development of primary and preschool children” was confirmed. On the basis of these state requirements, the state curriculum “First Step” [5] of the preschool educational institution was developed. The program is a competent approach to educating preschool children to prepare the growing child's personality for life; in it the acquisition of moral norms and values necessary for the solution of vital issues; communicating with other people, with a view to preparing for the formation of ways of activity associated with the construction of the image of “I”; primary essential competencies require the holistic development of the child as a subject of activity and morality.

The state program “First Step” provides for the development of the child's competencies through the formation of physical development and a healthy lifestyle, socio-emotional development, speech, communication, reading and writing skills, the development of cognitive processes, creative development. It is important to note that special attention is paid to the development of small areas, which are much richer in content and are mastered by the child through sensory education. In the field of “Physical development and the formation of a healthy lifestyle” special attention is paid to the development of the child's ability to master the basics of a healthy lifestyle and nutrition, as well as the ability to follow the rules of safe living. One of the innovations in the program is to take into account the views of parents about the preschool in cooperation with the parents of the preschool to ensure the full development of the child. Educating parents on early development issues, involving parents in active participation in the educational process, and organizing support for parents' initiatives to participate in the life of the institution serve to increase the effectiveness of education.

Observations show that to date, the content of PEI educators working with parents has changed radically. As a result, parents' attitudes towards PEI are also changing for the better. Of particular interest is the gradual introduction of parents to the requirements of the state. Some parents are asking educators for advice on what to do at home for their child to have high levels of development in this or that area. This is definitely a happy situation.

If pedagogical and psychological assistance is provided to parents to prepare their children for school education in neighborhood or schools for the population far from preschool institutions, it will help to form the child's personality and develop his interest in education, ensure the child's intellectual and physical development. As a result, parents are equipped with knowledge that meets the requirements of education in the process of preparing children for school, including issues related to teaching, comprehensive intellectual, moral, aesthetic and physical development of the child, and increases the level of pedagogical and psychological literacy in families. In our region, more than 70% of preschool children (3-7 years old) are not covered by preschool education. Most children in families need to be adequately prepared for school education, for which there is a need to increase the pedagogical and psychological literacy of parents. Therefore, in order to increase the level of pedagogical and psychological literacy among the population through the organization of short-term training seminars, thematic seminars-trainings, round tables and preparation of handouts for families, based on the needs of parents in neighborhood and schools. It is advisable to set up.

Also on local television, “Is your child ready for school?” It would also be useful to conduct column shows with the participation of experts on the subject.

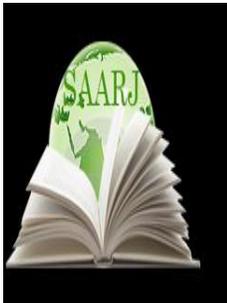
Through the implementation of this work, the quality of preparation for school education of children aged 5-7 not covered by preschool education will be improved, the level of pedagogical and psychological literacy of the population will increase.

CONCLUSION

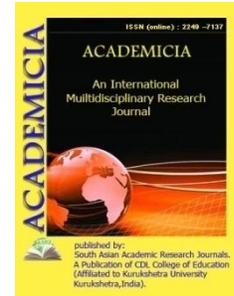
The spiritual environment in families is healthy. Effective preparation of a child for school education in the family helps the child to move from the crisis of the transition from play to educational activities without socio-psychological and physical harm, as well as serves as a basis for full upbringing, education and development of the child in primary school.

REFERENCES

1. “Resolution No. PK-3955 of 30.09.2017 "On measures to improve the management of the preschool education system." Lex.uz (Resolution No. PD-3955 “On measures to improve the management of the preschool education system” dated 30.09.2017. Lex.uz)
2. Reference book of Surkhandarya regional statistics department
3. Law of the Republic of Uzbekistan “On Education”. National Database of Legislation, 24.09.2020, No. 03/20/637/1313
4. Collection of Documents of the Republic of Uzbekistan 04.07.2018, 10/18/3032/1450
5. State Curriculum of Preschool Education Institution “First Step” – Tashkent. 2018 – p. 58
6. Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No PP-2707 "On measures to further improve the system of preschool education in 2017-2021." Collection of Legislation of the Republic of Uzbekistan, 2017, No. 1, Article 11
7. State requirements for the development of primary and preschool children of the Republic of Uzbekistan. \ Collection of Legislation of the Republic of Uzbekistan 04.07.2018, No 10 \ 18 \ 3032 \ 1450
8. Tashkent. National University of Uzbekistan, 2012
9. Norbosheva M.O. Psychodiagnostics in preschool education. Termez, Surkhan Publishing House, 2015. – p. 62
10. Norbosheva M.A. Child psychology and psychodiagnostics. – Tashkent. “ADAST-POLYGRAPH” 2020. – p. 194



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00148.8

**APPLICATION OF EDUCATIONAL RESEARCH AND INNOVATION
 TOWARDS ACQUISITION OF QUALITY EDUCATION TO MEET
 GLOBAL DEMAND IN EDUCATION**

Emesiobi Patience O*

Faculty of Education,
 Department of Curriculum Studies and Instructional Technology,
 Ignatius Ajuru University of Education Rumuolumeni, Port Harcourt,
 Rivers State, NIGERIA

ABSTRACT

Education is the mother of many disciplines such as curriculum, research and innovation which necessitates knowledge generation and societal transformation globally. This paper examines the relevance of educational research and innovation towards acquisition of quality education which is the crux of the matter in the educational industry. It highlighted the concept of educational research, relationship that exist between educational research, innovation and quality education, and reveals their contributions towards solving educational and other societal problems, their challenges were x-rayed and meaningful recommendations were made to meet global demand.

KEYWORDS: *Educational Research, Innovation and Quality Education.*

INTRODUCTION

Educational research takes scientific finding approach into the unknown in order to give reasonable solution to educational problems which may emanate from different angles, some may originate from curriculum planning of development and others may surface from curriculum implementation or innovation. Imo (2015), instructively admits that research is the strategy adopted to answer questions raised about the world and the processes going on in it. This implies that research gives answer to every question asked about the occurrences in the world. The Researchers see research as the process of systematic inquiry by which mankind increases knowledge of how things are, why things are the way they are, and how they could be improved. This shows that research is a source of knowledge advancement. Odia and Omofonmwaan (2014), confirms that advancement in research has given rise to the growth of science and

technology which in turn has led to industrialization through the creation of job opportunities, increased income, production of goods and services, wealth creation, improved quality of life, transportation/communication system, networking regions of the world, clustering of people and integrating nations to the world, socially, economically, and politically.

Michaela (2012), advised that research is necessary for direct contribution of universities for sustainable development and knowledge creation. This means that application of solution derived from research will bring about development and innovation. Research is a system of worldwide collaboration which accounts for the spread of modern teaching and learning that could result in transformation of the society. It provides avenue for curriculum innovation and desirable change in educational industry. Its activity creates room for innovation and establishes acceptable facts that will contribute positively to the growth of educational industry and the country at large. It is a way forward to generation of new ideas and knowledge needed to meet educational, social and economic demand globally. These relevant needs and problems can adequately be catered for using innovative ideas generated from research activities. Therefore, application of research findings and appropriate innovative measures are paramount in this contemporary time for acquisition of quality education and also solve societal and global problems.

BENEFITS OF EDUCATIONAL RESEARCH

1. It helps in finding solutions to problems arising in educational industry.
2. It supports professional searching of knowledge and generation of new ideas.
3. It connects learners with sources of information
4. It clarifies purposes and processes involved in introducing a new concept
5. It improves understanding of different concepts.
6. It develops learners' affective, cognitive and psychomotor domains.

CONCEPT OF CURRICULUM INNOVATION

Innovation literally is the act of bringing in new ideas or structure into a system to strengthen the existing one or to replace it. It is the vehicle for meeting educational and social challenges. It targets at creating sustainable avenue to erase educational and societal problems which emanate from research findings due to dynamic nature of knowledge especially in this era of knowledge explosion. From the words of Oteh & Akuma (2011), Innovation is a decisive operation carried out with the view to introduce a given change to be acceptable and useful. To him innovation is an intentional act that will usher in an acceptable change. In the same vein, Charles Zulakoro & Efere (2016) declared that innovation is a change that is deliberate, purposeful and can be on a small or large scale, a departure from an existing practice. This implies that innovation can bring a total change to a concept or strengthen the existing one.

Duru (2011), instructively stated that innovation means to introduce something new, making some changes which are geared towards improving the existing way or pattern or even condition of doing things to make them more efficient and effective than before. For this definition, it means that innovation involves a deliberate and purposeful effort to bring about a change of some sorts to improve the quality of available staff of education. Mkpa and Izuagba (2012), see innovation as being synonymous to technology which can be used to improve educational outcomes, improve working relationships or process as within the school system or even reduce the cost of education significantly without reducing quality or quantity of the desired results. Duru further explained that innovation can also be seen as invention of new things, which is the

introduction of new ideas or methods into educational system. This may arise from the desire of government or society to tackle or solve societal problem. This means that innovation is necessary for solving problem globally.

Chauhan in Mkpa and Izuagba (2012), stated that innovation is to create something new which clearly deviates from traditional practices which have been followed for a long time to impact education to all levels of education. This view agrees with that of Victor Ishikaku (2016), who reported that curriculum innovation implies introducing a new idea, a new way of running the curriculum or to alter already established way of implementing the curriculum so as to improve its quality and effectiveness. This means that innovation of new ideas in to educational sector may improve the existing quality or erase totally the established one. Curriculum innovation has been regarded as an essential strategy for educational transformation due to the changing nature of knowledge and age. Students need to develop ways of dealing with complex issues and problems that require different kinds of skills and knowledge.

Innovation is a collaborative process by which organization abandon old paradigms and makes significant advances. <http://bia.ca>>from-vision-reality-the-stanleign... Retrieved 16th October, 2018.

The major focus of innovation is for improvement of educational programmes to acquire quality education. It is intentional and purposeful in nature and also aimed at yielding something worthwhile to the learners and the society at large. A worthwhile innovation should improve the quality of existing educational practices and also reduce cost. Curriculum innovation thereof include all the innovative measures that are concerned with various curriculum planning and implementation. The researcher sees curriculum innovation as a practical application of new policies, techniques and materials that are related to the system either to strengthen the existing one to replace it.

TYPES OF CURRICULUM INNOVATION

Innovation may take various shapes and types. They may exist in the form of entirely new inventions that never existed before or exist as new form of what had existed before. Curriculum is a system with several elements; aims and objectives, learning content, learning experiences and evaluation. From the words of Victor – Ishikaku (2016), innovation therefore could exist in any of the element or in the entire curriculum. For instance, the introduction of the 9:3:4 system of education in Nigeria consequently brought in innovation which affected the entire curriculum and introduced new subjects, new teaching methods and instructional materials.

FORMS OF CURRICULUM INNOVATION

- 1. Innovation in Educational System:** This form can be seen in the way systems operate, formerly in Nigeria Educational system was organized in 6:3:3:4 system of Education but now has been replaced by 9:3:4 system.
- 2. Innovation in Aims and Objectives of the Curriculum:** Aims and objectives refer to the expected outcome of curriculum content, every planned curriculum must possess an objective. Therefore innovation in the curriculum content must consequently affect the aims and objectives of a given concept.

3. **Innovation in Curriculum Content:** Innovation in a system of education must also bring a change in curriculum content. Innovation in curriculum content occurs when new knowledge, skills and ideas are introduced into the curriculum.
4. **Innovation in Instructional Strategy:** The change in the curriculum content will consequently lead to appropriate change in the teaching and learning procedures in order to equip the learners with needed skills and knowledge.
5. **Innovation in Instructional Materials:** Before the introduction of Information Communication Technology (ICT), teaching aids such as audios, audio-visuals and visuals were not in existence, rather regalia was highly regarded. The new innovation of incorporating ICT into educational system brought in new instructional aids, such as projectors, interactive board, etc.

REASONS OF CURRICULUM INNOVATION

Following can be seen as reasons for curriculum innovation

1. To provide reasonable ideas to solve educational and societal problems.
2. To eradicate irrelevant concepts in educational industry.
3. To create room for adequate changes in educational concepts.
4. To encourage the spirit of problem solving in educational sector.
5. To promote application of new ideas in solving societal and educational problems
6. To promote acquisition of quality education.
7. To create room for application of modern instructional materials.

CONCEPT OF QUALITY EDUCATION

Norwegian Agency for Development (2015), stated that quality will depend on what kind of education, the teacher has as well as the teacher's personal qualities which implies that, the quality of education and that of the teacher determines how qualitative the education will be. Quality education is the education that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing (VVOB Education for Development, 2015). It is the application of research findings into education via innovative ideas that will create room for acquisition of quality education. Unite for Quality Education (2013), declares that education enables people to develop all of their attributes and skills to achieve their potentials as human beings and memberships of the society.

Okemakinde (2014), instructively stated that quality delivery begins from policymakers to resource providers, policy implementers and students, all these factors are products of educational research and knowledge of innovation in educational industry. Quality output depends on quality input. Ochoma, Victor-Ishikakau and Emesiobi (2016), noted that quality in education determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. The following can be regarded as six qualities of quality education.

1. It should be valuable to the society.
2. It should be relevant to the learner and society.
3. It should be learner centered or friendly.

4. It should possess ability to retain or sustain facts
5. It should possess appropriate teaching strategy.
6. It should be based on achieving the expected objectives.

Ajoku and Oyadonghan (2018), reported that quality education provided to any society inspires creativity and innovation, leading to improved national economy. Quality education is one that provides all learners with capabilities they need to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well being. This implies that to gain quality education that will develop a complete individual, the knowledge gained from research findings and innovative ideas must be involved in order to develop adequate educational contents that will reflect to the needs and aspirations of the society. Emesiobi (2018), conclusively observed that quality education in a broader term entails quality educational contents, appropriate teaching methodologies, use of qualified teachers and involvement of ready learners in a conducive learning environment which will in turn produce quality outcome. These attributes rely largely on research foundations and innovative support to promote educational industry in Nigeria.

INNOVATION IN NIGERIA EDUCATIONAL SYSTEM

The educational system of Nigeria has experienced series of innovation and transformation since the advent of Western Education in 1882. Recently, the system changed from 6:3:3:4 system of education to 9:3:4 system of education. Other innovations witnessed by Nigeria educational system are introduction of computer and entrepreneurial education, introduction of compulsory Nigerian languages of mother tongue, introduction of open and distance learning programme, introduction of adult mass literacy programme, introduction of special schools for the handicapped, nomadic education, introduction of fishermen education, introduction of continuous assessment and introduction of compulsory foreign language. These changes were necessary in order to meet the needs of the learners, teachers and the society at large and also to make the citizens of the country functional and education meaningful.

CHALLENGES OF RESEARCH AND INNOVATION

- 1. Lack of Intrinsic Motivation towards Research:** Nigerians lack interest towards research findings, therefore reaching appropriate solutions to educational problems have been a great challenge, and without research findings, there will be no innovative idea to tackle issues in every aspect of human endeavor and acquisition of quality education will be hindered.
- 2. Lack of Funds:** Fund has to a large extent hindered research work. The bulk of university based research has been funded by students, staff in training, and academic staff. Funding of research work has been a crucial problem in Nigeria because research finding gives direction to right innovation approach which will in turn promote quality education in Nigeria. The most disheartening is that only every few benefit from funding agencies like Tertiary Education Trust Fund (TETFUND).
- 3. Lack of Recognition for Researchers:** Researchers in Nigeria are not recognized and therefore no encouragement inform of appreciation to arouse their interest. This has demoralized the practitioners and made them inactive to research work; this will indirectly frustrate innovative ideas and hinder progress in achieving quality education.

RELATIONSHIP THAT EXIST BETWEEN RESEARCH, INNOVATION AND QUALITY EDUCATION

In this 21st century of knowledge boom, quality of education and innovation are closely related due to problem associated with knowledge-driven society such as ours. Research provides solution to problems related to teaching and learning, production of adequate human resources to cater for different levels of education, insecurity problems, joblessness, problem associated with economy of the nation, political issues, problem related to Information Communication Technology, religion discrimination, food crises, peace and conflict resolution, health issues and other institutional challenges which must be tackled to bring hope and satisfactory solutions to Nigerian citizenry. Research is the only reliable source of solution to societal problem while innovation is seen as the most relevant avenue for adjustment of these problems to bring a desirable change. Ekwuru, Chuka-Okonkwo and Anyanwu (2016) suggested that, to remedy the situation for the present and future generation, it is necessary to implement educational innovation so as to achieve specified goals and objectives which will lead to acquisition of quality education.

RELEVANCE OF EDUCATIONAL RESEARCH, CURRICULUM INNOVATION AND QUALITY OF EDUCATION

Educational research, curriculum innovation and quality of education are linked together to meet the societal needs and aspirations. The continuity of education and development of the country depends largely on products of educational research and new innovations which will lead to quality education. The economy will be revamped, educational systems will be improved and the standard of living will also be enriched, if all the practical steps involved in research and innovation will be taken into cognizance. Research gives solutions to problem while innovation aids problem solving; quality education contributes to meeting the societal needs through education. This paper concludes that the three related concepts are necessary to meet the needs of the society and the global needs in education.

CONCLUSION

Research activities and innovative ideas are necessary for ensuring appropriate educational standard. Teaching and learning depend highly on the curriculum contents which emanates from the needs and aspiration of the society. Innovative ideas are necessary to remedy negative situation in educational sector. Research and innovation in education will be useful in meeting the societal needs and enhancement of quality education. Therefore more research findings and innovations are necessary in every facet of human endeavor to further ascertain more of human needs and problems. Innovation as a follow-up approach to solutions given by research will help in solving major educational, medical, social, economic and even political problems. This will create room for quality education as an avenue for implementation of innovative ideas.

RECOMMENDATIONS

1. Educational research findings accompanied by immediate innovative ideas are of paramount importance to regularly tidy up the educational, social, medical, economic and political corridors of this present generation and that of the generation unborn. Therefore it should be highly regarded.

2. The three tiers of government and stakeholders should promote research through adequate provision of needed resources since it is the only avenue to generate solution to human needs and problems.
3. Lecturers, teachers and students should regularly embark on research and innovative activities to promote quality education in the country.
4. Researchers should be given adequate recognition and incentive as a source of encouragement and motivation for more research work.
5. Application of solutions given by researchers to solve immediate societal problems should be held with high esteem in order to meet societal needs.

REFERENCES

(VVOB Education for Development, 2015). Our Vision on Quality Education Accessed March 2016, www.vvobbe/vvob/en/education/ourvisiononquality-education.

Ajoku, L. I. and Oyadonghan, T. E. (2018). Improving the Quality of Rural Primary Education in Nigeria. A Case Study of Rivers and Bayelsa State. A paper Presented at Association of Nigerian Teachers (ASSONT) International Journal Academic Volume 5(1), 312-327.

Charles Zulakoro, J.L. & Efere, E. A. (2016). Challenges and Prospects of Research and Innovation in Territory Education Institution, Niger Delta University in Focus. Journal of Resourcefulness and Distinction, Volume 13. No (1), ISSN 2276-9684, Page 76-83.

Chauhan in Mkpa and Izuagba (2012). Curriculum Studies and Innovation. Mercy Divine Publishers.

Duru (2011). Curriculum Studies Concept, Development and Implementation. Published by AvanGlobal Publications, Owerri.

Emesiobi, P.O. (2018). Impact of Commercialization of Education on the Educational System in Nigeria. Journal of Teacher Perspective JOTEP Volume 13 (1) Association of Nigeria Teachers (ASSONT) ISSN 2006-173.

<http://bia.ca>>from-vision-reality-the-stanleign.. Retrieved 16th October, 2018.

<https://uk.sagepub.com/en-gb/eur/what-are-benefits-of-educational-research-for-teachers>. Retrieved 11/08/2019.

Imo E. U. (2015). Data Analysis in Educational Research Journal of Educational Research and Evaluators ASSEREN: 14 (2).

Michaela (2012). Tertiary Education's Role in Research and Innovation. 4th World Conference on Educational Science: Barcelona, Spain.

Mkpa and Izuagba (2012) Curriculum Studies and Innovation. Mercy Divine Publishers.

Norwegian Agency for Development (2015). Quality in Education. Accessed May 2016, [https://www.Norad.no/.../education/...](https://www.Norad.no/.../education/)

Ochoma, Victor-Ishikakau and Emesiobi (2016). Towards the Transformation of Teacher Education in Nigeria: The Issue of Quality. Journal of Pristine. Vol 12. No. 1, Page 23-32.

Odia, L. O. and Omofonmwaan, S. I. (2014). Research and Development Initiatives in Nigeria. Mediterranean Journal of Social Science 4(2); 257-265.

Okemakinde, T. (2014).Transformation of Higher Education Towards Enhanced Quality Education in Nigeria European Journal of Humanities and Social Science.

online.river.edu/5-stagesoftheinnovationprocess//

Oteh, J. E & Akuma, N. (2011).Curriculum Development and Innovation. Eagle and Joy Educational Publishers, Aba, Abia State, Nigeria.

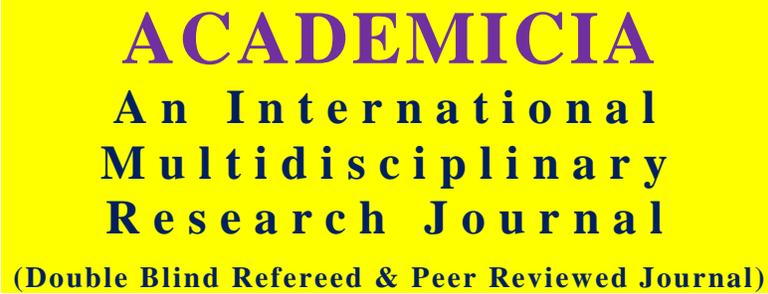
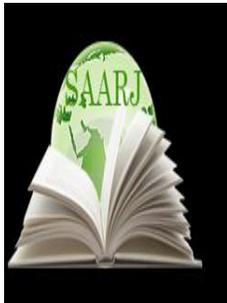
Unite for Quality Education (2013).What is Quality Education?www.unite4education.org/about/whatisqualityeducation. Accessed March, 2016.

Victor – Ishikaku (2016) Basic Principles of Curriculum and Innovation.Calebest Publishers, Port Harcourt.

www.emeraldinsight.com/action/captchachallenge?redirecturi=%2fdoi%2fpd.

www.kqed.org/mindshift/26755/7essential=principles. Retrieved 11/08/2019.

www.4vwm.edu/bench/princip.htc: Retrieved 11/08/2019.



DOI: **10.5958/2249-7137.2021.00076.8**

RESEARCH OF ELECTRICAL SAFETY CONDITIONS IN MAINS WITH VOLTAGE UP TO 1000 V WITH DEAFLY GROUNDED NEUTRAL

Aliev Obidjon*; Krivoruchko Boris**

*Associate Professor, PhD,
Tashkent State Transport University,
UZBEKISTAN

**Senior Teacher,
Tashkent State Transport University,
UZBEKISTAN

ABSTRACT

The paper presents the results of a theoretical study of safety conditions for various groups of electrical equipment that affect single-phase networks in order to prevent short circuits on the case. The authors analyzed the "PUE" requirement for grounding systems and, as a result, revealed that the "PUE" requirements for grounding systems do not provide sufficient safety and supplements are needed to more clearly regulate the procedure for re-grounding the neutral wire.

KEYWORDS: *Grounding, Single-Phase Network, Rules, Electrical Installations, Resistance, Grounding, Short Circuit, Break, Apparatus, Case, Potential.*

INTRODUCTION

Grounding serves as the main means of electrical safety in networks with voltages up to 1000 volts with a deafly grounded neutral in case of single-phase locking on electrical equipment. Grounding protection is based on the fast disconnection of damaged electrical equipment from the network by fuses or circuit breakers. To ensure the reliability and speed of the protection operation, the current "Rules for the design of electrical installations" (PUE) standardize the multiplicity factors of the current of a single-phase short-circuit on the case to the rated current of protective devices [1,4,5]. Let us consider whether such rationing is sufficient from the point of view of the main criteria for electrical safety of the magnitude of current flowing through the human body and the time of its exposure.

The response time of protective devices and, consequently, the possible time of exposure to electric current on the human body, is indirectly normalized by the multiplicity factor. Indeed, in the presence of sufficiently simple and accurate methods for measuring the conductivity of single-phase short-circuit current circuits to the case and monitoring the compliance of the characteristics of protective devices with the calculated values, the shutdown time can be maintained quite accurately.

However, the main criterion for electrical safety - the magnitude of the damage current - is completely insufficiently taken into account by the existing method of standardizing the grounding parameters. It is obvious that the magnitude of the lesion current is determined by the acting voltage and resistance of the human body at the time of its impact. The acting voltage (voltage applied directly to the human body) depends on the touch voltage and the ratio between the resistance of the human body, the transient resistance at the points of contact and the internal resistance of the source of the touch voltage. Of the listed factors, only the touch voltage can be taken as the main criterion for electrical safety when normalizing the grounding parameters, provided that scientifically grounded restrictions are imposed on other factors.

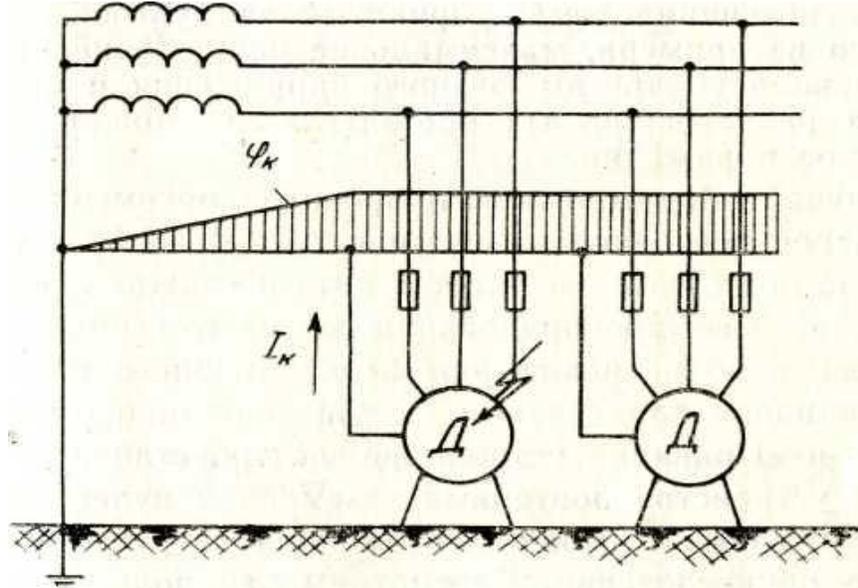


FIGURE 1. MODE OF SINGLE – PHASE SHORT CIRCUIT TO THE CASE

The values of the touch voltages are to some extent limited by the rationing of the current "PUE" of the neutral wire conductivity relative to the phase conduction, but this limitation has little to do with the normalization of the Permissible touch voltages. Indeed, with such normalization in the mode of a single-phase short circuit to the case, the phase voltage is divided between the resistances of the phase and neutral wires in proportion to their value, and the touch voltages are distributed in accordance with the voltage drop in the neutral wire (Figure 1). For example, for a network with a rated voltage of $U_m = 380 \text{ V}$, the maximum voltage drop across the neutral wire will be:

$$U_0 = U_\varphi * \frac{r_0}{r_\varphi + r_0} = 220 \frac{1}{1 + 0,5} = 146 \text{ V}$$

The touch voltage in this case will be determined by the expression:

$$U_{np} = \varphi_{\kappa} - \varphi_3 = \varphi_{\kappa} - \varphi_0 = \varphi_{\kappa} \quad (1)$$

Where, φ_3 -ground potential at touch point;

φ_{κ} -potential on the enclosures of neutralized electrical equipment;

φ_0 -ground potential taken as zero.

As can be seen from the example, the maximum contact voltage is equal to two-thirds of the phase voltage and, under the confluence of a number of unfavorable circumstances, can cause fatal injury.

In case of a break in the neutral wire, it is recommended to re-ground it several times [2,6,7]. It should be noted that, although repeated grounding reduces the potential on the electrical equipment cases behind the break in the neutral wire, it does not exclude the uneven distribution of potentials for different groups of electrical equipment. The regulation of the device for re-grounding of the neutral wire adopted in the "PUE" does not take into account their decisive influence on reducing the touch voltage. Let's consider this role of re-grounding in more detail. If there is at least one re-grounding for the short-circuit current in the section from the neutral of the transformer to the place of a single-phase short circuit, a circuit is added to the case parallel to the grounding line and consisting of series-connected neutral grounding and re-grounding resistances. The part of the single-phase short-circuit current flowing to the ground creates a voltage drop U_q across the neutral grounding resistance, which leads to a corresponding decrease in potentials on the cases of neutralized electrical equipment (Figure 2). The touch voltage can be calculated from the following ratio:

$$U_{np} = \varphi_{\kappa} - \varphi_3 = U_H + \alpha_6 U_{n3} \quad (2)$$

Where, φ_{κ} - potential on the body of electrical equipment;

U_H -voltage drop in the section of the neutral wire from re-grounding to electrical equipment, on which a single-phase short to the case occurred, V;

U_{n3} - voltage drop across the re-grounding resistance, V;

α –touch ratio.

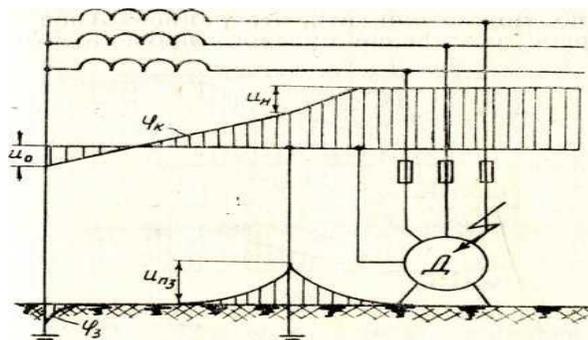


FIGURE 2. BREAK OF THE NEUTRAL WIRE AND ITS MULTIPLE RE-GROUNDING

With equal grounding resistance of neutral and re-grounding and without taking into account the influence of current spreading in the ground, the touch voltage can be halved.

In addition, repeated groundings reduce touch voltages due to current spreading in the ground and potential equalization in the spreading zone due to small distances from repeated grounding to electrical equipment, saturation of metal structures and the presence of distributed natural grounding conductors. As a result, the zone of zero potential of the earth, as a rule, is taken out of the production premises, and the value of the touch coefficient may decrease to values of the order of 0.1 - 0.3 [3,8,9]. Therefore, one should expect that the second term in expression (2) does not reach large values. The first component in formula (2) - the voltage drop in the section of the grounding line before re-grounding - can also be reduced to insignificant values due to the approach of re-grounding to electrical equipment. The qualitative picture of the contact stress distribution for the considered case is shown in Figure 3 (b, c, d). For comparison, Figure 3a shows the distribution of touch voltages in the absence of repeated grounding.

Obviously, it can be expected that rational multiple re-grounding of the neutral wire will reduce the values of touch voltages to the required specified level.

CONCLUSION

The existing method of grounding rationing does not provide equivalent safety conditions for various groups of electrical equipment.

Safety in case of single-phase short circuits to the case is significantly affected by the presence of repeated grounding of the neutral wire, the value of their resistance and the features of the device (number, distance to electrical equipment, degree of potential equalization in the production area).

The theoretical analysis of the safety conditions showed that the fulfillment of the "PUE" requirements for the grounding systems does not provide sufficient safety, and additions are needed to more clearly regulate the procedure for re-grounding the neutral wire.

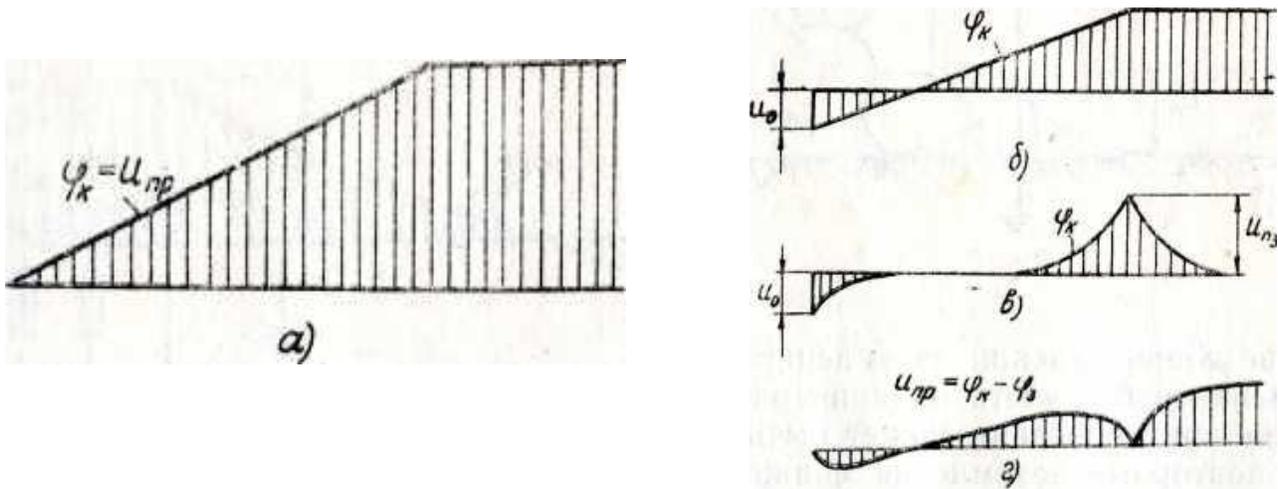
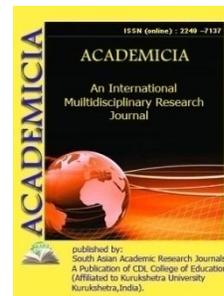
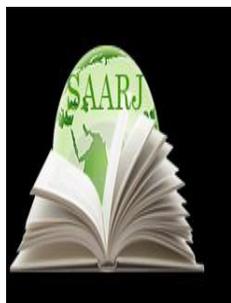


FIGURE 3. DISTRIBUTION OF TOUCH VOLTAGES FOR THE CONSIDERED CASE.

REFERENCES

1. Rules for electrical installations, (PUE). 7th edition General rules. Approved by order of the Ministry of Energy of Russia dated 08.07.02, No. 204
2. Nayfeld M.R., Grounding and protective measures of safety, publishing house "Energy", 1966.
3. Belyakov A.P., Foundations for the design of grounding of electrical installations, GONTI, 1937.
4. Aliev O.T. "Improving the safety of production processes based on improving the training system for locomotive crews." Abstract of the dissertation for the degree of candidate of technical sciences. Specialty: 05.26.01 - Labor protection (transport). Moscow, - 2017. Electronic resource: <https://dlib.rsl.ru/viewer/01008710933#?page=1>
5. Aliev O.T. WORKING CONDITIONS OF LOCOMOTIVE BRIGADS JSC "UZBEKISTON TEMIR YULLARI". TashiIT Bulletin No. 3, 2019 - S. 109-114.
6. Aliev O.T., Ergashev B.O. ANALYSIS OF THE CAUSES OF ACCIDENTS ON RAILWAYS. Scientific and methodical journal. "Science and Education: New Time". No. 3, 2019. ISSN 2312-4431. Cheboksary, Russia.
7. Aliev O.T., Umarov H.K., Mirzaieva Z.M., Yakhshikulova M.T. Decision Making When Justifying The Strengthening Of Uzbekistan Railways Under Conditions Of Uncertainty Of Background Information (By The Example Of Angren-Pap Railway Line). Journal for Studies in Management and Planning. ISSN: 2395-0463. Volume 05. Issue 11. November 2019.
8. Aliev O.T., Umarov H.K. Assessment of Decision-Making at Substantiating the Strengthening of the Railway Capacity of Uzbekistan in the Conditions of Uncertainty and Risks. International Journal of Advanced Research in Science, Engineering and Technology. ISSN: 2350-0328. Vol. 6, Issue 9, September 2019.
9. Aliev O.T., Mekhmonboyev O'M., Yakhshikulova M.T., Ergashev B.O. PERSPECTIVE DIRECTION OF SECURITY OF PRODUCTION PROCESSES USING TRAINING SIMULATORS FOR HIGH-SPEED MOVEMENT. International Journal of Innovations in Engineering Research and Technology [IJERT] ISSN: 2394-3696, Website: www.ijert.org, May 2020. Proceedings of International Conference on Digital Economy: Problems, Solutions, Prospects. Organized by Samarkand State Technical University, Samarkand, Uzbekistan.



DOI: **10.5958/2249-7137.2021.00096.3**

METHODS OF ECOLOGICAL EDUCATION AND ECOLOGICAL EDUCATION IN TEACHING METALS

Abdullaeva Umidakhon Gulomiddinovna*; **Nishonov Mirkozim Fozilovich****;
Ormonov Solidzhon Musaeovich***

*Lecturer at the Department of Chemistry,
FarSU, UZBEKISTAN

**Professor of the Department of Chemistry,
FarDU, UZBEKISTAN

***Associate Professor of the Department of Chemistry,
FarDU, UZBEKISTAN

ABSTRACT

The functional integration of environmental education as an important sustainability and health factor fully integrated into the education system cannot be achieved without a significant paradigm shift beyond the normal boundaries of educational institutions. During the explaining process, the teacher explains any misconceptions using interactive PowerPoint, anchor diagram, and interactive notebook activities.

KEYWORDS: *Environmental, Paradigm, Misconceptions*

INTRODUCTION

Environmental education is the process of developing people around the world who have the knowledge, attitude, motivation, commitment and skills to know and care about the environment and its problems. solving current problems and preventing new ones.

Environmental education is a process aimed at:

1. Develop a clear understanding and concern about economic, social, political and environmental interdependencies in urban and rural areas.
2. Give everyone the opportunity to acquire the knowledge, values, attitudes, loyalty and skills necessary to protect and improve the environment.

3. 3. Creation of new behaviors for individuals, groups and society as a whole in relation to the environment.

The following three general approaches to environmental education together provide an integrated approach that enables them to acquire the knowledge, values, attitudes, commitment and skills necessary to protect and improve the environment:

- Environmental education provides students with practical knowledge of the environment and the impact of humans on it.
- Environmental education uses the natural environment as a teaching tool - the components of natural laboratories to expand knowledge and skills for protection help develop values and build positive relationships.
- Education for the environment develops an understanding and deep concern for the environment, as well as increases responsibility for its care and protection. The goal of this component is to develop a level of attitude and understanding that encourages people to take collective actions that have a positive impact on the Earth.

Given the importance of identifying the most important key outcomes expected from the environmental education process in terms of sustainability, in this article we made the following recommendations:

1. Environmental and environmental responsibility
2. Ability to prevent and resolve conflicts.
3. Healthy lifestyle
4. Time management
5. Tolerance and respect for others
6. User-centered approach
7. Social responsibility
8. Flexibility
9. Patriotism and preservation of their cultural values.
10. Ability to process information.
11. Ability to apply knowledge in practice.

They can be compared using the physical properties of these metals, such as luster, conductivity or ductility.

12. Development of the system of ecological, spiritual education of the population, development and implementation of methods of continuous education from an early age, preparation of generations with harmonious ecological spirituality.

Targeted access

At the beginning of the lesson, the class may conduct a Think-Pair-Share to discuss the purpose.

Classroom activity

1. Discuss with the students the list of properties for each object.
2. Focus on understanding that they can be categorized as metallic and non-metallic.

Student activities

1. Take a metallic object and a non-metallic object. Ask students to list the differences between the two objects.
2. Take two metal objects. Ask students to list the similarities between two objects.
3. When students think about the original group of things you showed, go back to the list and present a list of properties that are common to metals and a list of properties for non-metals.

The teacher will help you get rid of the misconceptions about metals, non-metals, and metalloids. It is a big misconception that students do not understand that there are metals, non-metals and metalloids in the periodic table.

Students work in pairs to create a set of cards based on their unique physical characteristics. Students determine that the objects shown on the map have physical properties by which they are classified as metallic or non-metallic. Students will also find that any of the cards can be labeled as metalloid.

Here it will be helpful for the teacher to provide the following information on the topic.

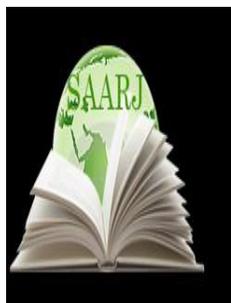
Uzbekistan is a country with the world's largest reserves of gold, silver and precious metals, as well as rare earth metals; more than 40 metal deposits have been discovered.

A lot of work is being done in our country to protect the environment. Ion exchangers are used to separate metals from wastewater, devices are put into operation.

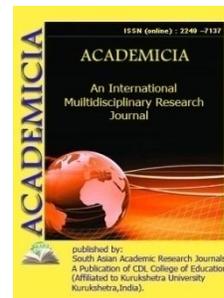
It will be more interesting for the class to explain the topic. During the explaining process, the teacher explains any misconceptions using interactive PowerPoint, anchor diagram, and interactive notebook activities. The Metals, Non-Metals and Metalloids course includes a PowerPoint program in which students can continue their lessons, and through this lesson, students will learn about the role of metals in everyday life and their importance to the environment.

RECOMMENDATIONS:

1. A Creative Approach to Environmental Education: A Curriculum Kit for Drylands, Schaaf, Thomas, Gille, Hélène, 2002.
2. Environmental Education Conservation Trainer Guide, MICHAEL MATARASSO NGUYEN VIET DUNG.
3. Environmental Education: Interactive Education: Opportunities and Constraints and Constraints, UNESCO International Science, Technology and Environmental Education Newsletter, Vol. XXVII, no.1-2, 2002.
4. Karimov I.A. Uzbekistan Threats to security on the threshold of the XXI century, conditions of stability and guarantees of development T "Uzbekistan", 1997. Pages 110-113
5. Ismatov I. Activity of a chemistry teacher in the field of ecology and the environment. T., "Development of education", 2006



ACADEMICIA
**An International
Multidisciplinary
Research Journal**
(Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00097.5

**CHANGES IN THE MORPHOMETRIC PARAMETERS OF THE RAT'S
SMALL INTESTINE UNDER THE INFLUENCE OF ENVIRONMENTAL
FACTORS**

Nasiba Esanovna Tukhsanova*

*PhD,

Head of the Department of Clinical Anatomy (OSTA),
Forensic Medicine Bukhara State medical Institute,
UZBEKISTAN
Email id: tuxsanova@mail.ru

ABSTRACT

This article presents the results of studies of the thickness of all walls of 30, 60 and 90 day old rats in normal conditions and under the influence of the herbicide which, through mother's milk. The results of the study showed that under the influence of the herbicide, which is observed a noticeable lag in the anatomical parameters of the small intestine, which is more noticeable at 30 days of age compared to 90 days of age.

KEYWORDS: *Rat, Cotoran, Mesenteric Part Of The Small Intestine.*

INTRODUCTION

The intensive use of minerals, the rapid development of technology and the chemical industry, especially the widespread use of pesticides and pesticides in agriculture have led to environmental pollution and created a real threat to the life of all living beings on the planet [4,7].

The problem of environmental protection and rational use of natural resources is one of the global challenges of our time [2,3,6].

The morphological structures of the digestive system and especially the reactive change upon collision with various chemical factors of widely used herbicides helps to develop the most effective methods of preventing and treating pathologies of the whole organism, and not just the gastrointestinal tract [1,5, 7,8].

Of particular importance is the study of changes in the structure of the small intestine and in its immune system under the influence of which, which passes into the body of the cubs through the mother's milk (female rat). The importance of this problem lies in the fact that the herbicide is widely used in the cultivation of cotton, but what effect this has on the cellular structures and morphological parameters of the small intestine has not yet been fully studied.

MATERIALS AND RESEARCH METHODS

The objects of the study were 120 white outbred rats, whose age from birth is 1, 30, 60 and 90 days. The rats of the experimental group are pups from the offspring of a rat - mother, who received a daily solution of which at a dose of 5 MLU intragastrically for 20 days. The effect of which on rats (cubs) of the experimental group, through the mother's milk of rats, was evaluated.

The subject of the study was the histological material obtained from the initial, middle and final sections of the mesenteric part of the small intestine of experimental rats. The materials were fixed in Bouin's solution, carried out with alcohols of increasing concentration, and embedded in paraffin. From the blocks on a microtome, sections with a thickness of 5-10 μm were made and stained with hematoxylin-eosin.

On a microscope NOVEL Model NLCD-307 (China) and on microslides using an eyepiece ruler, morphometric measurements were made on four sides of the wall of the small intestine: two lateral, mesenteric and antimesenteric. Throughout the small intestine, the total wall thickness, the thickness of each layer separately, the depth of the crypts, the height of the villi, the width, and the distance between them were measured.

RESULTS AND DISCUSSION

The wall thickness in rats of the control group from newborns ($199.3 \pm 7.0 \mu\text{m}$) to 90 days of age ($750.7 \pm 3.1 \mu\text{m}$) increases 3.77 times. The highest growth rate is noted at 30 days of age (150.7%), and the lowest at 90 days of age (13.7%). In the upper part of the mesenteric part of the small intestine, the wall thickness up to 90 days of age ($837.0 \pm 3.47 \mu\text{m}$), compared with the neonatal period ($221.6 \pm 8.1 \mu\text{m}$), increases 3.78 times, in the middle section (from $199.3 \pm 7.0 \mu\text{m}$ to $747.7 \pm 2.8 \mu\text{m}$) increases by 3.75 times, in the final section (from $176.9 \pm 6.1 \mu\text{m}$ to $667.6 \pm 4.0 \mu\text{m}$) it increases by 3.77 times.

As the analysis of data on wall thickness shows, the greatest growth is observed in the initial section, the smallest in the middle section of the small intestine.

The thickness of the mucous membrane accounts for from 81.0% (in the antimesenteric side) to 87.0% (in the lateral sides) of the total thickness of the wall of the small intestine. The results of our studies are consistent with the data of A. Yu. Yuldashev et al. (2009), R. Mesnage (2017), M. Sarwar (2015) on the wall thickness, where the authors indicate that the main wall thickness is formed by the mucous membrane.

The results of comparing the thickness of the mucous membrane along the mesenteric part of the small intestine showed that in the initial section the wall thickness up to 90 days of age ($708.4 \pm 3.0 \mu\text{m}$) compared with the newborn ($183.1 \pm 4.9 \mu\text{m}$) increases in 3.87 times. In the middle section of the mesenteric part of the small intestine (from $166.6 \pm 4.0 \mu\text{m}$ to $633.5 \pm 3.7 \mu\text{m}$), the wall thickness increases 3.8 times, in the proximal section (from $147.2 \pm 4.6 \mu\text{m}$ to $562.1 \pm 3.5 \mu\text{m}$) increases 3.81 times.

Based on the results of a comparative analysis of the thickness of the mucous membrane, we can say that advanced growth is noted in the initial section, the smallest in the middle section of the mesenteric part of the small intestine. An increase in the thickness of the mesenteric part of the mucous membrane of the small intestine in the initial section, apparently, is associated with a large physiological load on the initial section.

The height of the villi from the newborn age ($152.4 \pm 4.1 \mu\text{m}$) to 90 days of age ($573.5 \pm 3.1 \mu\text{m}$) increases 3.76 times. The highest growth rate is observed at the age of 30 days (157%), and the smallest at 90 days of age (12.7%).

In the initial section of the mesenteric part of the small intestine, the height of the villi from the newborn ($171.7 \pm 4.7 \mu\text{m}$) to 90 days of age ($640.1 \pm 3.0 \mu\text{m}$) increases 3.73 times, in the middle section from the newborn ($152, 0 \pm 4.1 \mu\text{m}$) up to 90 days of age ($572.5 \pm 2.8 \mu\text{m}$) increases by 3.77 times, in the final segment from the newborn ($133.5 \pm 3.5 \mu\text{m}$) to 90 days ($507, 8 \pm 3.6 \mu\text{m}$) increases by 3.8 times.

In the experimental group of rat pups, the highest rate of increase in crypt depth was at 30 days of age (236.7%), the lowest rate of growth was at 90 days of age (26.6%). The lag of the crypt depth is noticeable in the distal part: 1.15 times compared to the proximal and middle mesenteric part of the small intestine.

In the experimental group of rats, in comparison with the control group, there is a lag in the depth of the crypts of the mucous membrane of the small intestine in the proximal section by 1.37 times, on average - by 1.43 times, in the final - by 1.44 times.

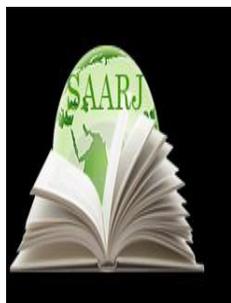
Thus, as a result of the study, it was found that the morphometric parameters of the small intestine (wall thickness, thickness of the mucous membrane, submucosa, muscle-serous membrane and the height of the villi, the depth of crypts) lag significantly in rats receiving cotoran through mother's milk (female rats) in 30-day-old rats versus 90-day-old rats.

REFERENCES:

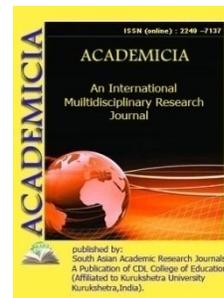
1. Alana M. Chin, David R.Hill, Megan Aurora, and Jason R. Spence. Morphogenesis and maturation of the embryonic and post natal intestine. *Semin Cell DevBiol.*2017Jun;66:81–93.
2. Anuchina A. V. Toxic effects of pesticides on the human body and animals // International student scientific bulletin. - 2019. - No. 1. - P. 105–108.
3. Karimov I.A. The influence of different doses of nitrate pesticides on the physiological parameters of the organism of experimental animals: Dis. ... Cand. biol. sciences. - Dushanbe, 2018. -- 258 p.
4. Khasanova D.A., TeshayevSh.J. Topografic-anatomical features of lymphoid structures of the small intestine of rats in norm and against the background of chronic radiation diseases // European science review. Medical science. Vienna, Austria. – 2018. Vol. 2.- №9-10. - P. 197-198.
5. Khasanova DA, Teshayev SJ. Effects of genetically modified products on the human body (literature review), 2020; 5(45): 5-19
6. Mc Ghee JR, Fujihashi K. Inside the mucosal immune system. *PLoS Biol.*2012; 10 doi: 10.1371/journal.pbio.1001397.

7. Tukhsanova N.E. Quantitative Relationship of Lymphocytes in the Lymphoid Nodules of the Small Intestine of Rats in Normal and Under the Influence of Kotoran // American Journal of Medicine and Medical Sciences. - 2019.-№9(12) PP. 467-470

8. Tukhsanova N. E., Khojiev D. Ya., Khasanova D. A. Reactive changes the cellular composition of the lymphoid structures of the intestine under the expose of cotoran // Fundamental isscientiam/ Madrid Spain. №4 (5) 2017, P. 77.127.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00095.1

STRUCTURAL AND FUNCTIONAL ANALYSIS OF POLITICAL CULTURE

Tuychiev Berdikul Turakulovich*

*Professor,
 Doctor of Philosophy,
 National University of UZBEKISTAN

ABSTRACT

In the article is analyzed the political culture of the population and especially of the youth in Uzbekistan. The author gives some positive conclusion about increasing of political culture of the population in Uzbekistan by the influences of Strategy of actions in the last years. At the same time, there are obvious differences in the answers to the question about the desire to participate in the political life of the country depending on the place of residence (city, village), and gender. The given functions reveal their significance for the development, continuity of the political process, in the structure of political culture for all its levels of relevant elements expressing the integrity and stability of political activity.

KEYWORDS: *Political Culture, Ideology, Nation, Development, Independence, Strategy Of Actions, Democratization.*

INTRODUCTION

Being one of the components of spiritual potential of society, the political culture stands out from the general culture only to the extent that any form of spiritual culture (legal, moral, aesthetic) is included in the existing political relations.

The specificity of political culture as a social phenomenon is formed by social, ideological aspects as indicators of the level of political enlightenment of people and their political maturity. Political awareness, as the sum of knowledge in this regard, is not always decisive, since the dialectic body of thoughts, ideas, emotions, beliefs, actions, growing out of certain social values, is also important. Therefore, political culture contains specific worldviews that imply not only political understanding of events, diverse processes and phenomena, but also the introduction to them. Along with the fact that the level of relative independence of political culture can be very

high, its determination by a concrete historical system of material and ideological relations is obligatory. Real economic, social, political and spiritual interests and needs that society lives in as classes, nations and social groups.

Although the political culture at different stages of its development was enriched in its content in accordance with the tasks and goals of its time, but this does not mean that it is a purely opportunistic phenomenon. It is characteristic of it to be a dynamic spiritual foundation of a complex and contradictory of political assimilation of reality, understanding the actions of social forces, the goals of the prospects for the development of society, relatively independent in its development [1. 74].

The stable essential qualities that determine the specificity of a political culture are a relatively limited sphere; some authors consider that it is impossible, for example, to attribute to it bureaucracy, authoritarianism, voluntarism, dogmatism and other antipodes that characterize its decline, rather than a high level. In the era of violation of the rule of law, democratic norms of life, voluntarist arbitrariness, dogmatism of thinking is inertia in practical actions.

And today, the fight against negative phenomena has not yet led to the expected results, because it is not radical, requiring the solution of major economic, social, cultural problems, but superficial. Genuine political culture is formed and developed on the basis of scientific understanding of the reality, legal and moral interests and ideals, social priorities and humanistic values.

People should not adapt their activities to the spontaneous course of events, without having a real opportunity to foolishly understand the nature and prospects of social development, to relate it with their conscious activity, its consequences. Independence gained by Uzbekistan opened up the possibility for people to foresee and manage political, economic, social and spiritual transformations. The subsequent process of the democratization of society encompassed the ace of public life, pushed the boundaries of this opportunity, which is now very important to master. And among the conditions of this development is the need for a sharp increase in political culture.

The ambiguity of manifestations of political culture means that a fairly tangible distance objectively exists between its various manifestations and levels, democratization of discussions, pluralism of opinions on various issues reveal the difference in levels of political knowledge, beliefs, in making or supporting specific decisions, to the extent of conceptual comprehension of reality.

In the formation of political culture of society, a large role is played by the most promising demographic group of the Population - the youth. Young people, by virtue of their topically established status and as a large socio-demographic group of society, represent a real reserve of their socio-economic and political development, acting as a subject of social activity. In this regard, it is important to identify the features of political socialization of young Uzbeks [2. 114].

The above results of a sociological study indicate that the attitudes toward political participation among young citizens are expressed rather moderately. At the same time, there are obvious differences in the answers to the question about the desire to participate in the political life of the country depending on the place of residence (city, village), and gender.

Political culture is still slowly transforming from the lot of scientists and politicians to living creativity, is poorly enriched by all that it contains the intellectual wealth of every Nation and a whole of human civilization. People possess inexhaustible reserves of political power and social activity. The Political culture has not yet come to the realization of the importance of conscientious work, careful, economic attitude to various forms of ownership. The introduction of most new forms of political and economic transformations into life remains the result of scientific and ideological activities of people and social groups.

In scientific literature it was decided to single out the following, the most common functions of the political culture of society:

1. the function of approval of high spirituality of man;
2. the function of managing the development of political activity;
3. the function of politicizing individuals;
4. the function of humanization of personality and freedom of conscience.

The nature of the implementation of these functions was made dependent on the level of maturity of the political culture. The given functions reveal their significance for the development, continuity of the political process, in the structure of political culture for all its levels of relevant elements expressing the integrity and stability of political activity. A system-forming factor in political culture is the national tradition of a political approach to solving various social problems [3. 86].

Hence, the leading role of the social norms environment was related to the political regulatory element, which, as it were, sets the program for all other types of regulatory systems. In modern social philosophy, they are studied very little.

Like any other regulatory system, a political regulatory system has its own principles and norms. The value of studying the nature of political activity is that they are aimed at analyzing the scientifically grounded criteria of transformations occurring in the life of our society; contribute to abandoning existing stereotypes of thinking, updating normative assessments and ways to carry out creative revolutionary - Transformative activities of people.

The study of norms carried out in the context of the activity approach, in conjunction with the development of the ideals of all the basic forms of human culture, opens up certain prospects in terms of strengthening the connection of science, philosophical theory with social life, with practice.

A comparative analysis of various characteristics of practice (objectivity, purposefulness, effectiveness) makes it possible to reveal a single, albeit differently realized depending on social conditions, content of historical ideas about normative social practice.

Since practice serves as the substantial basis of culture, it is important to reveal the process of the formation of norms in qualitatively different forms of social consciousness as a specific reflection of the ideal of labor and practical activity. From the idea

«Absolute truth» to the idea of proof and further to their dialectical denial and «removal» in the idea of «logos» is such a basic «formula» of the genesis of the epistemological ideal.

In the view of many scholars about the norms, their basic interrelated aspects are characterized differentially (practical, epistemological, methodological, ideological, and socio cultural). In this

regard, the problem of the relationship between the principle and social – political norms is relevant.

Many authors point out that the principles are more general than norms, they are not formulated to strictly specific requirements, assessments and means of controlling people's behavior in certain specific situations, are realized through a variety of norms, are disclosed in their totality. Norms are defined as the conditional existence of the requirements imposed by society (public organizations, collective) on the behavior of an individual in its relationships with certain communities and other people, on the activities of social groups and public institutions. From these definitions, we see that the functions and norms of political culture were taken to be considered extremely abstract, and in general, only from the standpoint of the traditional positions of social philosophy.

In the same spirit, it was emphasized that in the political regulatory system, principles are formulated at the level of political ideology and a concept of political development and improvement of society is contained in a compressed form. The political principles reflect the degree of public knowledge of the objective laws of its development, they represent a dialectical unity objectively and subjective in the political ideological process. The principle of the political regulatory system can be understood as the basis that determines the way in which political relations operate in a society, their type. Political principles in their totality determine the direction to the nature of the regulation of political relations; they fix both the existing political relations of society and the prospect of their development. Political principles, like the entire political regulatory system, are historically limited, due to historical limited politics as a phenomenon.

Thus, political principles were defined as fundamental political values that reflect the essence of a particular ideology, and determine the direction and nature of the political regulation of social processes in society.

All this led to the proposition that in the normative system of political culture, as principles that reveal its essence, classicality was emphasized. The principle of classiness determines the qualitative feature of political culture. This principle, which determines the way of thinking, actions and behavior of the subject, is the realization of interest of social groups and classes. It fixes the priority of class interests over the interests of individual and various social groups. It was believed that in the process of developing the political culture of one class to the level of political culture of another class of society, the role of principle of humanism, which determines the direction of development of political culture of a person, whose purpose is a harmonious combination of social and personal interests, significantly increases.

It should be noted that the class approaches absolutization in analyzing the role and significance of political culture leads to difficulties of a theoretical nature, since modern society has a social structure in which different social strata coexist. A narrow-class approach to political culture, in our opinion, does not reveal the entire wealth of the content of political culture from the point of view of modern social philosophy.

From our point of view, principles play the role of theoretical substantiation of political norms in the political regulatory systems, since the norms contain only the requirement of certain actions, but their true meaning is not revealed. In terms of content, subject matter and form of reflection, political are only those norms that constitute specific requirements for political organizations and

their members (for example, the norms of party organizations). But national ideology serves as a means of substantiation and social norms, which in such a society have the social form of their functioning. That is why in a democratic society a main thing is the political assessment of the act of behavior and action. And only when the national ideology determines the norms of everyday behavior of the masses, encourages them to take active actions, does it become a real force ensuring the stable development of society [4. 72].

The formation of a political culture today could benefit more from the development of democracy, but with great difficulty it makes its way into increasing the social activity of the individual.

The core idea of political culture is nation-rule, but in practice there are no decisive steps for some part of some people to create politics, the distributions dispose of material and spiritual values of an effective political mechanism that ensures the real impact of everyone on society. To overcome the social alienation of a person from power, from productions means, from the results of his work, from culture, and to create guarantees of social protection of people is a way of asserting the principles of real humanism, which constitute the highest criterion of social efficiency of society.

At the same time, democratization has already changed a lot in society, evoked initiatives that have become factors of our life today.

In Uzbekistan, in the conditions of independent development, social movements, clubs, social protection much emerged.

This indicates that young Uzbeks are aware of the role of movement in shaping youth as a subject of the country's progressive socio-economic development, in shaping its political culture.

Political culture characterizes the culture of power, whose activities are directed to human, political, ideological, moral and material costs incurred by society, the exclusion of some young people from real participation in government and public affairs, the gap between the officially proclaimed democratic transformation.

The main factor in the formation of political culture today is the true democratization of our whole life, the self-government of the people, the overcoming of the remnants of the former alienation of people from power. All political issues should be resolved only on the basis of the interests of the person; his statements in the position of the subject of the policy.

One of the methods of forming a political culture is to discuss the interests of associations of people, which make it possible to identify shortcomings in the activities of organizations, to consolidate their ranks, to increase the activity of ordinary members, to put forward new initiative cadres. The presentation of public organizations in government bodies should have a more positive impact on the revival of the democratic principles of electoral system and provide citizens of the Republic with an important channel of direct influence on the activities of representative state institutions. The reform of political system is designed to solve problems of exceptional complexity.

As part of democratization, Uzbekistan is undergoing a profound, phased reform of the law and legal system in the framework of formation of a law-based state. One of the fundamental tasks of legal reform is to ensure the effective protection, first of all, of judicial, legal rights and interests

of a person. This is evidenced by the definition of the President of Uzbekistan on the five directions of the development strategy of Uzbekistan for 2017-2022 [5.25].

In recent years, a lot has been done in Uzbekistan in shaping the foundations of a legal state:

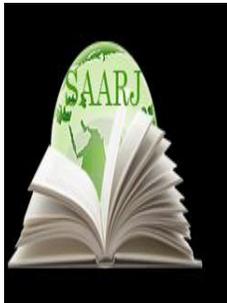
- a new concept of building a law-legal system was introduced;
- the specialization of courts in criminal, civil and business affairs were formed;
- the institute of appeal and cassation consideration of court cases were introduced;
- time to investigate and detain people was reduced;
- an effective and democratic personnel selection mechanism has been created; the institution of reconciliation was introduced as a form of exercising the right;
- the courts have become truly independent and self-reliant.

The qualitative renewal of power political mechanisms requires a corresponding improvement in the political culture. It seems that, first of all, it is necessary to form a new political thinking, taken from the point of view not only global, planetary problems, but also internal tasks. In essence, political culture is today a culture of relations between the governed and the governors, a culture of observing the rights and duties of every citizen. Culture of legality or legal culture, as a culture of inter-ethnic relations: as a culture of political power and, ultimately, as a culture of democracy in the broadest sense of the world. The real process of the renewal of society can be realized and understood only from the standpoint of a social-philosophical vision of reality, an understanding of the essence of social, spiritual processes. The formation of a civil society is the main direction of political reforms in Uzbekistan aimed at awakening civil initiatives, developing the intellectual potential of political culture.

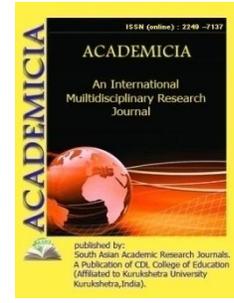
One of the problems in the formation of a political culture is the relationship between the role of political leader and the people in development of political relations. The political leader influences the political culture by participating in the development expression forms of the community interests, which are both generally significant and attractive. His initiatives and activities express the general orientations of political culture and act as incentives for them to participate in the political process, becoming a factor in activating every citizen to fight for geopolitical interests. Political culture is manifested with the participation of the leader by activation of political forces, political consciousness.

REFERENCES

1. Tuychiev B. Political culture (Theory and Practice). New York, 2019.
2. Otamuradov S. Globalization and nation (political and philosophical analyses). – Tashkent, University. 2008.
3. Odilkariev H., Goibnazarov Sh. Political culture. – Tashkent, 2004.
4. Saifnazarov I. Spiritual perfection and political culture. – Tashkent, 2001.
5. Utamuradov A., Khojiev T. and others. Development strategy of Uzbekistan. Civil society. – Tashkent, 2019.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00243.3

INNOVATIVE METHOD USED IN KINDERGARTEN

Bakhromova Gulmira *; Yusufova Zebo*; Ibadova Nafisa Axmatilloevna**

*Students,
 Samarkand State Institute of Foreign Languages,
 UZBEKISTAN

*Teacher,
 Samarkand State Institute of Foreign Languages,
 UZBEKISTAN

ABSTRACT

Pedagogy at kindergarten has caught attention a great number of scientists' interest for several years. Despite the fact that many research works done on this aspect, still it widely needs studying. The reason why children are our future, nurturing them with good education at their young age is crucial. This education is given in the period when children go to kindergarten. That is why, study of kindergarten's education is getting on its highest point year after year. This condition is also vividly seen in Uzbekistan. In fact, on the 27th of January in 2017, President of the Republic of Uzbekistan adopted a resolution which about "Developing system of pre-school year education in 2017 - 2021". English language is one the main part of given education at kindergarten. Teaching this language as a second language brings up a great number of advantageous as the first and vital reason it is world language. Another reason, it would be pre-preparation children for elementary school and with the help of it kids seem not to bump into difficulties when they are taught English at school. However, today's youth are technophile and it is usually likely to be futile to teach them in a traditional way. Considering all views, it can be said that teaching children with innovative method correlating with technological tools is extremely necessary. This paper gives some interesting facts and illustrates new teaching method for children used at kindergarten.

KEYWORDS: *Methodology, Pedagogy, Learning Stages, Phonemic Alertness, Innovative Method.*

INTRODUCTION

Teaching English at the early ages where it is not spoken out of classroom is a big challenge for at the age of 3 to 6 cannot take notes but they can remember simple things very well. At this age, children cannot really understand while they read a context but they can learn better a faster than other age stages while they learn visually.

This paper discusses choosing the right pedagogy and methodology to teach a foreign language in kindergarten. The present curriculum is based on the principle which guide the teaching of young learners and on the notion that language is a means of communication between people from different cultures.

The lesson discusses the language learning abilities of children at the age of 3-6 and approaches to teaching young learners at the early age with appropriate teaching methods and pedagogy. Besides, in this session the importance of creativity, flexibility and independence in creative expression are also stressed. A variety of age appropriate materials, methods, techniques and equipment are utilized practical teaching.

Teachers have a privilege to influence the whole life of young learners with giving basic, initial knowledge. This knowledge is considered to be last-long and play an important role in kids' life. Therefore, pedagogy of teaching children at kindergarten should be analyzed in complex as well as broad way.

Today young generations have already been aware of the latest gadgets and technical tools. Considering above-mentioned view, it would be better, if they are taught via IT tools because of their interest on it. This research work presents new type of innovative method in teaching offspring at kindergarten and makes an effort to answers following questions:

What kind of method is most suitable for kindergarten children?

Can children learn second language despite their age?

LITERATURE REVIEW

It is said that knowing one language, it means that you are one person. If you learn 2 or more languages so 2 or more different people live inside of you. Adding to this, if people learn languages when they are still young, especially, at their 3-6 ages, effective result lasted during the whole life. According to the fact of "Ertheo Education and Sport" many advantageous of acquiring new language are referred, above all mentioned, when people are young. In fact, if those children are bilingual, they overtake a lot of benefits that offer them utility over their monolingual fellows.[1]Carol Bainbridge said that acquiring language is typical and all people have an ability to learn it. [2]

How may they learn? Despite the fact that their first-native languages differentiate from one another, kids use the same habit which include itself 3 stages: Learning through sounds, with words and sentences. The most common stage among children at kindergarten is learning by sounds. Children recognize phonemes of new language and learn by heart via hearing automatically. Recognizing and recalling those sounds called scientifically "Phonemic alertness" which creates good opportunity for the next – reading step.[3] But there is one question whether young generations at 3-6 can observe the sounds of new language? This is proved by Carol Bainbridge's facts [2]. In her point of view, babies at 4 month manage to detect differences

between new language phoneme and the rest sounds. If it will be so, 3 to 6 aged children do not come across difficulties in learning language via using ears [3]. Moreover, it is under question why children should start at 3 or 4 ages? Researches which held in Harvard University bear out that captivity, agility, problem-solving skills are tremendously inflated when children begin to learn language at an early ages [4]. What is more, they are rich with much more time, energy and fresh mind which are essential feature in language learning. In this period the process of language learning provide children with curiosity and capability in learning also other aspects of knowledge except language. Also, the American sciences answered the question that in what age learners can start learning the second language and get obtain excellent results. In this research, they investigated among 670 volunteers different nations, ages and genders. The youngest participants were 10 years old and the eldest – 70 years old. The results were published in the “Cognition” magazine. It is observed that the second language can be learnt effectively by children whose ages are till 10. It is true, the adults also can save the language learning capacity, but learning second language like a native they should start it from early age[5].

On the other hand, successful teaching at kindergarten not only entirely depends on age but also methods as well as atmosphere of the classroom. Classroom in the kindergarten should be in peace condition which contribute with convenient chance for kids in order to play which they improve their self-confidence and communicative skill. [6]

Method

Context: Above-mentioned opinions, appropriate teaching method is widely on demand. Therefore, this research work makes an attempt to represent one of the best lesson plan filled with innovative method and methodological instructions for teaching second language at kindergarten.

Participants: As those instructions are for kids who are 3-4, lesson plans are held in one kindergarten as a research work. Most of the children’s native language is Uzbek. Kids are divided into two groups and are taught in different ways.

In order to be funny we give a name for each group: Group1 is “Happy feet” as they are more active and use their body while Group 2 is “Lazy bear”. Happy feet learned language with new method whereas Lazy bear with traditional way. Results are shown below:

Group 1 is totally varied from Group 2 with its not only teaching method but alsoatmosphere of the classroom. For instance, children and teacher in Happy feet group create comfortable condition by sitting wherever they want: sitting with toys, on the floor, at the corner of the room. When it comes to Lazy bear group, children were forced to sit on the table without any movements. Various videos, cartoons, stories, action-stories, made a huge contribution in developing class in abetter way in Group 1. Group 2 was explained new themes without above-mentions instruments. Thus, Happy feet got effective result comparing to Lazy bear. In the below table general 1-month-lesson plan is shown

AGE 3-4

Units	Themes	hours	Methodological recommendation (used methods in teaching vocabulary)				Interactive games
			1	2	3	4	
Unit1. Greetings	Lesson1: Hi, , bye, What is your name? I am ...	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Hi”
	Lesson2: Hello, How are you I’m fine good bye	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“How are you”
Unit 2. Family	Lesson3: Father, mother, sister, brother,	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Find me”
	Lesson4: Grandpa, grandma, son, daughter, baby	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Family”
Unit 3. Numbers	Lesson5: four, five, six,	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Table”
	Lesson6: Seven, eight, nine, ten, eleven, twelve	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Jumping”
Unit 4. Animals	Lesson7: Dog, cat, mouse, Wolf, fox,	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Find me”
	Lesson8: Cow, horse, frog, rabbit,	1	Pictoria l- handou ts	Storie s	Poems, songs	Video s, cartoo ns	“Find me immediately”

In the first lesson, teacher should encourage them learning second language and we have to start the lesson with unusually way, adjoin from the first day. First day they do not know the language and they do not understand the words, for this reason teacher cannot speak only English, first of all he/she has to teach them the theme or things in their mother-tongue then in English. The first lesson would be greeting.

Unit 1. Greeting

Lesson 1. Opening mark of the lesson teacher greets with them. Firstly teacher introduce himself in English and in Uzbek, so he asks the children's name first in English and translation, Teacher asks question all of the children like this:

Teacher: Hi! Salome! I am Alisher. Men Alisherman. What is your name? Sizningisingiznima?

Kid: Hi! I am Ali!

Teacher: Nice to meet you! Ko'rganim danxursandman!

As we know, children are tire and bore very fast, that is why, songs are very effective way to learn new words and improve pronunciation. Songs with actions are particularly good for very young children as they are able to join in even if they are not yet able to sing the song. The action often demonstrates the meaning of the words in the song [9]. Teacher and children sing "Greeting song" with some actions, it continues 3-5 minute. Young children love books with bright colors and attractive illustrations. In the next step, teacher reads a fairytale which related to greeting and shows the pictures about fairytale. In the fairytale they also listen and learn greeting words, the fairytale would be in their mother-tongue but some words that were greeting words and other tales also would be like this. It lasts 10 minute, when they are listening tale, watching pictures they can understand and imagine it easily. Maximum 10-15 minute children play interactive game "Hi!" which related to greeting.

Interactive game: Hi!

Necessary items: pictures which are waving hands, saying "hi, hello, bye, good bye".

Process: teacher calls one of the kids and shows one picture, so kid says what about the picture, for example, "hi!" or "good bye!" Then teacher supports with claps and calls next kid, children go and answer turn by turn. This game help children strength their memory and imagination.

At the end of the lesson, teacher says "good bye" and waves hand, children also repeat this word.

Lesson 2. At the beginning of 10-15 minute of the lesson they sing greeting song and repeat first lesson's words. Next step, teacher read at the beginning and end of the lesson 5 minute-fairytales which are called "Pari" and "Siblings" with pictures. After listen tale children draw pictures about greeting and paint it. It lasts 20-25 minute and they learn other new words about greeting, such as, "How are you? I am fine" they watch 5-10 minute greeting videos or cartoons. Video, cartoon, song, tales will help them learning new words easily and memorize it with cartoons[7]. During the every lesson teacher use some command words to children, for example, teacher say "stand up, sit down, show me, give me" and when teacher want call them they use "come here" with gestures, it help them understand the meaning of the word. Finally, they play interesting game with teacher "How are you?" in 10-15 minute.

Interactive game: How are you?

Necessary items: ball, children and teacher

Process: children and teacher sit down on the floor circle, teacher throws the ball saying their name and say "How are you?", kids say "I am fine" and throw the ball to the teacher, it continues turn by turn. At the end of the lesson, listening and speaking skills strength their vocabulary.

Unit 2. Family

Lesson 3. After entering the class they sing “greeting” song with gestures and repeat last lessons words. It takes 10-15 minute. In the next step, they learn new words about family members and teacher shows pictures about theme which improve learning new words. Then, teacher read fairytale that has family words, the tale “Lolo and Pepe”. So, they watch English cartoon about family which lasts 5-8 minute. Children learn these vocabularies deeply from watching and listening English words [7]. After watching video children draw their family and say their family members in English during 20-25 minute of the lesson. Children learn naturally when they are having fun. Flashcards are a great way to teach and revise vocabulary. At the end of the lesson, they play game “Find me”

Interactive game: Find me

Necessary items: pictures which appears family members.

Process: teacher calls one of the kids with their name and show to kid one picture, children have to say English name of the picture. Then, he sits his place and the next children go turn by turn. The purpose of this game is teach new words unordinary way, with games, and encourage them learning second language.

Lesson 4. Unusual the fourth class begins with teaching them new words about family while teaching them new vocabulary teacher asks last lessons words, the vocabulary of family. Besides, teacher also asks greeting vocabulary with gestures, for example, teacher shows the gestures to children and they have to say in English what teacher shows. It lasts 20-25 minute. Next would be story time, teacher read a story about family which is in their mother-tongue but some words that related to family, are in English. After listening story they sing “Fingers” song, which is about family, with their teacher. They sing the song two times because it will help them learn by heart the song and it lasts 10 minute. As we know, children like drawing picture that is why after singing a song they draw their family picture and say their family member in English, for instance, father, mother, brother, sister. It takes 20-25 minute. At the end of 10-15 minute of the lesson they play interactive game “Family”.

Interactive game: Family

Necessary items: pictures about family members, children, teacher

Process: teacher divides children into two groups and he gives picture about family member each participant but children do not have to watch each other’s picture. First group participants on the right and the second group sit on the left. Teacher stands in the middle and if he says “mothers stand up” the children who have mother picture have to stand up. The participant who forgets the word and does not stand up she does not give the score, so all participant again sit their place and teacher says another word. At the end of the game, teacher promote to the winners and also the another participants. The aim from the game is, teaching them team working and strength their memory.

Unit 3. Numbers

Lesson 5. The third week is devoted to learn Numbers. Initially, teacher asks words which were learnt by heart previous lessons including the words of greeting and family. Revision task can be by replaying videos, songs relating to greeting and family themes. Children repeat the words

singing songs or watching video-cartoons. It takes 5 to 10 minutes. Next step, teacher show the pictures of numbers from 1 to 6 and ask what are they? Firstly, children count them in Uzbek-native language in order to be introduced clearly. Then, teacher introduces the number in English language with songs which is sung by teacher herself. It lasted 15-20 minutes. After singing numbers, children watch a 5-minute-video-cartoon which is significant in rising interest of kids. 4-minute-songs about numbers sung by English people strengthen the theme of numbers to stay for a long time in the mind of children. Maximum 20 minute will be rest for playing interactive games called “Table”.

Interactive game: Table

Necessary items: one less table than the numbers of children. For example, we have 10 children and 9 tables.

Process: Children will stand and move around the circle table. Teacher chooses one number, for instance, 5. Their movement lasted as teacher say numbers in English and they stop, sit simultaneously when they hear chosen number – 5. One child who cannot sit on the table will leave the game. It is continued till 2 participants left. The most beneficial side of this game is repetition of numbers with movement will be graved on the brain of children

At the end, number related story is read.

Lesson 6. Children go through again numbers 1-6 of last lesson with the fingers of children lasting 10 minutes. Numbers from 7 to 12 is counted initially in Uzbek after that will be taught in English with handouts and then fingers (15-20minutes). 1 or 2 video-cartoons, songs are presented for children, which they both are able to see and hear as well as repeat the words correctly through them. (10minutes). During 15 minutes or more warming up games are played.

Interactive game: Find me

Necessary items: handouts of numbers

Process: all numbers are scattered around children. Teacher says one number for each child. Then children should find and bring it to teacher. Another way is teacher shares different numbers for each kid. Teacher says any numbers and children should find them from numbers on their hands.

Finally, kids listen to an interesting story about all numbers.

Unit 4. Animals

Lesson 7. As a repetition, as usual children greet with their teacher and count their family members (10 minutes). In order to draw attention teacher depict the picture of animals, produce the sound of each animal together which yields funny situation. Following this, teacher translates animals' names into English while children repeat what teacher says. Videos, songs, and stories are presented one by one. Among those of them interactive games are added not to get children to be bored and keep their concentration.

Interactive game: Jumping

Process: at least 5 children are selected and give a name using vocabulary of animals theme. For giving a sample, 1-child is cat, 2-child is dog and so on. When teacher ask the name of animals

in Uzbek language, so-called child should jump and say the translation of this name-word at the same time. Once this situation is fastened some children get confused and that one leave the game. Working with children is really energetic but playing this game adds extra energy to both children and teacher.

Lesson 8. Lesson is started with greeting words and some activities devote to the revision of last lessons. Those activities compromise counting family members, animals and saying the vocabulary looking at the pictures of them, answering question such as “What is it?”, “Who is he/she?”, “How many are they?”. Succeeding it, the rest of the vocabulary of animals is explained with picture-handouts. Depending on teacher and children, videos, songs or stories and games are offered.

Interactive game: Find me immediately

Necessary items: picture-handouts of animals

Process: In this game children nearly work independently and should think as fast as possible. Teacher say one animal in Uzbek, the child who find and answer first will go and bring that animal’s picture on the table. Another version of it is every child says the animal which they like most or just know. He or she go and bring it by saying the translation of this animal.

Analysis and Results

Children are absolutely active members of humanity. Referring this fact lesson-plan is provided with creative activities, interactive games. Games are played not only for enjoyment but also for repetition of learnt vocabulary. With every movement and saying new words all together, supply to stay them on the minds of children for a long period of time. Besides that kids are interested in videos, singing songs and moving from one place to another. So, this lesson-plan can attract their attention as much as possible.

DISCUSSION

It is widely believed that children are not so sensitive do not get information faster, have a good memory as older learners. Teachers try to give less data as they think such misunderstanding like kids are not able to obtain all things what teachers teach them. Children like an empty pitcher: how much water you pour, so much they receive. Thus, it is vital to teach them at their younger age. But unfortunately until recently pre-school educational institutions such as kindergartens have not paid attention on teaching second language including English. Therefore, this paper can be initial step to improve teaching methods on teaching foreign language or add great contribution to maintain today’s new methods.

CONCLUSION

This study was set out to determine the English program at the kindergarten, influences kids learning English as a second language. In this article gave information about creating the appropriate learning atmosphere and make effective lesson plans with the help of relevant teaching methods and materials. Teaching English in a fun way in kindergarten level has many advantages. It enhances facilities and improves children’s pronunciation and self-confidence and social development. Children always enjoy learning new language and generally, they do any result without trouble. In their age kids want to know everything and they observe, learn what

they are hearing, seeing after that they try to repeat it whether it is true or false. In conclusion, we knew from the article, there are three principles teaching very young learners. They are 1) listening comprehension has priority; 2) learning needs to be fun so all senses are engaged; 3) tasks need to be action-oriented. There is a sentence which proving above-all mentioned facts: “the knowledge which was taken in early age is like ornament quarreled on stone”

REFERENCES:

1. Benefits of learning a second language as a child / Ertheo Education and Sport, www.ertneo.com
2. Carol Bainbridge, “How do Children learn language?”, august, 20, 2018
3. “Is Learning a Foreign Language Good for Kids at a young age?”, www.kumon.co.uk
4. Laura Clark, “The best Age for Kids to Learn a Second Language”, Motherly, www.mother.ly
5. “Children should start learning languages at age three”, www.telegraph.co.uk
6. Sebastian Malysa, “Let the Kids Learn Through Play”, The New York Times, www.nytimes.com
7. Eslkidstuff.com
8. O’qituvchining pedagogi mahorativakasbiymahorati” N.E.Yusufova
9. www.britishcouncil.org/learnenglishkids
10. www.Bandicam.com
11. Islam Abdug’aniyevich Karimov, “Youth are our future”

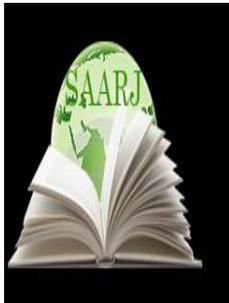
Watch the YouTube video at https://www.youtube.com/watch?v=PDtzJau_QII

Task One: During watching make notes of what you liked (Column A) and conflicted to your ideas (Column B);

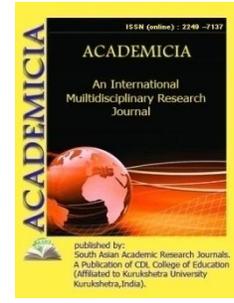
Task Two: After you have watched the video, share your thoughts within the group. Compare your notes with a partner. Give your comments on the lesson. Tell why you agree and disagree.



I liked	I did not like
1.	1.
2.	2.
3.	3.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00242.1

THEORETICAL BASES OF TOURISM ACTIVITY AND SOCIO-ECONOMIC FACTORS OF THE CONCEPT OF ITS PRIORITY DEVELOPMENT

Suyunova Kamilla Bahromovna* ; Kamariddinzade Aminabonu Kamariddinovna**

*Doctoral Student,
 Sam ISI Base, Sammi Assistant,
 UZBEKISTAN
 Email id: suyunova-samdti @mail.ru

**1-st year Student,
 SamMI, UZBEKISTAN

ABSTRACT

The article focuses on the prospects for the development of tourism in our country, the activities of the governing body, and the need to regulate and support tourism following the laws and regulations governing it, the state. Government management and support play an important role in the development of all sectors of the economy, including organizations operating in the field of tourism. The main objects of state regulation: employment, living standards, education, social sphere, environment, sectoral and regional structures of the economy. It comes from the subject of the research we are conducting have focused on the need for government management and support of tourism.

KEYWORDS: *Tourism, Subject of Tourism, the Object of Tourism, Tourist Territory, State Regulation of Tourism, Economic Growth.*

INTRODUCTION

Because tourism is one of the largest and most profitable sectors of the economy, it is important to focus on it, to organize tourism, to show the existing tourist potential, to build all the necessary infrastructure for tourism, to build the necessary infrastructure. It is necessary to study their scope and types. From ancient times, tourism has served to strengthen the bonds of friendship between the peoples of our planet. People traveled to discover new lands, to see and know the world, to develop trade, and to establish cultural and diplomatic ties.

The Central Asian region has played an important role in this process, as trade caravans cross paths and are located at the crossroads of cultures and civilizations.

The basis of the tourism system is its subject and object:

1. The subject of tourism - the participant of tourist event, or the person satisfying the needs in exchange for use of specific tourist services;
2. The object of tourism - all resources that can be selected by the subject of tourism as the purpose of travel.

The object of tourism includes 3 components: the tourist area (place), the tourist organization, and the tourist enterprise.

Tourist territory is the purpose of tourism and tourism products. Regional tourism combines a complex system of interactions and relationships of the tourism market, their interaction at different levels.

Prospects for the development of tourism in the country are closely linked with the activities of the governing body and the laws and regulations governing it.

Government management and support play an important role in the development of all sectors of the economy, including organizations operating in the field of tourism. The main objects of state regulation: employment, living standards, education, social sphere, environment, sectoral and regional structures of the economy. It comes from the subject of the research we are conducting have focused on the need for government management and support of tourism.

LITERATURE REVIEW.

The results of research on the state regulation of the economy, tourism activities AM Babashkina, SA Baranova, TG Grishkova, KB Zernova, NI Ilyina, NI Kabushkina, G. G.Muftieva, NE Nikolsky, AD Nesterova, MG Svetunkov, AITsapuk, OP Savicheva, UA Safarova, KB Trifonova, S.A. Ishakova, MT Alimova, NV Shiva, and others.

MG Svetunkov defines the following functions of state regulation of tourism:

- 1) Creation of the most favorable national regime for the use of tourist potential;
- 2) The formation of a business environment conducive to the development of real economic competitiveness, which is ensured by the constant updating of techniques and technologies based on competitive advantages, the highest achievements of science and technology;
- 3) Creation of conditions for the constantly evolving supply of high-quality goods and services produced on an innovative basis;
- 4) Stimulation and formation of demand for innovative products;
- 5) Formation of the organizational and market infrastructure of tourism;
- 6) Ensuring the social aspects of the process of formation and development of tourism.

MATERIALS AND THE METHODS

Government regulation is a "system of legislative, executive, and supervisory measures aimed at achieving the goals set by public authorities."

The purpose of government regulation is to ensure economic and social stability, strengthen the socio-economic security of the state, sustainable economic growth, high employment, low inflation, equitable distribution of income, and financial stability.

The role of the state is manifested through the following functions:

- Market regulation (ensuring private property rights, ensuring competition);
- filling in the gaps (production of community products, regulation of negative externalities);
- Redistribution of resources (redistribution of income of individuals and firms through the tax system, redistribution of financial resources through the financial and tax systems).

The objective need for government regulation is explained by the fact that "the market mechanism cannot provide the conditions for sustainable and sustainable development of the economy, the creation of a positive socio-economic environment, protection of private property, competition and restriction of monopolistic activity:"

- ✓ The market does not provide storage of non-renewable resources;
- ✓ The market is not able to provide effective economic protection of the environment, only the state can force entrepreneurs to invest to ensure environmentally friendly production;
- ✓ The market cannot regulate the targeted use of resources that are in the interests of the state (society);
- ✓ The market does not encourage the production of goods and services for public use;
- ✓ The market does not guarantee the right of all citizens to work and earn income;
- ✓ The market does not provide for the development of fundamental research in the field of science;
- ✓ The market is not focused on the production of socially necessary goods;
- ✓ The market cannot develop stably under the influence of inflation.

Depending on the period of development of the society, the attitude of the state to regulation has changed. "If during the formation of market relations (XVII-XVIII centuries) the need for state regulation of trade and industry was recognized, then at the end of the XVIII century government intervention was perceived as an obstacle to the development of market relations. has led to the emergence of different concepts of regulation. "

There are several basic doctrines about the role of the state in the economy: classical theory, Keynesian and neo-Keynesian, monetarism, institutionalism, Marxism, neoclassical theory, neoliberalism. "Well-known classical theorists A. Smith and D. Ricardo argued that state intervention in the economy should be limited, as they saw competition and self-governance as the key to a successful economy." However, the crisis of 1929-1933 demonstrated the failure of the market system without the participation of the state. The new stream of economic thought J.M. Keynes. John Keynes's General Theory of Employment, Interest, and Money (1936) was devoted to rejecting the concept of the market economy's self-management.

The State is obliged to take on the task of "regulating the economy", which supports and encourages the demand for solvency "lagging behind the pace of production." Demand control helps to combat unemployment and the burden of enterprises. To do this, first of all, the state must ensure that the country has a lot of money and its "cheapness", that is, low-interest rates on loans, which leads to the formation of a new economic environment, where entrepreneurs get

loans, invest and hire workers. Regulation is needed to ensure employment. For this purpose, restrictions on the import of foreign goods, dumping, and maneuvering at the exchange rate are allowed. Thus, according to Keynes, the dynamics of national income is determined not by supply, but by demand. Regulating demand through monetary policy is more effective through monetary policy. Also, government orders for private companies are preferred over government investments. ”

CONCLUSION

In our opinion, the main role of the state in the economy is to protect economic freedom, and in business, there is freedom of production, investment, and trade. However, it should be noted that excessive freedom of entrepreneurial activity can hurt society as a whole (high prices, a negative impact on the environment, poor quality of goods and services, etc.). That is why it is very important to strike a balance: it is necessary to balance the freedom of the entrepreneur and his responsibility to society.

According to AM Babashkina, it is necessary to limit the level of state participation in the economy: "the essence of state regulation of the economy is to harm by administrative means, and some not to support enterprises and market participants, but to equally protect private initiatives and all forms of ownership. The task of the state is to "create the conditions necessary for the development of state institutions that support the activities of market participants, increase the efficiency of the private sector", that is, to create conditions that allow the market to be self-governing.

In our opinion, at the current stage of economic development in our country, the active regulatory participation of the government is a necessary measure.

Measures taken by public authorities are aimed at solving problems that hinder the development of tourism, for example:

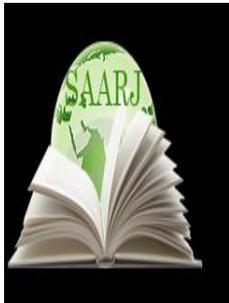
- ✓ imperfections and shortcomings of the existing tax system;
- ✓ underdevelopment of financial and credit mechanisms;
- ✓ Insufficient system of risk insurance of industry structures;
- ✓ The interaction of the tourism business with government agencies is not well developed;
- ✓ administrative barriers;
- ✓ Insufficient development of the regulatory framework and, as a result, weak protection for the industry.

In conclusion, the prospects for the development of tourism in the country are closely linked with the activities of the governing body and the laws and regulations governing it.

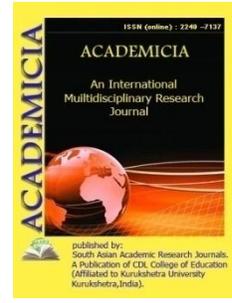
REFERENCES

1. Speech by the First President of the Republic of Uzbekistan Islam Karimov at the Opening Ceremony of the 99th Session of the Executive Board of the United Nations World Tourism Organization. [Electronic resource] .- <http://uza.uz/uz/tourism/asi-prezidenti-islom-karimovning-bmt-ja>
2. Kabushkin NI Tourism Management: Textbook. allowance. - Мн .: БГЭУ, "Новое знание", 1999, - С. 67-87.

3. Babashkina A.M. State regulation of the national economy / A.M. Babashkina. - M. : Finance and Statistics, 2007. -; Alimova MT Development features and trends of the regional tourism market (on the example of Samarkand region). Ph.D. dissertation for a degree. - Samarkand: Samisi. - 2017. - 351 p.;
4. Svetunkov MG Theory of state regulation of entrepreneurial networks: monograph / M.G. Svetunkov. - Ulyanovsk: Publisher IP Vasilkina M. N., 2011. - p. 8.
5. Savichev OP, Ziskel NA, Trifonov SV, Tsapuk AI Economics and organization of small business: Textbook. - SPb. : Izd-vo SPbGUEF, 2010. S.- 17.
6. Salisheva, EG, Khabibrakhmanova, AG, Salishev, RG Improvement of institutional bases of state regulation of foreign trade activity at the regional level - Ufa: Wagon. - 2007. - C. 11.
7. Suyunova K.B. // Governmental support of innovation in the sphere of tourism // INNOVATIONS IN ECONOMY №4 (2020), 79 p.
8. Nugmanovna M. A. The role of social control in the legal socialization of the individual //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 5. – C. 712-721.
9. A.Makhmudova Guarantee of legal basic of supporting human rights in new level of Uzbekistan's development . International Journal of Advanced Science and Technology Vol.29 .No.5, (2020), pp.1761-1770 <http://sersc.org/journals/index.php/IJAST/article/view/10305/5558>
10. Makhmudova A. N. Legal socialization problems of personality in modern civilian society //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 3. – C. 146-151.
11. Nugmanovna M. A. Factors and means of the content of legal socialization of the individual in modern civil society Journal of Advanced Research in Dynamical and Control Systems 12(7 Special Issue), c. 2038-2046 /2020
12. Djurakulov H. Pedagogic-didactic tasks of forming ecological legal consciousness of young generation //Modern jurisprudence: legal thought and enforcement practice. – 2017. – C. 4-8.
13. Mukhamedova Zamira Mukhamedzhanovna, Umirzakova Nargiza Akmalovna, Makhmudova Aziza Nugmanovna The Uzbek Model Of Bioethics: History And Modernity MALIM Jurnal Pengajian Umum Asia Tenggara <https://ejournal.ukm.my/malim/issue/view/1351>
14. Makhmudova A. N. et al. Medicine of Uzbekistan - achievements and prospects for the development of the sphere // Achievements of science and education. - 2020. - No. 3 (57).
15. Makhmudova AN et al. The role of the younger generation in the formation of modern civil society // Achievements of science and education. - 2020. - No. 3 (57).



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00241.X

ACTION STRATEGY - THE BASIS OF A NEW STAGE OF NATIONAL DEVELOPMENT OF UZBEKISTAN

Makhmudova Aziza Nugmanovna*

*Head,

Department of Social and Humanitarian Sciences,
 Samarkand State Medical Institute,
 UZBEKISTAN

Email id: rustamovamaxmudova@bk.ru

ABSTRACT

In this article, the author talks about the Strategy of Action for the five priority areas of development of Uzbekistan in 2017-2021, about the concept of strategy, about improving state and social construction, which is aimed at further strengthening the role of parliament and political parties in deepening democratic reforms and modernizing the country, on ensuring the rule of law and further reforming the judicial system, on the development and liberalization of the economy, on the development of the social sphere, as well as on ensuring security, interethnic harmony and religious tolerance, the implementation of a sensible, mutually beneficial and constructive foreign policy aimed at strengthening the independence and the sovereignty of the state, the creation of a belt of security, stability and good-neighborliness around Uzbekistan, strengthening the country's international image.

KEYWORDS: *State And Society, The Rule Of Law, Judicial Reform, Economic Liberalization, International Security, Peace, Religious Tolerance, Foreign Policy, Logistics, Business, Government, Geopolitics, Tourism, Taxation And Customs Policy, Armed Forces, National Security, Education, Foreign Exchange Market, Human Rights, Fiscal Policy, Social Protection, Development, Innovation, Technology, Strategy, Tactics, Principles, Investment.*

INTRODUCTION

The development of the state and the criteria for its development are determined by the spiritual level of the nation. Indeed, the experience of human society has shown that the history of the development of nations that are self-aware, united in common goals, have common goals, have a common culture, and have a common culture is stable and promising. Thus, today the strategic

policy of the country expands the opportunities for integration into the world community by understanding the political, social, spiritual, and cultural heritage of our national statehood based on new thinking and its direct application to public administration.

According to the experience of developed and highly developed countries, every nation enters the world community with great and long-term goals and the potential to achieve them. Strategic-minded, far-sighted politicians, true servants of the people, we're able to anticipate problems in society and find effective and promising solutions. The emergence of "architects" who can determine the development of society, especially in a complex and responsible environment for the nation, is also associated with the demands of the times. Truman, Churchill, MacArthur in Japan, Lee Kuan Yew in Singapore, M. Gandhi in India, and Mao Zedong in China are all valued for their ability to achieve a prosperous future for the nation. In particular, France, Germany, Malaysia, and South Korea have set an example to all nations by demonstrating unprecedented mass mobilization and courage in realizing the aspirations of the people after the aftermath of World War II.

The laws of historical development have proven that a clear and well-targeted strategy can turn society's dreams into real-life results. Today, Uzbekistan is at such a responsible crossroads in its history. The strategy of action developed by President Sh. Mirziyoyev is becoming an important and new national idea that will determine the fate of our future. In this sense, the study of political and social processes in the history of nations and national states, which took place based on complex changes, today provides opportunities to clarify, justify our future goals, set new goals and objectives.

So the question arises? What is the development and how is it ensured? Does it have general or any specific laws for all societies? What social factors and requirements dominate development? According to the teachings, development is a type of change and action that occurs in nature and society during the transition from one quality to another or from one state to another. According to the prevailing ideas of philosophy, the development of matter and consciousness as a whole is infinitely spiral. For while its regression and stability are acknowledged, its principles grow from simple to complex forms. That is, it is based on the actions that exist in the object of development. We provide this through ideas such as "innovations" and "concepts" that affect the development of society. Besides, any development process begins with social change. Changes take place in the social, economic, spiritual, cultural, and political spheres. That is, as a result of changes in the quantitative, meaningful, structural state of each industry, quality indicators are formed. But change is not the answer. Change leads to social cohesion. Thus, development is manifested in the process of complexity and improvement of the social system in the effective adaptation to external conditions, the expansion of the scale of events, the growth of numbers in any field, and the emergence of structural structures to ensure it in practice.

RESULTS AND METHODS

According to the experience of developed and highly developed countries, every nation enters the world community with great and long-term goals and the potential to achieve them. Therefore, the process of natural development is unique to all peoples, but the choice, implementation and provision of transitions are determined by the national and cultural characteristics of society. That is, these goals are reflected in the strategic directions of the state. So what is the strategy? What

aspects of the state does it cover? What are the prospects for reconciling the interests of the state and the people?

The term "strategy" is derived from a Greek word meaning "martial art." Today, "strategy" is a broad concept and is used in various political and social spheres. In particular, "State Strategy" as a political terminology today has its own concepts and categories at the level of theory and practice of science;

- 1.) The art of long-term planning.
- 2.) The art of management and leadership skills.
- 3.) The art of managing political and social processes.
- 4.) The art of mobilizing the population for a specific purpose.
- 5.) The art of using available resources wisely.
- 6.) Covers concepts such as the art of distribution and efficiency.

A strategy is a system of seeking, expressing, and developing a doctrine that ensures long-term success when implemented consistently and fully. Strategy is the result of a systematic analysis of the environment, existing forecasts of future conditions, based on strategic thinking, deep knowledge and intuition. The end result of this analysis is that it requires the implementation of previous forecasts, tasks, perspectives, priorities, and long-term goals. A strategy is a set of ideas that directs you to the priorities and goals that have been tested through the chaos of the future and the unknown. It is the wisdom enriched with the right chosen course of action by assessing the limitations of the resource. By the 21st century, the concept of strategy has expanded significantly. The strategy covers the issues of organization of governance aimed at forecasting and overcoming the crisis in the economic, socio-political and other spheres of the world and in the internal life of the state. As a result, public strategy is expressed in many interrelated but distinct concepts. That is, "politics", "doctrine", "national interests", "national security", "modernization", "innovation" determine the essence of the state strategy. Thus, the strategy of the state is a complex set of actions aimed at developing the social foundations of society, ensuring the sovereignty and security of the country by providing effective governance based on the choice of tools that allow to set clear goals.

The essence of the strategy is to define tactical tasks. Policy, strategy, and tactics are three independent categories related to strategic leadership and governance. The difference is that if the strategy is approved and adopted for implementation, its implementation will become a beacon, a beacon of the object being strategized. Tactics require daily, monthly, and annual (current) plans to implement strategic objectives and actions to address them. Policy is the aggregation and integration of strategy and tactics into a single effective operating system. In other words: *Strategy* + Tactics = Equal to Politics

The strategic governance of a state cannot be assimilated or copied from the historical experience of other states and peoples. Because every nation has its history, political, social, demographic, economic, and cultural conditions. It is these social factors that create certain social conditions. Accordingly, there are no institutions that form the universal formula of the state strategy. There are no common practices for all countries. Special strategic teams, commissions, operational groups will be formed for them. The strategy is shaped by the programmatic ideas of political

parties or the state apparatus. The strategy can be implemented in an open and public or strictly controlled manner as a product of community thinking. A successful order for all is determined by the existence of an environment in society that allows for the formation of different views and conditions for criticism. It is known that any state will need structural mechanisms to address these issues. A public strategy is the systematic use of available resources by government agencies to achieve socially significant goals within their competence.

The state strategy has a theoretical and methodological basis in its content, and the developing ones are from the sciences. Today, we see that the principles of implementation of the state strategy, the structural and functional basis of which are theoretically stable in the teachings of developed countries. These theoretical and methodological bases serve to ensure the consistent direction of reforms.

What factors achieve strategic goals? The task begins with the achievement of an understanding of the interrelated laws of motion of general and specific, primary and secondary factors, and the maintenance of harmonious functioning. Governments often see national strategic successes in GDP growth and the well-being of their citizens. In the recent past, the primary tasks of the state have been to expand the territories, increase productivity, increase gold and oil, and strengthen the army. Today, the strategic goal of a state armed with national values is considered to be the primary factor of the ideological beliefs, knowledge, and potential of citizens, the existence of perfect laws in society, and stable social institutions. Ideological will moves society. The fixed cost is zero. This serves the development of material opportunities with the expansion of intangible resources. That is, science creates new knowledge. Sustainable institutions lead to the development of the economy, the improvement of the institutions of society, and ultimately to social welfare. Countries that make strategic mistakes start reforms with economic factors.

The methodological basis of the state strategy requires the observance of certain theoretical norms in the planning of practical activities.

First, an understanding of social reality and the situation. Until the state adopts strategic tasks, there will be stagnation, ambiguity, or crisis in the society. With the adoption of strategic plans, the complexities of the situation are identified and the availability of available resources to achieve the goal is assessed. Thus, sound pragmatic views lead to strategic goals through recognition of the social situation.

The second is to follow the tradition of succession. If the change of government officials guarantees succession, then the process will not develop. Frequent changes in government officials indicate a lack of strategic goals. Indeed, the state strategy requires the selection of leaders in line with these goals. Therefore, the formation of a personnel system in the first place provides an opportunity to move the strategic goal to the next practical stage. Also, effective goal-oriented management is the key to a strategy.

Third, if the state adheres to its announced strategy, it will inspire confidence in the government, offer completely new social values, and lay the foundations for social cohesion in society. That is, we need an idea that is acceptable to all. This, in turn, serves to ensure civic mobilization. The strategy is seen as a form of agreement between the state and society for the transition period.

Fourth, the state strategy requires the integration of political forces into strategic tasks. Formal and transparent unity unites the balance of power in society towards a common goal. It also

ensures that groups, categories, and strata in society strive for common goals. Experience from failures has shown that social change cannot go beyond the division of power and property above.

Fifth, it is natural that the strategy announced in the society should be criticized. Only criticism should be focused on constructive, sound, and reasonable issues. As long as there is a strategy, criticism focuses on the essence of tactical issues, and stopping or obstructing such a situation will lead to other vices. Diversity of ideas, constructive opposition, healthy competition heal the process of strategic action.

Most modern strategies focus on investment in human capital and the establishment of fair laws, the rules of social institutions. The problem is that the nation's development prospects are realized as a result of the inability of members of society to understand the strategic role of the state or, conversely, the unpreparedness of public administration to meet the demands of society. Therefore, any reform will strengthen the cornerstone of human capital in practice. President Mirziyoyev said: "Therefore, we must pay more attention to human capital and mobilize all our resources for this. Because the more highly educated, highly qualified specialists in our society, the faster and more effective the development will be," he said, explaining the priorities of the state strategy.

The theoretical and methodological foundations of public strategy management systems are explained by the provision of detailed and comprehensive plans for long-term and short-term programs. The strategic plan, principles, consistent and interconnected implementation of the selected goals require structural integration. These processes are based on strategic management plans and principles. What are the criteria for planning strategic tasks? They are;

- Defining the mission of the organization; defining the content of an organization's existence represents the intended, assigned responsibilities.
- formation of goals and objectives of the organization; the number and quality of services determine the effectiveness of the activity based on the incentive system.
- assessment and analysis of environmental impact; the degree and outcome of internal behavior's access to external relations, the expression of the communicative state. It analyzes the condition of the facility, the availability of resources, the provision of legal and regulatory framework, scientific and technical base, socio-cultural environment, and the suitability of infrastructure.
- assessment and analysis of internal structure; it will be possible to clearly define the mission of the organization by studying and taking into account the internal opportunities and potentials to achieve the set goals. They will be related to human resources, effective management, proper financing of the plan, and marketing.
- development and comparison of alternative strategic recommendations; this direction is the heart of strategic planning. After all, it selects the most effective of the alternative recommendations and introduces the optimal options to achieve the goal.
- implementation of the strategy; this is the most responsible and dangerous process. If it is a holistic and holistic plan that fully covers the real situation, then it is a success provided. If the

mob is different, there will be stagnation. This is due to incorrect analytical data, conclusions, unforeseen circumstances, and the inability to use resources wisely.

- strategy evaluation and monitoring; this process is a logical final factor in strategic planning. It monitors, analyzes, evaluates, identifies, and draws conclusions about the possibilities of communication in structural links in the process of providing a feedback cycle of events. Adjusts strategic plans as needed.

Government strategic plans must be based on clear and consistent principles. They serve to ensure a smooth, consistent course of reform. Including;

1. Scientific.
2. Purposefulness.
3. Variability.
4. Unity.
5. Creating conditions.

Scientific. In carrying out his duties, the leader must be armed with information and conclusions from various scientific fields, as well as improvise, organize individual and creative approaches to solving the assigned tasks.

Purposefulness. Strategy formulation and strategic analysis should be targeted. That is, it should be focused on the priorities of the state.

Variability. This principle means that a decision made earlier may be reversed or reconsidered at any time, depending on the changing situation.

Unity. The coherence of the strategic program and plan. The strong coherence and coherence of decisions at different levels is a conditional guarantee of success. This unit is ensured by the integration of strategic actions in the structural units of government agencies, the coordination of all functional department plans.

Creating conditions. Provides opportunities to implement the strategy. The existence of a strategic plan does not yet guarantee its successful implementation. In the process of strategic management, organizational conditions must be created for the implementation of the program and plan. They focus on improving the effectiveness of a strong organizational structure, incentive system, and management system.

These principles eliminate the low level of executive discipline, personal irresponsibility in the activities of public authorities, require an increase in the level of human resources, and provide simple and fast approaches to complex and complicated work procedures. Most importantly, it serves to sort out strategic directions by clarifying the abstract and obscure aspects of the definition. These issues are determined by the following principles:

- Purpose - why this or that action is considered primary. That is, why is it necessary to distinguish important tasks in the current and real situation, in the demands of different social needs, in the conditions of fear and hesitation?

- External conditions - where the goal is to be achieved. Do current and future conditions require that the necessary resources be identified and implemented? What criteria should the government use to choose between these two ratios?
- Direction - what do we want to achieve, what are the set goals and desired results? This, in turn, determines the next action:
- Action - What is the plan of the government and agencies to achieve the set goal: what laws and programs guarantee the principles reflected in the strategy, what factors lead the society, what is the motivating force? As these actions can have unintended consequences, the strategy will depend on education:
- Education - how practical is it to reconsider the chosen direction as a system of forming the perception of society, as well as the purpose, the definition of opportunities? it is necessary to determine the results achieved and in which areas the opportunities are lost, to introduce comparisons, comparison indicators (scientific methods).

The system of strategic governance of the state is determined by the choice of new directions based on the set goal, the corresponding reorganization of government, and the mobilization of society in the pursuit of a common socio-cultural goal. The content of the indicators of the public strategic management system is aimed at finding answers to the following questions.

1. When, where, and why?
2. Identify goals of social and cultural significance (why?).
3. Identify human, natural, technical, technological, financial, production resources (why, how, with what?).
4. Creating an appropriate material base (how much and in what quality?) To increase the creativity and initiative of the population.
5. Training of qualified specialists (how much, at what cost and cost?).
6. Timely reform of social institutions and public authorities (how and by what means?)

Although the functional tasks of the state strategy are different, their content is the elements of the three main functions. Without them, management systems, especially strategic leadership and management systems, will not be fully effective. These include strategic planning, strategic incentives, and strategic monitoring and control.

The first element covers the process of formulating a clear forward-looking policy. Its first pillar will be to bring this policy to the attention of the public, to raise awareness, to define the tasks of implementation, to take into account the opportunities. That is planning.

The second element is achieved through the correct allocation of material and spiritual resources to achieve the goal, the definition of a series of related tasks. It is important to properly encourage the implementation of plans.

The third element is the need to organize monitoring of performance, improve efficiency, and strengthen control. These elements serve to strengthen each other as a whole process. If the first task is not completed, the remaining steps will not be completed. Or a state of formality arises. For this reason, these laws may also contradict each other. Such situations indicate that the

strategy has not been able to cover all areas of society. For example, high technology cannot be achieved without the development of science and education. Or it is impossible to develop the economy and investment without guaranteeing the powers of entrepreneurship and private property.

In short, the strategy is the fundamental science. Its basic principles and scientific categories are refined and coordinated based on the specific characteristics of each nation. However, any strategy, regardless of the object of strategy, must have a common nature and, consequently, a common theoretical basis. Therefore, the integrated strategy system is formed by the integration of national, regional, sectoral, and corporate strategies.

Each period has its own political situation and influences the development of social life. Each era has its own doctrines and principles. Understanding this situation and choosing appropriate guidance is a requirement of strategic principles. Just as development has its own laws, emergency social change contradicts the essence of development. In other words, the revolutionary influence is denied by society itself. The doctrine of evolution is effective when social laws are adapted to the capabilities of society, and appropriate political reforms are identified. The orientation of economic reforms to market relations, the introduction of infrastructure, the organization of production relations, the growth of the property class will ensure democratic values in society, such as human interests, the rule of law, social protection. Thus, one of the social factors affecting the foundations of a new society serves to complement the other. As we can see, the radical reforms being carried out in our country are fully consistent with the strategic doctrines. They are an in-depth analysis of the development path of our republic, the development of a completely new approach, and principles for the more stable and dynamic development of our country in today's era of sharp changes in the world market and globalization. and is manifested in the realization. In order to further increase the effectiveness of ongoing reforms, create conditions for the comprehensive and rapid development of the state and society, modernize the country and implement priorities for the liberalization of all spheres of life, President Shavkat Mirziyoyev put forward a comprehensive development program. . The document is entitled "Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021." In his speeches dedicated to the 28th anniversary of the Constitution of the Republic of Uzbekistan, the President said: "The Strategy of Action, created on the basis of our main encyclopedia, plays an invaluable role in raising the development of our country to a new level, innovation, and industrial development. 'asked for new ideas related to change.

The construction of the state and society is such a complex structure that it requires the simultaneous rapid development of interconnected and complementary spheres and aspects. Each of them lays the groundwork for the other. Some key areas can be developed first and can also serve as a locomotive for other areas and sectors. Of course, this process requires taking into account the specifics of each industry, objective analysis, timely adoption of appropriate measures, the creation of a legal framework for their development, the organization of effective mechanisms based on new technologies. are given.

The driving force behind the strategy of action is the state and its bodies. It turns out that the guarantee and guarantee of reforms is the work of a competent government. Therefore, it is impossible to modernize the life of the country without improving the system of state and public

administration. Modernization will lead to the development of the country by raising the lifespan of governance to a new level of quality and requirements. These processes directly require the formation of a legal framework for local governments to make independent decisions in addressing issues related to regional development. In this regard, in his Address to the Nation, President Mirziyoyev stressed the need to strengthen the role of parliament in making important decisions and monitoring the implementation of laws, optimizing the executive branch, continuing administrative reforms, and the widespread use of modern management methods in public administration. The task is to formulate a unified personnel policy aimed at attracting qualified specialists to the civil service, to reconsider the powers and responsibilities of local authorities, to further increase their independence.

CONCLUSION

Unless there is a system of good governance in the government, the priority of ensuring the rule of law and reforming the judiciary will not be ensured. They are done by ensuring the true independence of the judiciary, enhancing the prestige of the judiciary, democratizing and improving the judiciary. The effective functioning of such a system creates real opportunities to ensure reliable protection of the rights and freedoms of citizens. The Supreme Court, as the supreme judge, becomes a moral barometer that determines the pros and cons of society, and in such a social environment, creativity takes precedence over crime. In this regard, President Mirziyoyev's emphasis on the need to further improve the system of selection and appointment of candidates for the judiciary to ensure true independence of the judiciary is aimed at ensuring the common strategic goals.

The emergence of fair governance in society will undoubtedly provide an opportunity to improve the priorities of economic development and liberalization. These include strengthening macroeconomic stability and maintaining high economic growth rates, deepening structural reforms, modernizing and diversifying key sectors of the national economy, increasing its competitiveness, especially the modernization of agriculture, and the introduction of new innovative technologies for rapid development. creates opportunities. That is, according to the internal laws of development, there are complex but improved forms of ascension to a new qualitative stage. This, in turn, requires institutional and structural reforms aimed at reducing state participation in the economy, protecting and strengthening the rights of private property, and encouraging the development of small business and private entrepreneurship. As a result, balanced socio-economic development of the region will be achieved through the effective use of existing potential.

As social consciousness changes in society, so do social relations. Society and its state are a reflection of the human mind. As long as a citizen is armed (educated) with the enlightenment of good deeds, he will reap the fruits of these desires for spiritual power. This process is reflected in the common goals of the nation as a huge wave. This, in turn, will contribute to the emergence of new industries, jobs in all spheres of social life, which will naturally increase the real income of the population and, accordingly, social protection and living standards.

The effective outcome of the Action Strategy is directly related to ensuring security, interethnic harmony, and religious tolerance in the country, as well as the effectiveness of the mutually beneficial and practical foreign policy. We say this because foreign policy depends on domestic policy, and domestic policy depends on the results of foreign policy. If the nation is steadfast and

united in the pursuit of its great goals, and its activities are high, such a nation will strengthen its power as it becomes a worthy member of the world community.

The analysis of all directions of the strategy of actions defined in the programs shows that they are connected with the interrelated organic laws. They are manifested in the simplification of citizens' participation in social life, the improvement of means of production following the needs and requirements, the growth of numbers, structural changes in society, the development of social spheres. Of course, the successful implementation of the strategy is determined not only by its economic and technological factors, but also by the prestige of leaders and decision-makers, their human qualities, and their commitment to the strategy. The greatest and most decisive force is the will of the people. The construction of the state and society is such a complex structure that it requires the simultaneous rapid development of interconnected and complementary spheres and aspects. Each of them lays the groundwork for the other. Some key areas can be developed first and can also serve as a locomotive for other areas and sectors. Of course, this process requires taking into account the specifics of each industry, objective analysis, timely adoption of appropriate measures, the creation of a legal framework for their development, the organization of effective mechanisms based on new technologies. are given.

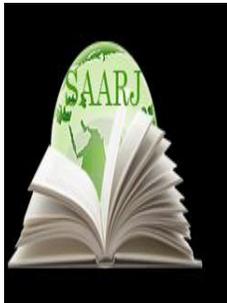
The driving force behind the strategy of action is the state and its bodies. It turns out that the guarantee and guarantee of reforms is the work of a competent government. Therefore, it is impossible to modernize the life of the country without improving the system of state and public administration. Modernization will lead to the development of the country by raising the lifespan of governance to a new level of quality and requirements. These processes directly require the formation of a legal framework for local governments to make independent decisions in addressing issues related to regional development. In this regard, in his Address to the Nation, President Mirziyoyev stressed the need to strengthen the role of parliament in making important decisions and monitoring the implementation of laws, optimizing the executive branch, continuing administrative reforms, and the widespread use of modern management methods in public administration. The task is to formulate a unified personnel policy aimed at attracting qualified specialists to the civil service, to reconsider the powers and responsibilities of local authorities, to further increase their independence.

REFERENCES.

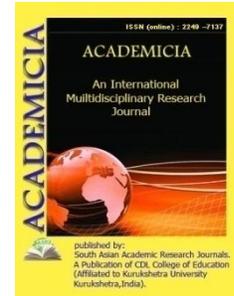
1. Mirziyoyev Shavkat Miromonovich - We will resolutely continue our path of national development and raise it to a new level. - Tashkent: NMIU "Uzbekistan", 2017.- 108 p.
2. Azizkhuzhayev AA Statehood and spirituality (experience, political analysis). - Tashkent .: Sharq, 1997. - 112 p.,
3. President of the Republic of Uzbekistan Sh. Mirziyoev's Address to the Oliy Majlis. People's word. December 29, 2018.
4. President of the Republic of Uzbekistan Sh. Mirziyoev's Address to the Oliy Majlis. People's word. December 29, 2018.
5. Jeff Mulgan. The art of state strategy. M .: ed. Gaidar Institute. 2011.C 232
6. Quint W. Strategy theory and practice. T .; "PICTURE". 2018й.42 б.
7. Decree of the President of the Republic of Uzbekistan dated February 7, 2017. "On the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in

- 2017-2021” // Website National Database of Legislation of the Republic of Uzbekistan - www.lex.uz.
8. Husanov O. Human rights (special course). -Tashkent .:Sharq Publishing House,1997. -133 p.,
 9. Khalilov EH The supreme legislative body of the Republic of Uzbekistan: from false representation to true parliamentarism. - Tashkent .: Uzbekistan, 2001.
 10. Adilkariev Kh.T., Ochilov B.E. Institute of the Ombudsman of the Republic of Uzbekistan: issues of functioning and specialization. Tutorial. - Tashkent .: UWED, 2003 .-- 132 p.,
 11. Islamov ZM Society, state, law. - Tashkent .: Adolat, 1997. - 245 p.,
 12. Muhamedjonov OZ Parliament is on the path of democratic development. - Tashkent .: Hega Print, 2004. - 247 p., [Http://www.ksu.uz/uz/news/view/id/55](http://www.ksu.uz/uz/news/view/id/55)
 13. Makhmudova A. N. et al. Medicine of Uzbekistan - achievements and prospects for the development of the sphere // Achievements of science and education. - 2020. - No. 3 (57).
 14. Makhmudova A. N. et al. The role of the younger generation in the formation of modern civil society // Achievements of science and education. - 2020. - No. 3 (57).
 15. Nugmanovna M. A. The role of social control in the legal socialization of the individual //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 5. – C. 712-721.
 16. A.Makhmudova Guarantee of legal basic of supporting human rights in new level of Uzbekistan’s development . International Journal of Advanced Science and Technology Vol.29 .No.5, (2020), pp.1761-1770 <http://sersc.org/journals/index.php/IJAST/article/view/10305/5558>
 17. Makhmudova A. N. Legal socialization problems of personality in modern civilian society //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 3. – C. 146-151.
 18. Nugmanovna M. A. Factors and means of the content of legal socialization of the individual in modern civil society Journal of Advanced Research in Dynamical and Control Systems
 19. Dzhurakulov Kh. A. The role of ecological legal consciousness in the development of international ecological-political relations // Actual problems of the humanities and natural sciences. - 2017. - No. 7-1. - S. 23-26.
 20. Dzhurakulov Kh. A. Necessity of transformation of ecological legal knowledge in the formation of the legal consciousness of youth // prospects for the development of science in the modern world. - 2019. - p. 140-146.
 21. Djurakulov H. Pedagogic-didactic tasks of forming ecological legal consciousness of young generation //Modern jurisprudence: legal thought and enforcement practice. – 2017. – C. 4-8.
 22. Djurakulov H. A. The need to harmonize social and political methods and means in the formation of environmental legal awareness // theoretical & applied science. - 2020. - No. 1. - p. 262-265.

23. Vafaeva D. B. Some issues of social partnership between public authorities and institutions of civil society: the experience of Uzbekistan // Actual problems of modern science. - 2017. - No. 1. - S. 28-31.
24. Vafaeva D. B. Activity and development prospects of civil society institutions in the Samarkand region (Uzbekistan) // Actual problems of modern science. - 2016. - No. 2. - S. 49-53.
25. Vafaeva D. B. The influence of political consciousness on the formation and development of civil culture // International scientific review. - 2020. - No. LXX.
26. *Mukhamedova Z.M., Umirzakova N.A., Makhmudova A.N.* The Uzbek Model Of Bioethics: History And Modernity MALIM Journal Penguin Umum Asia Tenggara <https://ejournal.ukm.my/malim/issue/view/1351>
27. Suyunova K.B. // Governmental support of innovation in the sphere of tourism // INNOVATIONS IN ECONOMY №4 (2020), 79 p.
28. National Encyclopedia of Uzbekistan. Tashkent, "National Encyclopedia of Uzbekistan" State Scientific Publishing House, page 187.
29. Bulanova E.A. Policy and strategy in the mechanism of state regulation of socio-economic processes. Bulletin of the Chuvash University. 2006 No. 3, S 148
30. Quint W. Strategy theory and practice. T .; "PICTURE". 2018й.41 p. (10)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00240.8

PHENOMENON OF GRADUONYMY IN SPEECH PATTERNS

Otaboyeva Mazmuna Rakhimovna*

*English Teacher,
 Kokand State Pedagogical Institute,
 UZBEKISTAN

E-mail id: mazmuna.rahimovna@gmail.com

ABSTRACT

In this article has been studied the phenomenon of gradient my at the morphological level. This article is devoted to study the phenomenon of gradient my in speech patterns. The article, also, examines and analyses researchers who studied this issue. The study of the phenomenon of grading in the semantic relationship of lexemes is important in many respects: the results of graduonomic research can be used to describe lexical richness as a system, to determine the value of lexical units as a methodological means in compiling a dictionary of synonyms and antonyms.

KEYWORDS: *Graduonomic, Morphological Level, Speech Patterns, Noun, Adjective, Numerals, Verb, Pronoun, Lexeme, Lexical Unit, Stylistically Figure, Word Meanings, Auxiliary Speech Patterns.*

INTRODUCTION

Gradounymy is the grading in members of meaning groups of lexemes. Such a grading is considered a form of opposition. Alisher Navoi also noticed the phenomenon of graduonymy and interpreted it as one of the indicators of the richness of the Turkic (Uzbek) language. In his *Muhokamatul -lughatayn*, he interprets a group of words meaning "to cry" in the same grading aspect: to weep- to cry – to shout (we could find some English equivalents for this graduonymical row *yig' lamsiramoq – singramoq – o'kurmoq – hoy- hoy yig'lamoq*). So, Alisher Navoi is the first researcher of this phenomenon of grading.

The phenomenon of graduonomic appears sameness, synonyms, differentiation, the words with opposite meanings, synonyms and antonyms were joined – they are joined in one graduonomic relation. Such kind of relations gives opportunities

To study them on lexical, morphological and syntactic levels. [4,285]

The study of the phenomenon of grading in the semantic relationship of lexemes is important in many respects: the results of gradonomic research can be used to describe lexical richness as a system, to determine the value of lexical units as a methodological means in compiling a dictionary of synonyms and antonyms. [1,186]

We know, that speech patterns are usually classified according to semantic, morphological, and syntactic characteristics. Professor O. Bozorov, in his doctoral dissertation entitled "Grading in the Uzbek language," notes that rankings in speech patterns can be studied on the basis of each sign of the above. [2,160]

According to the semantic character, the dominant position is occupied by the noun phrase. The noun has a special place in the system of the speech patterns on the lexical-semantic level. The categorical semantic type of the noun has an extremely complex semantic diversity. Because the noun also reflects the name of the things of the material and mental world. Nouns are traditionally studied in oppositions of concrete-abstract, single - collective, proper-common. [2,169]

Professor O. Bozorov, in his research "Grading in the Uzbek language", considered that there is a third gap between the above oppositions: a) decreasing the sign of concreteness: book (concrete) country (concrete/abstract) – love/dream (abstract) b) "the sign of going from singular to plural: book (singular) - boots (pair) - people / army (limited, collective) - sand (innumerable plural). [2,169]

Of course, it is not possible to form a grading with the examples given in these oppositions, but it is possible to observe a ranking in these species itself, and using opposites and third intervals.

We also observe ranking in the grammar categories of the speech pattern noun.

1. Ranking in the Number Category.

1. In the Uzbek language, the category of numbers is singular and plural. According to O. Bozorov, "in the Uzbek language, the concept of unity can take part in the following contradictions: singular—not singular, singular—binary, singular—couple, singular—plurality." [2,170]

If we take an example of a word belonging to a noun phrase as an example and add the numbers one, two, three ... to it, the undertone of the meaning in the word will not increase or vice versa.

2. Even in the category of possessive, by taking possessive suffixes, the degree of alienation of possession is seen: my book - your book - your book. Scholar O. Bozorov believes that the content of the subject belonging to a particular person has different forms of expression in different syntactic constructions of the Uzbek language. The book belongs to me, the book was taken for me, the book is mine, my book. At the same time, the meaning of dependence indicates a decrease in the power of expression.

3. Grading in cases. O. Bozorov shows that the grading in cases, on the one hand, serves as a link between their primary or secondary parts, on the other hand, each cases appears to have different functional dimensions. [2,174]

Scientist J. Djumabaeva's monograph "Lexical graduonymy in Uzbek and English languages" analyzes the phenomenon of grading in the sense of subject or object (nouns) on the basis of the following examples: drop – puddle – pond – reservoir – lake – sea – ocean. In this phenomenon of grading, the author took the drop as a particle of liquid and listed the names of the places formed by the accumulation of water in terms of volume. [3.13]

Here we can also give the following examples of grading in nouns: as the volume of the direction of flow of water increases: stream - streamlet - rivulet - canal - river.

Grading in Adjectives

In his research, O. Bozorov argues that on the basis of the formation of the category of quality level, there are ranking of comparison from explicit to abstract (from close to distant, from insignificant to significant), the following rows of graduonomic: clearly comparison – incomplete clearly comparison – unclearly comparison. [2,179]

An adjective is a group of words that contains a wide range of lexemes, the ability to form graduonomic rows. In this word group, it is possible to expand the row with their names, for example, red-rosy, by multiplying the rows in the color mark with all the color shades. It is also possible to create a series of graduonomic by taking lexemes that are specific to the dialect or oral speech to the words that signify some character: early – rathe – late (we try to find equivalents this row of graduonomic in Uzbek language: ertangi – chilgi - kechki). [3.15]

In her monograph, J. Djumabaeva's says, "It is impossible to mean grading when it says about grading, especially comparisons of adjectives which means positive, comparative, and superlative. There is also the concept of "sign of level" in the general grammatical sense, M. Abuzalova commented that "these forms, in which only the original adjectives can change, are divided into three: positive, comparative, and superlative." That is, "the positive degree is privatized in the form of 'expressing the excess of the sign.' It is clear that comparison of adjectives and grading in adjectives are not the phenomenon. [3.16]

2. Grading in Lexemes Denoting a Countable Quantity (Numbers)

According to O. Bozorov, the lexical meaning of a number of word systems is based on a clear ranking (a gradual increase in the number of units). Graduonymical rows were formed according to different counting meanings in the form constructions of the number. In particular, the lines of ordinal numbers have had the qualitative characteristics of numbers. Like the first category - the second category - the third category ...; the first chapter - the second chapter.... [2,181]

J. Djumabaeva's opinion about grading in numbers is oppositely:

It is always the same that using cardinal numbers in each social, scientific, and other spheres, standing numbers one by one and we considered that it is not necessary to show the numbers as a graduonomic row. [3.16]

There are some examples according to increasing number of angles: triangle- rectangle ... and so on. Units representing distance: millimeter - centimeter - decimeter - meter - kilometer; units of weight: milligram - gram - kilogram - center - ton; in words used with nouns denoting parts and units in quantity: quarter – half -whole; in words denoting quantity: little/few - normal – much/many; squeeze - palm - hug.

Gradounymy in Action- Representing Lexemes (Verbs)

In his scientific work, O. Bozorov argues that there is a hierarchy in the grammatical categories and functional forms of verbs, and composes their mutual graduonymic rows. [2.183-186]

J. Djumabaeva's considers it acceptable to divide verbs into groups according to the their semantic meanings, such as: activity verbs, communication verbs, verbs of occurrences, productive activity verbs, mental verbs and attitude verbs. Example, stand – walk – run (activity verbs).

Graduonomic in pronouns does not involve such a wide range. The reason is that pronouns do not reflect a real being in the lexical sense. The phenomena of graduonomic in demonstrative pronouns this – that (in English language demonstrative pronouns in singular form only this and that, in plural form these and those; this graduonomic row is given as bu – shu – ana u. in English bu and shu may give the same meaning as this.); according to the location of the speech participants: I - you - he; we - you - they; in semaphores representing quantitative signs: all/ everyone - some - none. [2,182]

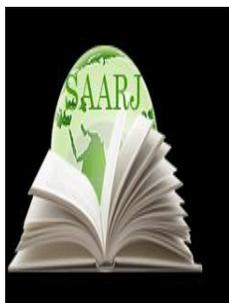
In her work, D. Dzhumaboeva proposes to compose the following gradounymy rows from pronouns: according to the proximity of the indication: this/it - that; mana- Ana- Ana u- hov Ana u (in English language is not founded equivalents this graduonomic row); as the number of designations decreases: all - some - none. Also, instead of "marking", "the number of persons decreases from the plural": all - some people / someone - no one.

In lexemes that represent the sign of action (adverbs), gradounymy can be defined separately for several types that it represents. For example, yesterday - today - tomorrow in the expression of time; in the expression of time units: days - weeks - months - years. Professor O. Bozorov believes that the morphological graduonomic of adverbs is manifested as in adjectives. [2,183]

Summarizing the above information, it can be said that the possibility of creating graduonomic rows in speech patterns with rich semantic meanings that represent the name, quality, movement of the subject is more widespread. Also, the phenomenon of graduonomic is more pronounced in the expression of grading between words belonging to a particular category, rather than the formation of reciprocal graduonomic rows between categories, levels, functional forms of speech patterns on their grammatical levels.

REFERENCES

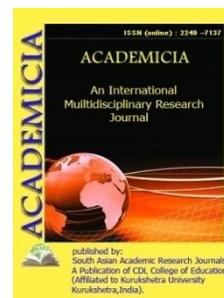
1. H. Jamolkhonov. "Modern Uzbek literary language" Tashkent, "Interpretation", 2005.
2. O. Bozorov. The dissertation for the degree of Doctor of Philology "Degree in the Uzbek language". Tashkent 1997.
3. J... Djumabaeva's. "Lexical graduonomic in Uzbek and English" Monograph. Tashkent. "Classic word". 2014.
4. ISSN 1810-0201. TSU Bulletin, issue 12 (10)



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00133.6**

THE PHILOSOPHY OF LANGUAGE

Rakhimov Feruz Furqat ugli*

*The Bachelor of Arts in Foreign Language (English) and Literature
Language Instructor and coordinator at "Language Hotline"
Teaching Centre, Bukhara, UZBEKISTAN
Email id: mycroft1993@gmail.com

ABSTRACT

An absolute mechanism behind a language is still being unraveled by brain scientists though the origin of the oldest languages dates back to the very beginning of human civilization. The analytical approaches to linguistic problems of human behavior have kept philosophers from all over the world curious. Many outstanding representatives of cognitive science raised the questions underlining the philosophical background of a language and thought. The arguments of philosophers differ on the scales of cognition and social interaction. Some scholars are prone to believe that the concept of self-centered (subjective) propositions may lay ground for the development of a language while others are inclined to support the "object oriented" (objective) essence of language.

KEYWORDS: *Language; Philosophy; Philosophical Trend, Utterance, Neuro synaptic Link, Truth-Value, Lectionary, Sub consciousness, Body-Centered Terms*

INTRODUCTION

Language as a cognitive phenomenon is deeply analyzed in various sectors of philosophy including Logic, Epistemology and Cognitive Science. There are many factors predisposing languages to evolution and transformation, yet sign languages and spoken languages differ dramatically in the physical modality of transmission (Sandler, 2018). Some languages emerged thousands of years ago and are still continuing to evolve while others descended into oblivion.

From the perspective of sociology, the power of a language can be calculated, taking into account many factors. g., how widely a language is spoken, geopolitical position of a language-holding country, economic and industrial reliance of other countries upon a state, etc. Similar to

biological entities, a language is vulnerable to evolution, which means that it can be ascribed to the Evolutionary theory.

Evolutionary theory offers clear criteria for when a trait should be attributed to natural selection: complex design for some function, and the absence of alternative processes capable of explaining such complexity. Human language meets this criterion: grammar is a complex mechanism tailored to the transmission of propositional structures through a serial interface. In conclusion, there is every reason to believe that a specialization for grammar evolved by a conventional neo-Darwinian process (Pinker & Bloom, 1990). Rather than replicating such postulations, the general overview of the linguistic mechanism behind our behavior and the perception of reality will be exposed in this article.

REALITY THROUGH A LANGUAGE

The earliest references concerning the nature of a language date back to Ancient Greece where prominent philosophers and the earliest “linguists” such as Plato and Aristotle anchored their philosophical hypothesis in the scale of linguistic and subliminal symmetry. The claims of such philosophers relied upon their subjective attitudes towards the “act of speech”, while the claims of modern philosophers can purely be based on diversified study and experimental verification. With regard to the hypotheses of ancient theoreticians, they tried to find an answer to the following typical questions: What is language? How did it evolve? In what way does language effect on people’s minds?

The philosophers of antic age mainly negotiated on contemporary concepts, questioning how certain languages deal with the reality and the association between tangible objects and abstractions. Plato paid exclusive attention to phonemes as a fundamental component of an utterance, which carries a meaning since he believed that the conveyance of information relies on basic elements within a single word. In a departure from Plato, the father of western philosophy, Aristotle had a relatively different view with regard to the language aporia. The integral goal of Aristotle was to analyze semantically the interrelations among the propositions of phrases hence one can necessarily apprehend that language performs substantial role in creating clear understanding of reality.

Another fabulous representative of linguistic philosophy is Wilhelm von Humboldt, whose intellectual achievements are still in active use. Humboldt gained his prominence commencing detailed mediation in an attempt to disclose the collaboration of language and human thought. More specifically, Humboldt’s perspectives reshaped not only empirical and scientific discipline of linguistics but also the metaphysical play of lingua franca in human biology. As the founder of a new philosophical trend, Wilhelm von Humboldt had profound belief in the superficial essence of thought, considering it as an inextricable part of human consciousness, speculated by language correspondence. In accordance with his postulation in his *Own Language: The Diversity of Human Language Structure and its Influence on the Mental Development of Mankind* “Just as no concept is possible without language, so also there can be no object for the mind, since it is only through the concept, of course, that anything external acquires full being for consciousness. But the whole mode of perceiving things subjectively necessarily pass over into cultivation and the use of language” (Humboldt, 1999). Arguing the mixture of psycholinguistic misinterpretations, Humboldt came up with an innovational approach, defining languages as complex prototypes of subliminal procedures.

RELATIVITY OF TRUTH

All the while, language has been viewed via the scope of philosophical interest not only as the underlying igniter of the sense of “self” but also as the verbal mechanism determining the idea of truth. In that context, John Langshaw Austin, a British philosopher of language and leading promoter of contemporary language philosophy made an enormous contribution for the conceptualization of truth. Had there already been any self-serving definition of truth in ordinary philosophy, Austin has probably put a new theoretical evidence for what is true and what is not. Nature of Austin’s philosophy concerning truth implies the following idea “The facts that figure in determining whether or not a statement is true are particulars, for example, things, features, events, and states of affairs” (Longworth, John Langshaw Austin, 2012). That is to say, if the statement is true in any absolute context, there have got to be cumulative facts and figures or objectively verifiable details making a factual point on behalf of the statement. On the other hand, one cannot appeal to a data itself in order to keep abreast of the veracity of any claim. The argument is simple in its explanation. Austin stated, “Human judgment is involved in determining whether a particular fact makes true a statement. And judgment is involved in a way that is sensitive to the intents and purposes with which a statement is made. For that reason, truth is not a simple relation between types of sentences (given their meanings) and particular facts. A pair of statements made using the same sentence with respect to the same facts but on different occasions—given different intents and purposes—might differ in truth-value.” (Longworth, Surveying the Facts, 2013).

Citing upper-mentioned fragment of Austin’s work, I recall the anecdotal situation, which I read several years ago on the Internet. Suppose there are two trading agents of shoe producing company. Each of them can come up with a different marketing plan for selling shoes, once they are sent to manage their office in a certain region of African continent. That being said, when one of them concludes that tribal population of the continent wears no shoes which means the end of his business there, the other one maintains that it would be a new dawn of their lucrative merchandize where he will sell shoes to every single person in the tribe for the same reason that the first businessman decided to abandon the market. Surprisingly, to some this story might sound as a tactlessly denoted stereotype, though it can plainly be discerned that the nature of truth is versatile and depends upon the perspective of a person. This consideration serves for what we call a personal truth. The subject matter of Austin’s work predisposed many questions to inquiry as well as different solutions to raise. The researchers who deeply analyzed Austin’s work are philosophers Kepa Korta and John Perry.

There is another documented exemplification that is open for analysis. While conversing with alumni about politics on campus Kepa Korta says, “John is turning red.” He means that JP’s face is turning red, perhaps from anger, or eating a hot chilli pepper. The alumni take him to say that JP is becoming a communist. Kepa should have seen that people were likely to interpret his remark that way. Later he may protest, “I didn’t say that.” John might retort, “you didn’t mean to say it, but you did, and I had to do a lot of explaining.” Perhaps this retort is not correct. But the fact that the issue is debatable suggests that our ordinary concept of what is said is to some extent responsive to uptake on the part of the audience. What is said seems to have both illocutionary and perlocutionary aspects. In contrast, our concept of locutionary content will not depend on effects on the listener (Kepa Korta & John Perry, 2011). In other words,

comprehension involves correct interpretation no matter whether conveyance of statement is circuitous or direct.

On a similar note, modern psycholinguistics is undergoing relative expansion by comparing several unique languages and the mental divergence of native speakers who converse in these isolated dialects. Leading experts in Cognitive Science Rafael E. Núñez and the professor of Aberdeen University, Aberdeen, Lynden Miles did a research on philological particularities of Aymara language, which is spoken by indigenous tribes who reside in the vicinity of South America. In Aymara, the basic word for FRONT (nayra, “eye/front/sight”) is also a basic expression meaning PAST, and the basic word for BACK (qhipa, “back/behind”) is a basic expression for FUTURE meaning. We therefore need to ask how seriously we should take these simple lexical data as evidence about the cognitive construals of Aymara speakers (Rafael E. Núñez & Eve Sweetser, 2005). That is to say, a language might seem a minute process in human mind, though the impact made by it assembles person’s physiological aptitude.

Another psycholinguist from Stanford University Lera Boroditsky unveiled the lexico-semantic peculiarity in a language that aboriginal community of Pormpuraaw communicates in Kuuk Thaayorre, Australia. Fascinatingly disturbing feature of the vernacular is that it incorporates no body-centred terms like left and right. Instead, the population of Pormpuraaw replicates words of cardinal direction in absolute space such as north, east, south and west. That being said, if a person from Pormpuraaw wants to say the localization of an object, they would say: “There is a bee on your south-west shoulder”. The one who speaks in this language is surprisingly good at orienting within the four cardinal sides of the world, staying even in a closed labyrinthine spot, which means their language holds constant sway upon their sub consciousness. Dr. Boroditsky says, “I am standing next to a five-year old girl in pormpuraaw, a small Aboriginal community on the western edge of Cape York in northern Australia. When I ask her to point north, she points precisely and without hesitation. My compass says she is right. Later, back in a lecture hall at Stanford University, I make the same request of an audience of distinguished scholars—winners of science medals and genius prizes. Some of them have come to this very room to hear lectures for more than 40 years. I ask them to close their eyes (so they don’t cheat) and point north. Many refuse; they do not know the answer. Those who do point take a while to think about it and then aim in all possible directions. I have repeated this exercise at Harvard and Princeton and in Moscow, London and Beijing, always with the same results (Boroditsky, 2011)”.

Regardless how far the philosophy and science ascended, beneath the human mind there must be a neurosynaptic link between thought and language, signifying the intellectual standing of personality. That was a primary aim of Professor Peter Gordon from Columbia University and Daniel Everett of Bentley University when they visited Amazonian tribe who speaks in Pirahã. They planned to check the transformative cognitive abilities of Pirahã speakers, as this language comprises neither count words nor arithmetic system except for a word “hói”—“one”. The summative outcome of their study was impressive because none of the speakers of Pirahã were capable of counting and memorizing the sequence of multiple objects, which had been placed in front of them. “This study began as a description of the absence of numerals, number, and counting in Pirahã, the only surviving member of the Muran language family. However, after considering the implications of this unusual feature of Pirahã language and culture, I came to the conclusion defended in this paper, namely, that there is an important relation between the absence of number, numerals, and counting, on the one hand, and the striking absence of other

forms of precision quantification in Piraha~ semantics and culture, on the other” commented Daniel Everett(Everett, 2005). To conclude this study, Professor Everett stated that people without terms of numbers do not develop the capacity to determine exact numbers. In other words, limiting the language means undermining the thought since the instrument of communication in many cases outlines the boundary of horizon.

INTERCONNECTION OF A MIND AND A LANGUAGE

An American bio linguist John L. Locke dictated “the comfort and advantage of society not being to be had without communication of thoughts, it was necessary, that man should find out some external sensible signs, whereby those invisible ideas, which his thoughts are made up of, might be made known to others. For this purpose, nothing was so fit, either for plenty or quickness, as those articulate sounds, which with so much ease and variety he found himself able to make. Thus, we may conceive how words, which were by nature so well adapted to that purpose, come to be made use of by men, as the signs of their ideas; not by any natural connection, that there is between particular articulate sounds and certain ideas, for then there would be but one language amongst all men; but by a voluntary imposition, whereby such a word is made arbitrarily the mark of such an idea. The use then of words, is to be sensible marks of ideas; and the ideas they stand for, are their proper and immediate signification.”(Morris, 2007).

In my opinion, the disputable side in Locke’s conception of language is that he endeavors to define a language as a communication string transcending thought according to the syntactic order. As a matter of fact, language is not a unipolar phenomenon therefore the expressed information requires several details such as intonation, pause, stress, tone and other minor factors for an appropriate interpretation. And a great number of languages with their discrepant grammatical structures render the communication process more intricate. This is simply what is unfathomable on Locke’s analysis. Knowledge of linguistics can, in most cases, guarantee our understanding of natural world around us. It would be hopeless venture to have most of our experiences without linguistic properties of our minds. Moreover, from the observer’s point of view, objects in absolute space do not exist by themselves if there is no word can express them. Emerging from the Austin’s line of study, American philosopher of mind John Searle once said, “In general, I feel if you can't say it clearly you don't understand it yourself.”Is he right in saying that? As far as I am concerned, he is.

This is how I look at it. The collective image that one can purely visualize, needs a complete explanation to distinguish the clear understanding from misconception. Even diminutive vagueness may galvanize a person into confusion. This is why people such as data analysts and lawyers necessitate preciseness and accuracy. I shall exemplify it this way: Imagine that there are two high school students discussing the anatomy of human body. Then one of them raises a question:

- Why is the sky blue?
- Perhaps there is something in our eyes, which turns the sky blue, snow white and grass green.
- But I think this is nothing more than a physical effect of electromagnetic forces glimmering in different tints.

Empirically and logically, both views are equally close to the truth. However, in the scale of concreteness answers are poorly formulated and are rather distant from what we call scientific truth.

LINGUISTIC PRINCIPLES OF INTELLIGENCE

From the first sight, it might seem facile to observe the direct correspondence between philosophy and linguistics but if we watch deeper in the full stem of the study, we can recognize some linguistic frailties of obviating philosophical problems. An American linguist, philosopher, cognitive scientist, historian, and social critic Naom Chomsky defines this frailty in his *Language and Mind* (Chomsky, 2006) saying that there are many questions about language that a philosopher might ask to which linguistics provides no answer and no reasonable hope for an answer. For example, a philosopher concerned with problems of knowledge, or causality (to take an example of Vendler's), might well be interested in investigating in detail the properties of the words "know" and "cause." Since linguistics offers no privileged access to data of this sort, it would be merely a lucky accident if acquaintance with linguistics proved to be of substantial help in this inquiry. A linguistic form is not of importance to linguistics because of the intrinsic interest of the concept or proposition it expresses (if any), but because of the evidence it provides concerning some assumption about the nature of language.

As far as I can see, Chomsky is not subverting the significance of linguistics in the scale of philosophical outlook, but is attempting to replenish the blurred lines of the fractions within the philosophical trend line. It is essential to take his incisive notes into account because that would be inexcusably hubristic to insist that studying different aspects of language can gravitate profound philosophical insights. Indeed, few linguists are able to bring surest explanations to analytical issues such as the counterfactuals and the origin of immaterial entities like consciousness and knowledge. Presumably, above-mentioned subjects will remain open to question as long as the mystery of consciousness is decoded.

In his hypotheses Chomsky (Chomsky, 2006) takes analytical views towards writings of the Spanish physician Juan Huarte. Chomsky notices that Huarte goes on to distinguish three levels of intelligence. The lowest of these is the "docile wit," which satisfies the maxim that he, along with Leibnitz and many others, wrongly attributes to Aristotle, namely that there is nothing in the mind that is not simply transmitted to it by the senses. The next higher level, normal human intelligence, goes well beyond the empiricist limitation: it is able to "engender within itself, by its own power, the principles on which knowledge rests." Normal human minds are such that "assisted by the subject alone, without the help of anybody, they will produce a thousand conceits they never heard spoke of . . . inventing and saying such things as they never heard from their masters, nor any mouth." Thus, normal human intelligence is capable of acquiring knowledge through its own internal resources, perhaps making use of the data of sense but going on to construct a cognitive system in terms of concepts and principles that are developed on independent grounds; and it is capable of generating new thoughts and of finding appropriate and novel ways of expressing them, in ways that entirely transcend any training or experience. Huarte postulates a third kind of wit, "by means of which some, without art or study, speak such subtle and surprising things, yet true, that were never before seen, heard, or writ, no, nor ever so much as thought of." The reference here is to true creativity, an exercise of the creative imagination in ways that go beyond normal intelligence and may, he felt, involve "a mixture of madness."

A person reading the given fragment of Chomsky's considerations may conclude that sayings of a genius are not always adrift from mad men's ravings. Naturally, he might be right by stating that truly creative people feel in dissimilar way about the elegance of artistry. People with exceptional creativity, in some cases, were suspected of having inclination to insanity e.g., Albert Einstein or Michelangelo. However, on the positive side, their imaginations could probably be a great alternative to a normal human communication, which typically serves as the main knowledge-exchanging network. Moreover, it is very striking how certain features of a language categorize the way people think or react.

It might be because of some unique concepts or ideas hidden in lexicogrammatical pattern of different languages. For sure, most of the languages spoken on our planet, share the same, in some cases identical linguistic units, which jolt them into resemblance. The concept of "why" can be included into this account of the most common units. A child born in any community constructs its consciousness by asking the "Why" questions. "Why is the sky blue?" "Why does fire burn?" "Why do people speak in various languages?" Such enquiries are found in every culture. However, there may be some certain words or particles that do not range from one language to another. English, as an example, comprises many words for what other languages have no equivalence or translations. One of these words is "privacy". This is how it reveals itself: if an American girl closes the door of her room yelling, "I need a privacy!" nobody is allowed to enter her room. Probably, it will not surprise most of the English-speaking people though other cultures such as Russian, Middle Eastern or Central Asian interpret this word differently. Admittedly, the Russian language considers similar uninterpretable words like "пошлость" which may throw foreigners into stupor. The meaning of this word can be defined as something vulgarly said, done, or drawn by somebody. Owing no words to illustrate such a bizarre phenomenon varies other cultures immensely from Russian. And a nature of a language exposes the very nature of those who rely on the language as users.

CONCLUSION

Conclusive thesis for all arguments is that if we take a look at the dawn of human civilization, a language has been evolving in a human society from the time that we came out of caves. After all, the biggest sway-holding question in the philosophy of a language is still being asked: Physically, how do the noises permeating from our mouths, pose meanings attached to different objects, phenomena and reality? Appealing to my hypothesis, we have yet to study and disclose clandestine linguistic categories of a mind and a language. Aforementioned searches and experiments held by professionals demonstrate language as an inconceivably multiplex system in human mind. In my model of thinking, the units that our languages are made of, to some extent help us to build our understanding of existence, shape our views and transform the knowledge-base that we have. Finally, the nature of a language may lie beyond our ever-widening horizon as we still have to discover the genuine principles of a cognition and an acquisition.

REFERENCES

- Boroditsky, L. (2011). How Language Shapes Thought. *Scientific American*, 63.
- Chomsky, N. (2006). *Language and Mind*. New York: Cambridge University.
- Everett, D. L. (2005, 11 4). Cultural Constraints on Grammar and Cognition in Piraha. *Current Anthropology*, 46(4), 622.

Humboldt, W. V. (1999). *On Language: The diversity of human language-structure and its influence on the mental development of mankind*. (M. Losonsky, Ed.) Cambridge: Cambridge University Press. Retrieved from <https://www.marxists.org/reference/subject/philosophy/works/ge/vhumboldt-wilhelm.htm>

Kepa Korta & John Perry. (2011). *How to Say Things with Words*. New York: Cambridge University.

Kepa Korta & John Perry. (2011). *How to Say Things with Words*. New York: Cambridge University.

Longworth, G. (2012, 12 11). John Langshaw Austin. Retrieved from plato.stanford.edu: <https://plato.stanford.edu/entries/austin-jl/>

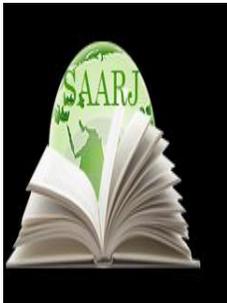
Longworth, G. (2013, 8 19). *Surveying the Facts*. University of Warwick, p. 5.

Morris. (2007). *An Introduction to the Philosophy of Language*. New York: Cambridge University.

Pinker, S., & Bloom, P. (1990). *Natural language and natural selection*. Behavioral and Brain Sciences. London: Cambridge University Press. doi:10.1017/S0140525X00081061

Rafael E. Núñez & Eve Sweetser. (2005, 10 26). *With the Future Behind Them: Convergent Evidence From Aymara Language and Gesture in the Crosslinguistic Comparison of Spatial Construals of Time*. Cognitive Science, p. 30.

Sandler, W. (2018). *The Body as Evidence for the Nature of Language*. *Frontiers in Psychology*, 1.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00134.8

TRADITIONAL RITES AND RITUALS

Z.S Isokov*

*Associate Professor,
 Candidate of Historical Sciences,
 Department "Socially-Humanitarian Sciences" Institute of Arts and Culture,
 UZBEKISTAN

ABSTRACT

This article discusses the customs and rituals typical of the peoples of Central Asia. The author analyzes the history of the development of ceremonies and their current state. The religious beliefs connected with the sky and the movement of planets held a special place among the population of Fergana Valley working in traditional agriculture. Everyday life people associated with the change of seasons, the location of the constellations, and the movement of heavenly bodies. So, clear dawn testified about the change in the weather, bright sunset - for good weather for tomorrow and the location of the constellation of Libra above the horizon - about the beginning of the summer.

KEYWORDS: *Traditional Rites, Rituals, Religious Ceremonies, Traditional Agriculture, Religion.*

INTRODUCTION

At all the times heavenly bodies attracted interest of mankind. Herodotus wrote that the massagets living during an antique era in the territory of central asia, considered the sun to be the only god. And in ancient "kuk tangri" turkic religion the all heavenly space, respectively the sun was considered as god, the moon and stars were also considered as sacred.

The religious beliefs connected with the sky and the movement of planets held a special place among the population of fergana valley working in traditional agriculture. Everyday life people associated with the change of seasons, the location of the constellations, and the movement of heavenly bodies. So, clear dawn testified about the change in the weather, bright sunset - for good weather for tomorrow and the location of the constellation of libra above the horizon - about the beginning of the summer.

At the end of the XIX - the beginning of the XX centuries in Ferganavally, as well as in the other territories of Central Asia, Islam religion had strong influence. People associated the causes of natural events with divine powers and evil spirits, and the heavenly bodies were considered good or evil deities. For example, the red planet "Merry" (Mars) was called the "war deity" loving blood, the brightest planet Zuhra (Venus) "a symbol of the goddess of beauty". Among the people there was a mythical idea that in the sky there is a star of each person, the gone-out meant death someone on the earth. Our ancestors paid special attention to the sun among all heavenly bodies and the related seven planets. Therefore the figure "seven" was considered as sacred among many people of the world.

It was considered that each day of the week is related to a certain celestial body, in this regard week consists of seven days and every day is connected with names of seven planets. So, it was considered that Monday is a day of the moon (Oyi), Tuesday - day of Mars (Mirrikh), Wednesday - day of Mercury (Atorud), Thursday - day of Jupiter (Mushtary), Friday - day of Venus (Zuhra), Saturday - day of Saturn (Zukhal), Sunday - day of the Sun (Shams). On the basis of observations of the natural phenomena the "Solnoma" and the Haftanoma (calendars) were made, in which it was stated in what day it is necessary or it is not necessary to be engaged in a certain activity. For example, it was considered that "Saturday (Zukhal) is a good day for occupations by agriculture, good will come on this day and the work will not be useless. In Sunday (Sun) - it is impossible to be engaged in agriculture, there will be a disaster. Monday (the moon) - it is good to be engaged in agriculture. Tuesday (Mirrikh) - seeded in this day will be etched by worms, mice and animals. Wednesday (Atorud) - it is necessary to be engaged in agriculture, the harvest will be rich. Thursday (Mushtary) is a good day for any work. Friday (Zuhra) - good day for occupations by agriculture.

It is known that the livestock production became famous also in the sacred book of Zoroastrianism of Avesto. The livestock production was an important part in life of society, throughout the centuries the profession of the shepherd was considered as a sacred. Therefore the candidacy of the shepherd was selected and they carried out the ceremonies connected with handing a staff to him. In honor of patrons of shepherds Chuponota and Zangiota they carried out a sacrifice ceremony. The most of flat lands of Ferganavally accustomed under agriculture, as a result, pastures located in mountainous and foothill areas began to play an important role in the development of livestock. On these pastures various ethnic tribes such as Kyrgyz, Kipchak, Turks, Kuramins, Yuzs, Karakalpaks and also settled Uzbeks and Tajiks walked over their cattle.

Data on the ceremony connected with heavenly bodies according to the stories of cattle breeders of Ferganavally were written down during the field expedition. It is known that the ticks are pests of the cattle. For their destruction cattle breeders used services of people which were called by "Darimchi" among the people. The ceremony with participation of "Darimchi" was carried out as follows. The owner of the cattle invited "Darimchi" to the pen, who, after ablution filled container such as pumpkin cleaned from seeds and pulp with clear water and read Surahs from the Koran over it. Then he took this container near the pen in order that heavenly stars were reflected in this water at night. Next day "Darimchi" took container and sprayed the water in it on the sheep in the shelter.

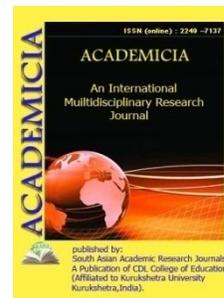
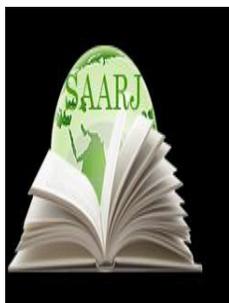
Darimchi sought to descend their business. Till the birth of the child the grandfather or the father made preparation for that their future child received a family-based profession. In two months

prior to the birth of the child having gathered 41 live ticks they put them in a stalk of a cane and closed it from two sides. In 40 days the cane was opened and the one survived little tick was dried up in the sun in small ware or a drinking bowl. After the birth of the child, the dried tick, powdered into powder, was mixed with butter and the mixture was fed to the baby. In our opinion, this ceremony is connected with pre-Islamic religious views of our ancestors and changed under the influence of Islam.

Horse breeding also was connected with heavenly bodies. Koumiss (fermented mare's milk) was considered as one of the most useful products in a diet of all ethnic groups engaged in livestock; this drink was valued as the product having healing properties. The data show that this drink was considered as "issiklik" (raising energy) before the appearance of hulkar (surayyo, the galaxy) star and after its appearance - as "sovuklik" (lowering energy). The concept of "issiklik" and "sovuklik" are definite ranks of food known since ancient times in folk medicine. The hulkar star becomes visible from august 22-26. The foregoing indicates that rituals related to agriculture and livestock production of ferganavalley arose on the basis of the people's thinking and worldview that had been formed for centuries.

REFERENCES

1. S.shodmonova "history of turkestan - in the mirror of the press." tashkent .: new edition 2011.
2. Muslim theater in samarkand // turkestan regional newspaper. - 1911. - № 21.
3. Andreev g.sartovskiy theater. Unhappy bridegroom — tv. - 1915. - № 210.
4. "mushtum" 1925. № 6 son.
5. Gapparov e. O. (2020). Social innovation as a motivating, Developing factor in society. Epra international journal of research and development (ijrd), 5 (8), 331-333
6. Ismoilov t. I. The importance of forming youth life strategy in an informed society. Epra international journal of multidisciplinary research (ijmr), 6 (8), 536-538
7. Ismoilov t. I. Unique features of working with unorganized youth //экономикаисоциум. – 2018. – №. 2. – с. 28-30.
8. Ismoilov t. I., umarov i. Necessity and importance of using new pedagogical technologies in higher education //теорияипрактикасовременнойнауки. – 2018. – №. 3. – с. 28-30.
9. Гаппаровэ. О. Innovation, social innovation and innovation activity: scientific and theoretical approaches //scientific bulletin of namangan state university. – 2019. – т. 1. – №. 10. – с. 152-157.



DOI: **10.5958/2249-7137.2021.00135.X**

THE RELATIONSHIP BETWEEN AESTHETIC IDEAL AND RELIGIOUS IDEAL IN THE SPIRITUAL EXISTENCE OF THE INDIVIDUAL

Samadov Aktamkul Rafikovich*

*Professor,
 Doctor of Philosophy,
 Department of Philosophy and National Idea,
 Samarkand State University,
 UZBEKISTAN

ABSTRACT

This article makes a diachronic and synchronic analysis of the interaction of the aesthetic ideal of a person with religious ideals, as well as an aesthetic ideal formed under the influence of world religions such as Zoroastrianism, Islam and Buddhism. The creation of the religious ideal in the human mind, the creation of a complex system of purification for the worship of the Creator, the belief in the origin of the Eastern and Western way of life.

KEYWORDS: *Personality, Morality, Aesthetic Ideal, Religious Ideal, Ethnic Culture, Avesta, Religion Islam, Quran, Faith and Maslak, Imam Al-Bukhari, Purification, Syncretism, Religious Imagination, Social Ideal*

INTRODUCTION

Early moral-aesthetic knowledge emerged during the transition from mythological imagination to a philosophical worldview due to changes in the way of life of ancient people. Along with the first primitive norms of behavior, rituals and activities, religious ideas, mankind enriches and expands its imagination by thinking about the past, present and future. In these times, because the human mind perceives the universe in a syncretic way, all the biological, social needs and possibilities of man, the need to adapt to nature and society, were united in morality. Later, as social life became more complex, morality and sophistication as forms of social consciousness began to take on the character of moral and aesthetic values that regulate people's behavior and perceptions of beauty and began to play the role of a beacon indicating the path of goodness.

MATERIALS AND METHODS

As social life became more complex, as human consciousness and socio-economic knowledge developed, changes in human behavior, the relationship between the universe and man, man and society, man and nature, led to the formation of a moral and aesthetic ideal. People have developed notions of "goodness" and "evil", "beauty" and "ugliness", "purification" and "inferiority", developed the ontological foundations of moral and aesthetic ideals. Religious ideals have led to the purification of man, the belief in an abstract being, the formation of personal faith paradigms, symmetrical and asymmetrical views of man on earth and beyond, the attitude of man to natural phenomena in turn led to the formation of aesthetic ideals. This epistemological phenomenon began to serve as a spiritual paradigm that defined people's way of life, the way they organize their lives, the meaning of life. As a result of socio-historical development, the expansion of the division of labor in human society, as a result of socio-spiritual institutionalization, "...Every profession has invented its patron gods, gods, spirits, spirits and other spiritual forces" [1,92;]. This process formed a simple cosmological concept that developed in harmony with the first religious-mythological images of the human aesthetic ideal, the spirit of natural phenomena.

The creation of the religious ideal in the human mind, the creation of a complex system of purification for the worship of the Creator, the belief in the origin of the Eastern and Western way of life. For example, it can be shown as a Japanese art and lifestyle that the Eastern religious ideal had a great influence on the formation of the human lifestyle, the aesthetic ideal. The aesthetic ideal imbalance observed in medieval Japanese art and way of life, the state of asymmetry, the spirit of eternal loneliness, the style of the corner, the charm of things, the art of gestures, the seriousness, laconicism, simplicity, naturalness, apathy beauty, charm, yugen beauty (mystery, secrecy), *sabi* beauty (sadness), *okasya* beauty (humor), *wabi* method (silence, peace, humility), *wasabi* method (depth, mystery, sadness) "[2,15;] can be witnessed. The religious ideal had a strong influence on the artistic and aesthetic way of life of the Japanese people, forming a unique oriental mystical, Japanese aesthetic ideal. The formation of the religious ideal in the peoples of Central Asia took place in the process of transition from polytheism to monotheism, in which the idea of the origin of good and evil was formed in the minds of the people, who recognized the chief god Ahuramazda (Hormuzd, Hormuzd) as a religious ideal. Imagining the beauty of man and nature is not limited to the aesthetic Ahuramazda alone, which is the epitome of human beauty and goodness. In his quest for goodness, peace, goodness, and beautiful, perfect order in nature and human life, the divine beings — the Ahuras (later perceived as angels) — helping him also contributed greatly to the formation of the aesthetic ideal. In the sacred book of Zoroastrianism, the Avesto, the goddess of goodness, Ahuramazda, is ideally described as having noble qualities and attributes. In particular, I am the Talib, - the Accountant of all things, - the Seer of everything, - the Preserver myself, - the Creator myself, - I am Mazda [3,167;]. One of the peculiarities of the formation of a harmonious human being in the integration of this religious doctrine with the aesthetic ideal is the artistic depiction of the forces of good and evil in the form of human-like spirits. Also, Anahita is a beautiful nature singer, patron of the plant world, a benevolent woman who gives abundance to farmers, is glorified as a holy goddess and is depicted in her artistic and aesthetic works. In the Avesto era, totemism, fetishism, animism, and witchcraft, which are immanent features of people's aesthetic existence, were replaced by abstract religious ideals: the four

elements of life and goodness, life, which are directly related to human life and activity rose to the level of a symbol of beauty and purification-salvation. In the Avesto, the aesthetic ideal is expressed in a more generalized-logical way in a syncretic way. Later, the division of society into social groups and strata, as well as the expansion of the division of labor, changed religious and aesthetic ideals, attitudes and requirements to them. As F. Brentano points out, "every society has its own heroes, cultivating the ideal human species; in any case, this ideal model plays a certain role in moral education and can therefore serve to reflect the moral condition of society itself" [4, 22].

The first forms of aesthetic ideal are reflected in ancient myths, fairy tales, epics and legends, religious-artistic views. But they cannot be directly transferred to the aesthetic lifestyle of a real-life person. If the concept of "moral ideal", "aesthetic ideal", "ideal man", "absolute beauty" and so on, from the time when the primitive period, then civilization took a certain stage of development, when morality and aesthetics as one of the forms of social consciousness became an independent spiritual process; if we look at perceptions, it is expedient to consider them in four directions: first, the aesthetic ideal in the form of positive, pleasurable features peculiar to individuals, in the form of spiritual purification; secondly, in the form of an ecological aesthetic ideal, such as the view of nature as goodness, as a creator, as the source of all beauty, goodness; third, beautiful interpersonal moral relations, moral canons - as a sign of an ideal human being; thirdly, as an individual establishing an ideal relationship with society and the system of nature; fourth, as a symbol of an individual's positive attitude toward social, life relationships, and spirituality. Christian moral-aesthetic views and the moral foundations of Islam embrace universal moral values. These qualities are also emphasized in modern moral and aesthetic teachings. The ten requirements of the religious ideal, first of all, murder, kidnapping, adultery, and lying, have become "an important component of the moral canons of Christianity and Islam, the universal basis of morality" [5, 73]. The idea of perfection in the Qur'an, the holy book of Islam, such as "He is Allah, the Creator, the Creator, and the Shaper" [6,548], is expressed in 99 names. An important feature of Islam is that the idea of perfection (ideal) is difficult to realize in a single emotionally perceptible event. Also, divine value was expressed artistically through symbolism, not through a real artistic image. Here, too, the ethical-aesthetic ideal meets syncretically. As a result, the moral-aesthetic ideal, in harmony with the highest values of human existence, goodness, truth, justice, beauty and other positive ideas, imaginations, becomes objectified in the human person and acquires a valuable attitude.

The attributes given to God in the Qur'an Karim are indicative of this, "Lord-an ideal, his world is a world of absolute purity. Therefore, a person can achieve this universe only when it is completely pure. And in order to be pure, the embodiment of this purity in the soul must be in vain and irrefutable love for the God of glory. It is a feeling of love abstract. Perhaps the beauty of the material world that God created-things that reflect the word and Society of God and his gultology goes through love for Man" [7,247].

In the Qur'an, the main purpose of enriching the aesthetic ideal of man in Karim is to encourage him with Paradise, the most beautiful place under Allah. All the requirements, rules and actions of the aesthetic ideal are aimed at bringing a person to this happiness. This place is a real beauty, a symbol of real human maturity and prosperity. In Islam, The Descent Into Paradise and the enjoyment of its blessings are described in the manner of reward, the result of the aesthetic ideal of Man and his life actions. To do this, a person must obey the command of Allah both in his

dream and in his life, recognize Allah as the creator and Ruler of the Earth's sky, the living being of Man, and the Lord who determines the life-mammoth of the world, the share of sustenance, and strive for his will.

Not in words, it is promised in the form of a paradise-moral-aesthetic ideal reward for people who are pious in the language, who restrain themselves from adultery and lies, soul-woes. In the Surah of Khujurat of the Koran Karim (49), the laws on virtues, which must be fulfilled in the way of believers to be a beautiful-natured person (except for the recognition of the oneness of Allah, living in the hope of the hereafter and Paradise), are explained: First, do not use blatant and insulting words in the process of mutual treatment, or even; secondly, the fact that low-voice treatment is a beautiful act of humble people; thirdly, listening to the voice of patience in treatment and communication; fourth, doing so only after the confession of the right or wrongness of each heard message; fifth, to try to reconcile the believers who have been fighting and quarreling over justice; sixthly, that only justice is a law of faith that brings believers closer to one another as brothers; seventh, that the believer or non-believers abandon the habit of mocking and ridiculing one another; eighth, that believers should be free from the temptation of inappropriate suspicion and gossip.

In the hadiths of the Prophet Muhammad, the possessors of aesthetic ideals, or the people who seek to attain them, are: humble without flaws; who despised himself without need, and spent his wealth for good; involved in the conversation of the masters of science and wisdom; who was merciful to the poor; pure tongue; honest profession; whose appearance (deeds) do not touch the good of the bad; who follows his knowledge, who spends in excess of his wealth; holding the excess of the word; are people who tell the truth. In his research, well-known scientist E. Yusupov lists 26 beautiful moral qualities of the Prophet Muhammad [8,43-44]. It contains a whole aesthetic ideal of man and the symbols of this ideal, which man uses as a model, an example, a symbol of Islamic morality. In the Islamic world, the most perfect, irreplaceable qualities are embodied in the image of the Prophet Muhammad as an example of ideal morality and decency. The system of moral and aesthetic ideals, which is reflected in the authentic hadiths compiled by al-Bukhari and called for, consists of the following moral and aesthetic thoughts, ideas and instructions: "These are: understanding, kindness, honesty, perseverance and thirst for knowledge" [9,13- 15]. The religious ideal of Islam is the aesthetic ideal of the individual (oneness of God), beauty (divine beauty, God loves beauty), love (divine love), order (order of God in the breadth of the universe), symmetry and asymmetry (real world test, peace of the afterlife, paradise). and hell). As a result of the formation and development of the aesthetic ideal of the Eastern and Muslim individual (assimilating the achievements of civilization), the religious ideal has come closer to moral imperatives in its nature. Sufism, which emerged in the Islamic world in the middle of the eighth century, was formed as a philosophical study of the socio-political and spiritual life of its time. There are eight different theories about the origin of the term "Sufi" [10,139], and its representatives are recognized as saints, dervishes, kalandars, the poor, the inner and outer sciences. It is noteworthy that despite the fact that the Sufis, who are the propagandists of mysticism, have different beliefs, ideas and concepts, the philosophy of mysticism promotes the ideals of purity, goodness, truth, beauty and perfection, and these ideals are reflected in aesthetic creativity. Therefore, expressions such as "beauty", "glory", "purity", "purity", "adornment" are compared to beauty in mystical teachings. [10,15;]

As Zayniddin Muhammad Gazzuli asserts[10,50;] love of Allah is a characteristic of all people. Allah is a favorite for all. Because it is necessary for a person for his own perfection, for him it is a special virtue to love virtuous people, beautiful things, fellow colleagues. Love, which is the basis of these qualities, will be of five types of Gazzuli. The first two types of it are mainly associated with morality, the next two types with elegance (aesthetics). In this way, “by loving God, we love eternity, eternal justice and truth. Man puts this ideal maturity and perfection, connecting all his intentions, dreams with this”[11,50;]. When gazzali said a person who reached perfection, he described scientists as perfect people, and in his own eyes he explained such people with the concepts of “perfect”, “glory”, “virtue”.

CONCLUSION

In the religious ideals analyzed above, goodness, the concept of a good person is waved as a criterion of aesthetic ideal, an example. Spiritual and moral beautification of a person is the main goal of the religious ideal, in which there is a philosophical system that determines the essence-content of the aesthetic ideal of a person, regulates, shapes his interior decor. Therefore, in the aesthetic ideal formed on the basis of religious ideals, there is a moral law on the way to spiritual perfection of a person who is pure, good-natured, good-natured, good-natured, good-natured, good-natured, good-natured, good-natured, good-natured, good-natured, in the protection of his homeland and people, in the protection of his homeland and people, in relation to parents, orphans, children, relatives and women, it embodies the norms of the rule. This can be summed up in the following conclusions:

firstly, it can be seen that as a result of the development of the civilization of mankind, the ethical, aesthetic problems of the relationship in the life of people in society are intertwined with each other, and this is the kind of development of the religious ideal. Morality and aesthetics have evolved as the main, partially independent spheres of social consciousness, initially under the influence of a religious ideal, and then under the influence of the values of modern civilizations, syncretic progress has been achieved in the human spirituality;

secondly, in Avesto, the aesthetic ideal is expressed in a unity of moral and aesthetic thought, formed as a symbol of “beauty” in relation to something lively, inanimate, useful and necessary. Those who consider the deviation from the norm of the same beauty as a manifestation of self-esteem;

thirdly, national and religious values were manifested in national art, cultures as a mixture of religious ideal and aesthetic ideal. Sharika's aesthetic requirements for the ideal balance, harmony, the spirit of loneliness, fascination, the art of pointing, seriousness, simplicity, naturalness, reflected the nature of apostasy. From a private point of view, the colorful estetik aesthetic idealga of the religious ideal has moved qualitatively

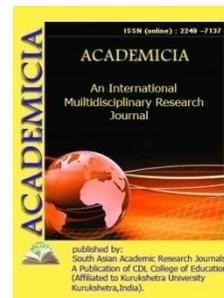
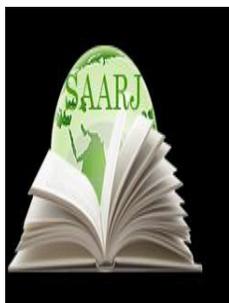
fourth, the common ideal of Christian and Islamic religions was the foundation of both moral and aesthetic ideas. In the research on modern moral and aesthetic ideal, it is emphasized that students of being beautiful, Talabi of religious ideal from ten to one hundred are the requirements of universal moral, aesthetic ideal (murder, kidnapping, adultery, lying);

fifth, the aesthetic ideal, formed in the doctrine of mysticism, began with the beauty of the soul, the purity of the body, the beauty of behavior, and in achieving this, various ways of sect, Sufism appeared. In the doctrine of mysticism, the purification of the inner world of a person is distinguished by the complexity of the requirements for processing on a person's personality. The beautification of

the inner world of a person, the aesthetic appearance of which is determined not by his appearance, but by his inner, botanical beauty. But in order to achieve Botanic beauty, it is necessary to be pure in appearance. Daily purification, purification of wealth with charity and zakat and the like are carried out jointly in both gist.

REFERENCES

1. Erkaev A. National idea and spirituality. - Tashkent: Manaviyat, 2002 - 92 p.
2. Muslim-zade Dilara Mirsamed kyzy. Artistic and figurative embodiment of the aesthetic ideal in art Author's abstract. diss can. Phil. Baku 1994 .—p.15
3. Avesto: a historical and literary monument. Translation by Askar Mahkam. - Tashkent: Sharq, 2001. - B. 167.
4. Brentano F.O. the origin of moral knowledge. - Aletheya: SPb, 2000. - p.22.
5. Huseynov A.A., Apresyan R.G. Ethics. M., 2002.p. 73.
6. Komilov Najmiddin. Sufism. - Tashkent: Movarounnahr - Uzbekistan, 2009. -247 p.
7. Yusupov E. The spiritual foundations of human perfection. - Tashkent: University, 1998 - P.43-44.
8. Oqmurodov. T. O. Sufism - the science of happiness // Philosophy and Sufism: Materials of the Republican Scientific-Practical Seminar: - Bukhara, 2008. - P.139
9. Husanov B. Features of the manifestation of beauty in the relationship between the individual and society. Candidate of Philosophical Sciences. diss. abstracts. Tashkent, 2002, p.15.
10. Zayniddin Muhammad Ghazzali. Kimyoi saodat. - Tashkent: Kamalak, 1995. - 50 p
11. Komilov Najmiddin. Sufism. - Tashkent: Movaunnahr-Uzbekistan, 2009. – p. 52
12. Turaev, A. (2020). МУРАББИЙ ҚАДРИЯТЛАР ТАРҒИБОТЧИСИ. Научно-просветительский журнал "Наставник".
13. Mukhammadsideqov, M., & Turaev, A. (2020). The Influence Of The Energy Factor On Modern International Relations. The American Journal of Political Science Law and Criminology, 2(12), 5-15.
14. Ravshanovich, R. F., Tuigunovich, R. F., & Yakubovich, A. H. (2020). Amir Temur and Turan States. Bulletin Social-Economic and Humanitarian Research, (5 (7)).
15. Azimov, H. Y. (2019). The emergence of the syrian crisis and the impact of the external forces on it. Bulletin Social-Economic and Humanitarian Research, (4), 92-97.
16. Valiev, A. K. (2020). ИЗ ИСТОРИИ ВОПРОСОВ СОЦИАЛЬНОГО ОБЕСПЕЧЕНИЯ В УЗБЕКИСТАНЕ. Theoretical & Applied Science, (2), 580-582.
17. Valiyev, A. K. (2019). THE INTERPRETATION OF SOCIAL PROTECTION IN ISLAM. Ўтмишга назар журнали, 20(2).



DOI: **10.5958/2249-7137.2021.00136.1**

DEMOCRATIC VALUES AND SELF-GOVERNANCE

Ochilova Bakhti Muradovna*

*Professor,
Doctor of philosophical science,
Jizzakh State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

This article analyzes the socio-philosophical views related to the building of civil society and the establishment of democratic values. The objective laws and peculiarities of the formation of civil society are scientifically discussed. At the same time, the principles of civil society research, the evolution of civil society and its interrelated nature with historically changing nature and national values are analyzed.

KEYWORDS: *Society, Civil Society, Theories Of Society, Democratic Values, Building Of Civil Society, Social Relations, Self-Governance, Liberalization.*

INTRODUCTION

Civil society is a democratic value. Scientific research on this phenomenon has always been a topical issue in the world system of philosophical research. This is characterized, firstly, by the constant change and improvement of the principles of study of civil society, the characteristics and paradigms of approach to socio-economic reality, and secondly, social life and national development, its historically changing nature, dynamic complexity, level of development, the ratio of vital needs and their satisfaction, complete freedom to build economic and political life on their own, the priority of interests (needs) based on private property, human units, social relations and relations of groups, social quality and social infrastructure, democratic values and self-government social and philosophical analysis of such phenomena, the need for an in-depth, comprehensive study of the transformation of the spheres of society and the formation of scientific conclusions.

MATERIALS AND METHODS

Much attention is also paid to the study and theoretical study of social interests associated with the building of civil society. This is reflected in the following principles:

- In terms of diversity of opinion, socio-economic processes in the conditions of independence are analyzed through existing concepts and expressed in the form of views specific to modern conditions;
- the role and importance of social interests in the development of society, as well as political and economic interests in modern political processes are studied in a harmonious way;
- Analyzes ethno-political processes in society, shows their impact on interethnic relations and their role in national interests;
- studies the dialectic of the interaction of social relations with the events in the spheres and systems of society, analyzes the features of this process related to the development of society;
- studies the impact of socio-political, economic and spiritual factors on the social interests of society.

At this stage, special attention is paid to expanding the scope of civil society institutions, raising the political culture of the population, ensuring a balance between interests in society, different views, political and religious competition, enhancing the current social status of public associations. Also, the issues of improving the activities of political parties, liberalization of economic life, state building and the formation of civil society, the application of universally recognized principles of separation of powers, the transfer of powers of government to non-governmental and public organizations are addressed as strategic tasks.

The fate of civil society in any country is closely linked to its political mechanism, regulatory framework and economic guarantees, moral factors. At the same time, the rate of reflection of subjective needs and aspirations should correspond to the pace of passing the objective laws of social development. If the establishment of the foundations of civil society is an environment conducive to the socialization of the individual, that is, the assimilation of democratic principles and values, in turn, the conscious participation of the individual in such a process becomes a key factor in the functioning of civil society.

There are also tasks in the minds of people, such as cultural and spiritual renewal, complete freedom from dependence, the formation of opportunities to fully enjoy the blessings of freedom and independence, all of which are features that ensure social development.

In this context, the following goals will be achieved through the study of civil society and its processes:

- regulation of relations between different people, social groups and strata, directing them towards a common goal, development of social relations;
- identification of priorities of economic life, orientation of people to their realization, improvement of working and living conditions of people;
- Continuous improvement of social relations on the basis of the priority of national interests of the country, the introduction of new methods, technologies, techniques, principles;

- search for ways to overcome the negative factors and problems, mutual understanding, compromise;
- Preservation and development of national and cultural heritage, traditions and values, ensuring its renewal in practice;
- to serve the realization of the country's unique path of development, the building of a free, democratic state and civil society.

Civil society is a specific form of society that represents a qualitatively new state in terms of the structure and self-government of society. Its main principles are self-government, public control, social partnership, social, socio-economic activity of citizens and legal culture. In this regard, it is appropriate to focus on the concept of "society", its essence, the laws of development and the relationship and differences between the phenomenon of "civil society".

There are a number of theoretical, methodological and etymological difficulties in defining the concept of "society". First, this concept is very broad in terms of scope and content. Second, this concept is an abstract, i.e., a philosophical category. Third, this concept is dynamic, that is, evolving. Fourth, society is not only the subject of the science of philosophy, but the subject of the whole set of social sciences. Fifth, the term "society" can be used in different senses.

DISCUSSIONS

According to the German philosopher Max Weber (1864-1920), society is a system of human interactions, that is, social behaviors, oriented in response to the behavior of other people. M. Weber believes that the basis of the development of society is in social activity. According to Tolkott Parsons (1902-1979), an American sociologist and social philosopher, society is a system based on the attitudes of people bound by values and norms[1].

French sociologist E. Durkheim's views on society are based on the concept of "social solidarity"[2].

English scientist G. Spencer believes that as society develops in terms of its structural structure over time, social changes in it occur in conjunction with changes in functions.

The Italian sociologist W. Pareto considered society as a system that is always out of step and restores stability, and considered the interconnectedness of the interacting components of society as an important factor.

In his description of society, the well-known Russian researcher Tadevosyan highlighted its features such as stability, integrity, self-governance, self-sufficiency, self-development, certain interconnectedness and interaction of people, the existence of certain social norms and values[3].

New concepts have emerged that explain the state of dynamic development of society and the complex social phenomena that take place in society, on the basis of which fundamental theories have emerged. These theories can be divided into five generations, which correspond to five types of paradigms: The first is the evolutionary-linear theory and the corresponding positivist paradigm; the second is a theory based on the probability of social events and a corresponding interpretive paradigm; the third, theories that embody aspects of social development such as indeterminate fluctuations (P.A.Sorokin), enhanced differentiation (T.Parsons), and social ambivalence, and the corresponding paradigm; the fourth is a theory that analyzes modern

society, combining aspects such as individual reflexivity and institutionalism, and the corresponding reflexive paradigm[4].

Today, a fifth generation of theories has been formed to shed light on the structure of society and its development. The following classification can be given:

- 1) conflictological approach;
- 2) approach to social differentiation;
- 3) network theory (R. Bert);
- 4) atomistic theory of society;
- 5) symbolic interactionism;
- 6) dialectical paradigm;
- 7) individualism and holism.

It can also be observed that ideas, theories and concepts about the structure of society, its development and progress have developed on the basis of formational and civilizational approaches.

The formative approach focuses on the process of historical development of society in a number of stages, focusing on such stages as primitive, slavery, feudalism, capitalism.

Proponents of the civilizational approach, on the other hand, sought to interpret the development of society on the basis of a certain metaphor. According to the civilizational approach, the development of a society consists of stages such as emergence, development, and decline.

The rapidly evolving processes of the early 21st century have made it necessary to make significant changes and additions to even the classical theories of society.

In its present form, society has been analyzed as a historically specific, holistic, and stable system with internal mechanisms of reproduction, self-government, and self-organization. As long as the structure of society, its existence and development as a concrete whole, is a society, and this basis changes as a reality on the basis of its own internal laws, society means a system of social relations.

Social relations constitute the relations between individuals, social groups, nations, strata, and other social structures, and their activities in the internal economic, social, political, ideological, and cultural spheres. The individual is the starting point of society, of social relations. In this sense, the universal laws of the general development of mankind must have an impact on the social life of the people. This is a factor that determines the perfection of all the components of the social organism on the basis of interdependence, rising from the lower to the higher and more complex stages.

According to theories about society, society as a social system performs the following functions:

- production of vital goods;
- systematization of production;
- reproduction and human socialization;

- distribution of labor results;
- ensuring the legality of public administration;
- structuring political systems;
- formation of ideologies;
- ensuring the historical continuity of cultures and spiritual values.

These functions represent a direct link and connection between society and civil society.

The encyclopedic dictionary of philosophy defines civil society as follows: "A certain social system that guarantees every citizen of the country complete freedom to build economic and political life on a voluntary basis. Civil society will have full control over the activities of the state. The task of building a civil society is based on laws based on an effective system that ensures political, interethnic, social and material equality in society" [5].

Today, the concept of "civil society" is widely used in a broad and narrow sense. "Civil society" in the broadest sense is the part of society that is not occupied by the state and its structures, in other words, the part that is not under the control of the state. Such a society develops as an autonomous, not directly dependent on the state. Also, civil society in the broadest sense can live not only in an environment of democratic values, but also in an authoritarian regime. However, with the advent of totalitarianism, civil society is completely "swallowed up" by political power.

When the concept of "civil society" is interpreted in a narrow sense, it is the other side of the rule of law, and they cannot live without each other. Civil society consists of pluralism in the interaction of free and equal individuals who are not state-owned in a market economy and a democratic state governed by the rule of law. In such an environment, private interests and the free relations of individualism in the spheres of society are embraced. The formation and development of such a society is associated with the desire of individuals for freedom, their transition from state-owned citizenship to free-spirited citizens, a sense of self-respect, a willingness to take economic and political responsibility.

Thus, civil society is a society based on political pluralism, based on the diversity of opinions, views, social institutions, freedom of speech, press and transparency, comprehensive and active participation of citizens in socio-political processes, the rule of law. It is also a society with a high political and legal culture, public control over social processes, civil control over the state and strict adherence to the principles of separation of powers. In such a society, multiparty system, social partnership between state and public institutions, equality, interaction, stable balance and social partnership between all social categories are ensured, and it is a social space where comprehensive principles of self-government emerge.

In the context of civil society, all the problems are related to the establishment of relations between the state with its own goals and sovereign rights, self-governing bodies of social institutions, public associations, social movements, political parties and non-governmental organizations. In this sense, the most important aspect of civil society is that it is aimed at the individual, his freedom and rights, and in this process, the state is the main responsible political institution.

In civil society, the state does not interfere in the private lives of people, does not force them to adopt a system of individual ideology and a single unity of values. These are the basic concepts of society - the rule of law, democracy, separation of powers, private property, the market, individual freedom. According to the literature published in Russia, civil society is a society that can resist the state, control its activities, determine its place in society, in other words, maintain its state as a state governed by the rule of law[6].

Civil society is a society of citizens of the state, their voluntarily united group, community and organization, that is, people with a high political and legal culture, related to their mutual rights and obligations. Civil society is a society that is consciously governed and disciplined not only by the coercive power of the state, but also directly by the citizens who are its members, through their communities. Such a society differs from other societies in that it is highly organized and self-governing[7].

Therefore, the main task of the process of building a civil society is to learn to work together, removing the boundaries and barriers that divide people. Because civil society helps to increase the social activity of citizens in all spheres of human activity.

Of course, if we pay attention to the extent to which the development of civil society reflects human rights and freedoms and their comprehensive protection, we are convinced that improving the human rights system in the country is one of the most important elements of the rule of law.

Islam Karimov said, "Building a civil society, of course, requires the gradual implementation of democratic reforms in all spheres of social life, especially in its political sphere. Clearly, this path is based on the universally recognized basic principles of democracy and freedom. At the same time, it is based on the historical, national and religious features of our country and the worldview of our people"[8].

U.Fozilov also noted that the main goal of civil society is to ensure a decent life, the realization of all life goals through political organizations, social institutions, groups, families and other public associations[7].

The President of the Republic of Uzbekistan Sh. Mirziyoyev said about the current implementation of the principles of civil society and people's power: "I think we all understand that we have a huge and important task to deepen democratic reforms in our country. In this regard, any reform should be carried out in accordance with constitutional principles and rules, the rule of law should be the main criterion. Our goal is to ensure the power of the people in practice, not in words. That is the consequence of an interconnected world"[9].

CONCLUSIONS

If we look at the notion of civil society in modern developed countries, then civil society is:

- First, society is a human unit formed voluntarily in the political, economic, social and spiritual spheres, embracing non-governmental systems;
- Second, it is a complex of economic, social, legal, family, national, spiritual, cultural, moral, educational, sports, religious, industrial, personal and non-governmental relations in society;

- Third, free individuals, voluntary organizations and citizens are a society protected by law from the pressure or oppression of various state bodies, in which they have a permanent opportunity to express themselves.

When democratic values are observed, the activities of the state are under the control of citizens. Therefore, the responsibility of citizens to the various changes and processes that take place in the life of society is stronger than the state. In the same sense, "democracy" is defined as the appearance and functioning of people's power.

Based on the above characteristics of democratic values, based on the experience of manifestation in a number of countries around the world, prominent politicians of the world have developed the following criteria:

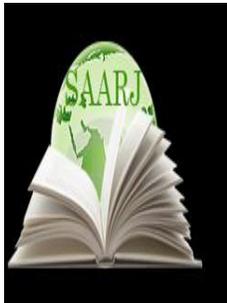
- public awareness of the laws related to the life of the state and society;
- creation of conditions for the participation of citizens in the process of adoption of laws, directly or indirectly, without any pressure;
- ensuring public control over the implementation of adopted laws;
- creation of opportunities for ordinary citizens to receive information related to the activities of the state and society, which are of interest to them.

If these criteria are realistically adhered to, democracy will rise to the level of a factor that ensures a balance between the individual, the state, the citizen and society.

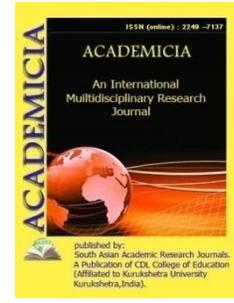
REFERENCES

1. Philosophy. (Under the general editorship of M. Akhmedova) . – T., 2005.-B.556
2. Durkheim E. Sociology. Ee subject, method, prednaznachenije. Series: Sotsio-Logos. M. Terra. 2008. - 400s.
3. Tadevosyan E.V. Sociology. M., 1999. 120-130-p.
4. Kravchenko S.A. Development of sociological theory in the beginning of the third millennium: on the materials of international congresses and conferences / S.A. Kravchenko // Gumanitarnyy ejegodnik. №7 / Otv. ed. Yu.G. Volkov. - Rostov n / D: Sotsialno-gumanitarnye znaniya, 2008. - C. 110-128
5. Philosophical encyclopedic dictionary. -Tashkent: Sharq, 2004. –B. 438.
6. General theory of state and law: Textbook / A.F. Vishnevskiy, N.A. Gorbatok, V.A. Kuchinskiy. - M., 2004. - P.534.
7. Fozilov U. E. Theoretical and legal bases of development of civil society in Uzbekistan. T.: Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, 2016.- P.7.
8. Karimov I.A. Man, his rights and freedoms are the highest value. T.14. - T., 2006. - B.70.
9. Mirziyoev Sh. Speech at the solemn ceremony dedicated to the 25th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. www.prezident.uz
10. Saidov A.X., Tadjixanov U.T., Odilqoriev H.T. Fundamentals of state and law. - T., 2002. - B.8.

11. Ochilova B. M. The enthusiasm towards the heritage of ancestors and spiritual-moral maturity of a person. The dissertation written for gaining the scientific degree of PhD abstract.? T., 2005. P 45. – 2005.
12. Ochilova B. M. Scientific and philosophical analysis of the creation and development of societies //Theoretical & Applied Science. – 2019. – №. 2. – C. 252-257.
13. Ochilova B. M. ABOUT BUILDING AND DEVELOPING CONCEPTION OF CIVIL SOCIETY //The Fourth International conference on development of historical and political sciences in Eurasia. – 2015. – C. 58-63.
14. Ochilova, M. B., & Dushaev, A. (2019). The category of relevance: philosophical analysis. *Theoretical & Applied Science*, (2), 11-14.
15. Ochilova, B., & Dushayev, A. (2019). INVOLVEMENT CATEGORY: PHILOSOPHICAL ANALYSIS. *Mental Enlightenment Scientific-Methodological Journal*, 2019(1), 16.
16. Mukhammadsidiqov, Mukhammadolim and Turaev, Abrar (2020) "INFLUENCE OF US NEOCONSERVATISM ON FORMATION OF NATIONAL SECURITY PARADIGM," *The Light of Islam*: Vol. 2020 : Iss. 3 , Article 12. Available at: <https://uzjournals.edu.uz/iaau/vol2020/iss3/12>
17. Mukhammadsidiqov, M., & Turaev, A. (2020). The Influence Of The Energy Factor On Modern International Relations. *The American Journal of Political Science Law and Criminology*, 2(12), 5-15.
18. MUHAMMADSIDIQOV, M. (2015). ÖZBEKİSTAN'DA TOPLUMSAL YAŞAMIN ANA ÖZELLİĞİ HOŞGÖRÜ/Tolerance is the Main Feature of Uzbekistans Social Life. *Atatürk Üniversitesi Sosyal Bilimler Dergisi*; Sayı 54 (2015): Atatürk Üniversitesi Sosyal Bilimler Dergisi.
19. Mukhammadsidiqov, M. M. (2019). THE DEVELOPMENT OF ENERGY SECTOR IN CENTRAL ASIA AND THE ROLE OF UZBEKISTAN IN IT. *Theoretical & Applied Science*, (6), 532-534.
20. Turaev, A. S. Islamic factor in neoconservative foreign policy of the USA in the Middle East. *ISJ Theoretical & Applied Science*, 2019, 02 (70), 175-178.
21. Turaev, A. (2020). EVOLUTION OF FOREIGN POLICY IDEOLOGY OF AMERICAN NEOCONSERVATISM. *Архив Научных Публикаций JSPI*, 1(3). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/34
22. Turaev, A. (2020). THE IDEOLOGY OF NEO-CONSERVATISM: THE ROLE OF SOCIO-CULTURAL AND RELIGIOUS FACTORS. *Архив Научных Публикаций JSPI*, 1(3). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/47
23. Turaev, A. (2020). THE IDEOLOGY OF NEOCONSERVATISM IN THE CLASSIFICATION OF INTERNATIONAL RELATIONS. *Архив Научных Публикаций JSPI*, 1(3). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/30



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00266.4

A RARE REPRESENTATION OF MALE BREAST CANCER

Dr. Neeraj Kumar Rathee*; **Dr. Kislay Dimri****; **Dr. Ashwani Kumar Dalal*****;
Dr. Rajpal Singh Punia****; **Mr. Suraj*******; **Dr. Hari Krishan Rathee*******;
Ms. Amrit Kaur*****

*Junior Resident,
 Department of Radiation Oncology,
 Government Medical College and Hospital, Chandigarh, INDIA

**Professor,
 Department of Radiation Oncology,
 Government Medical College and Hospital, Chandigarh, INDIA

***Professor,
 Department of General Surgery,
 Government Medical College and Hospital, Chandigarh, INDIA

****Professor,
 Department of Pathology,
 Government Medical College and Hospital, Chandigarh, INDIA

*****Medical Social Worker,
 Department of Radiation Oncology,
 Government Medical College and Hospital, Chandigarh, INDIA
 Email id: surajbba87@gmail.com|9888377989

*****Senior Resident,
 Department of General Surgery,
 All India Institute of Medical Sciences,
 New Delhi, INDIA

*****Senior Research Fellow,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA

ABSTRACT

Male breast cancer is one of rare neoplasm. It accounts nearly less than 1% of all breast cancer cases. Men tend to diagnosed at an older age (mean age of diagnosis is about 67 years). Several risk factors have been identified for male breast cancer and these factors includes mainly genetic and hormonal abnormalities. We report here an unusual case of male breast cancer.

KEYWORDS: *Male Breast Cancer, Rare Malignancy, Incidence.*

INTRODUCTION

Breast cancer in male is rare representation and it globally accounts less than 1% of all malignant breast neoplasm. The American Cancer Society estimated, there would be approximately 2470 new cases of male breast cancer and 460 deaths because of such disease in United States of America in 2017. The study comprises that the Black male has more incidence compare to the white males (2.7% per 1, 00,000 in black males, followed by 1.9% per 1, 00,000 in white males). Known risk factor for male breast cancer include positive family history, levels of testosterone and estrogens, BRCA-2 mutation and any prior history of radiotherapy. It is estimated that nearly 4-16% of male breast cancer shows the history of BRCA-2 mutation. Males and females both shows similar histopathological spectrum of breast cancer with exceptions of lower rate of invasive lobular carcinoma and lack of lobules and acini in males.

Case report: A 66 years old male presented in General Surgery department with complaints of lump in left breast for 1 year which was insidious in onset, not relieved with any medication, not increasing or decreasing in size, not associated with any pain, and not associated with any nipple pain or discharge.

Patient also complaint of lump in left axilla for 2-3 months which was insidious in onset, not relieved with any medication, not increasing or decreasing in size, not associated with any pain.

On examination:

- Patient is conscious.
- Inspection
- **Breast**
 - Asymmetry positive (left breast is enlarged compared to right)
 - Swelling visible to 2'O clock to 4'O clock position.
 - No puckering, no dimpling, no ulcer.
- **Nipple**
 - Left breast nipple retracted
 - No accessory nipple
 - No crack, no fissure, eczema
 - No nipple discharge

- **Areola**
 - Equal size on both side
 - No crack, fissure, ulcer, eczema
- **Skin**
 - No redness, no oedema, no engorged veins, no dimple, retraction or puckering, no puss, no ulcer on fungating growth
- **Arm lithorax:**
 - No nodule, no thickened skin, no oedema.
- **Axilla & supraclavicular:**
 - No swelling, no other changes on raising the both arms above head.
- **Palpation:**
 - No rise of temperature or tenderness palpable hard lump of 3.5 X 3 cm in left breast. UO & LO quadrants involving NAC of defined margins & irregular surface, mobile, not fixed to pectoral muscle and chest wall.
- **Lymph node:**
 - Palpable pectoral & central LN, firm to hard, mobile of size 0.5-1 cm in left axilla. No palpable lump in right breast & right axilla.

Picture 1:**Picture 2:**

PICTURE 1 & 2 SHOWS POST MASTECTOMY SCAR. HEALTHY SCAR AND THERE IS NO DRAIN.

Investigations:

- **USG bilateral breasts:** Well defined ill regular heterogeneously hypoechoic lesion mass 1.2 X 1.8Cm seen in 10 O'clock position in left breast with measuring 1 cm of NAC. A few sub centric lymph nodes are left axilla, right axilla & lymph node grossly normal.
- **CECT chest & abdomen:** A small ill defined lobulated mild enhancing soft tissue lesion measuring 18 X 13mm in subcutaneous tissue in left breast.
 - Fat plane with underlying pectoralis muscle normal.
 - Chest wall normal
 - Tiny sub centric lymph node in bilateral axilla.
- **USG Abdomen:** grossly normal study.
- **Chest X-Ray:** Within normal limits. Old left clavicle fracture healing appreciable.

Histopathology: Tumour is arranged in cords, tubules and sheets. Tumour cell shows mixed nuclear pleomorphism vesicular nuclei conspicuous nucleoli and moderate amount of cytoplasm. Intervening areas shows extensive desmoplastic reaction and mild lymph mononuclear cell infiltrate.

Thus, left radical mastectomy specimen is suggestive of infiltrating ductal carcinoma, grade-II. Excise lymph node showed metastatic carcinomatus deposits with extra nodal spread.

Treatment strategy for male breast cancer is not based on any clinical trials but based on clinical trials of female breast cancer. Treatment approach for this case includes mastectomy, chemotherapy, radiotherapy and or hormonal therapy depending upon hormonal status for loco regional control of disease and to prevent distant metastasis. For receptor positive male breast cancer tamoxifen is indicated. There are several retrospective trials showed that tamoxifen can reduce the risk of recurrence and distant metastasis.

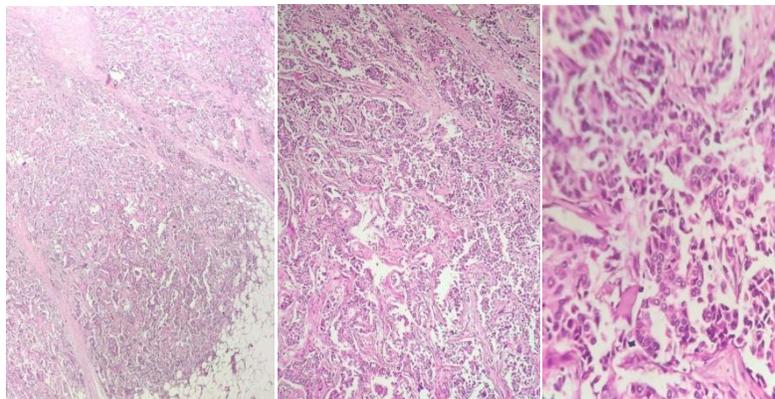


Fig 1: Tumour cells arranged in the form (Fig 2: 200X) (Fig 3: 400X) of cords, tubules, nests and sheets (100X).

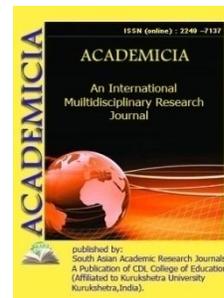
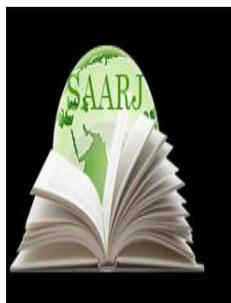
CONCLUSION

Male breast cancers in 66 years old male are a rare neoplasm and occur in unusual site. Till date, treatment strategy for male breast cancer is not based on any clinical trials but based on clinical trials of female breast cancer. Mastectomy, chemotherapy, radiotherapy and or hormonal therapy

depending upon hormonal status are most commonly followed in males. The overall prognosis in male breast cancer is very poor as compare to female breast cancer. In males there are high chances of recurrence, second primary in contra-lateral breast and high risk of distant metastasis. So, further reporting of case in literature is of paramount important to guide the disease prognosis and treatment.

REFERENCES

1. Park S-Y, Cho YU, Kim SJ, Hur MH. A case report of 29-year-old male patient with breast carcinoma. *Korean J Clin Oncol.* 2017;13(1):50–3.
2. Chern J, Liao L, Baraldi R, Tinney E, Hendershott K, Germaine P. Case report: ductal carcinoma in situ in the male breast. *Case Rep Radiol.* 2012;2012:532527.
3. Srikantaiah H, Nikhil Nanjappa B. A. INVASIVE LOBULAR BREAST CARCINOMA (ILC) IN AN ELDERLY MALE ON PROLONGED RANITIDINE THERAPY. *Int J Cur Res Rev.* Vol 07 Issue 15, August, 2015, 26-31
4. Treevedeeta Akshita P, Fatemeh M, Chandra Reka R. Early Detection and Screening of Breast Cancer: An Investigation Case on Mammography Risks in Mauritians. *Int J Cur Res Rev.* Vol 12 Issue 22, November, 2020, 144-149, <http://dx.doi.org/10.31782/IJCRR.2020.122233>
5. Santanu A, Krishnangshu Bhanja C, Partha D, Atanu B, Pinaki B, Sree Krishna M. Pattern of Recurrence and Survival in TNBC - A Retrospective Study Done in a Rural Based Medical College and Hospital of West Bengal India. *Int J Cur Res Rev.* Vol 13 Issue 03, February, 2021, 64-69, <http://dx.doi.org/10.31782/IJCRR.2021.13316>
6. Urazbaeva Dilbar A. Specific Peculiarities of Conducting Psychological Actions with Oncology Patients. *Int J Cur Res Rev.* Vol 12 Issue 16, August, 2020, 126-129, <http://dx.doi.org/10.31782/IJCRR.2020.121620>
7. Pratibha D, Neha B, Obaid N, Sweta B, Arvind B. Corelation Between Cytological and Histological Grading of Breast Cancer and its Utility in Patient's Management. *Int J Cur Res Rev.* Modern Therapeutics Applications, July, 2020, 71-76, <http://dx.doi.org/10.31782/IJCRR.2020.7176>



DOI: **10.5958/2249-7137.2021.00152.X**

CH₄ + CO₂ MIXTURE MECHANISM

**Nazarov Feruz Farxodovich*; Ortigov Nurbek Rustamovich*;
Nazarov Farxod Sobirovich*; Fayzullayev Normurod Ibodullayevich****

*Teacher,
Department of Chemical Technology,
Karshi Engineering and Economic Institute,
UZBEKISTAN

**Professor,
Doctor of Technical Sciences,
Samarkand State University,
UZBEKISTAN

ABSTRACT

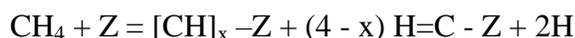
Carbon dioxide conversion of methane into synthesis gas $CO + H_2$ is one of the most important chemical reactions suitable for industrial production of hydrogen and giving rise to the synthesis of hydrocarbons (liquid fuel) and other technically valuable products.

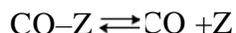
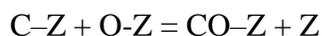
1. Steam conversion
2. Partial oxidation with oxygen
3. Carbon dioxide conversion

KEYWORDS: *Dissociative Adsorption, Coke, Conversion, Carbon Dioxide, Catalyst, Aluminum Oxide, Deactivation, Regeneration.*

INTRODUCTION

In most of the proposed mechanisms for the carbon dioxide conversion of methane, the dissociative adsorption of methane and CO₂ is considered, which differs from the scheme by the absence of a stage of interaction of CH_x with water. The sequential dissociation of CH₄ on the surface with the formation of CH_x and C particles and their interaction with the adsorbed O atom rather than with water is assumed. These processes are reflected in the diagram:

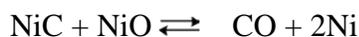
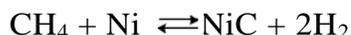




Carbon dioxide can also directly react with surface carbon by reaction. Dissociation of methane on nickel occurs mainly on small metal crystals. The effect of the structural sensitivity of methane dissociation was also found; on the faces of the Ni crystal, the CH₄ dissociation follows the series: Ni (110) > Ni (100) > Ni (111).

As shown by the pulse method, under the reaction conditions, depending on the nature of the catalyst, various intermediate compounds CH_x are formed: x = 2.7 for Ni / MgO, 2.5 for Ni / SiO₂, 2.4 for Ni / Al₂O₃, 1.9 for Ni / TiO₂, 1.0 for Co / SiO₂ and 0.75 for Co / Al₂O₃. Substances CH_x with small values of x more easily give carbon deposits. The H-spillover to the carrier minimizes carbon formation by shifting the equilibrium towards CH_x with higher x values. The rate of decomposition of CH₄ under the reaction conditions is apparently higher than the rate of decomposition of CH₄ alone, without the participation of CO₂.

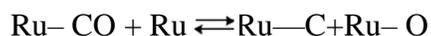
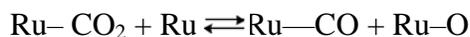
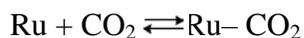
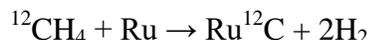
A number of experimental data are consistent with the mechanism. Thus, the kinetic isotope effect for the conversion of CH₄ + CO₂ mixtures to Ni / SiO₂ is greater than in the case of CO formation only from methane. This is explained by two routes of CO generation: one CO molecule is formed from CH₄, and the other from CO₂:

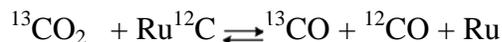
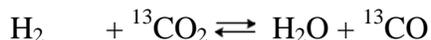


A similar result was obtained using the isotope exchange method. Dissociative adsorption of methane and CO₂ on a supported rhodium catalyst was proved in experiments with labeled ¹³CH₄ and C¹⁸O₂ molecules. Thus, on the basis of the studies carried out, it can be concluded that the reaction proceeds according to the redox mechanism: CO₂ oxidizes the catalyst surface, and CH₄ reduces it. A large series of works on the study of the mechanism of carbon dioxide conversion of methane on Ni / SiO₂, Ni / La₂O₃, Ru / SiO₂, Ru / Al₂O₃ and other catalysts using TAP-reactor methods (TAP-temporary analysis of products), isotope exchange, X-ray photoelectron spectroscopy.

In contrast to the reaction on Ni / SiO₂, for the processes on Ru / SiO₂, Ru / Al₂O₃, Ru / C, the limiting stage is CH₄ dissociation, and then CO₂ reacts with adsorbed carbon to form CO. The accumulation of carbon is minimal here and, therefore, the evolution of hydrogen and its subsequent oxidation is suppressed.

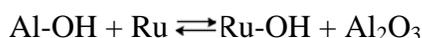
CH₄ and the following processes:





The last equation shows that both CO molecules are formed in the same reaction on the Ru / SiO₂ catalyst, but have different origins.

On Ru/Al₂O₃, reactions also occur with the participation of Al-OH groups:

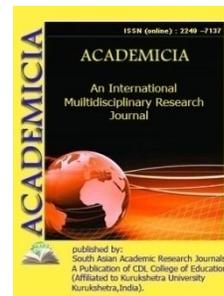
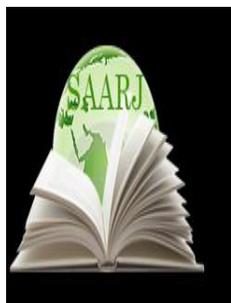


The conclusion about a simple mechanism with the stoichiometric decomposition of CH₄ based on pulse measurements is also made in works. However, here it should be borne in mind that the pulse method may not reveal the formation of CH_x particles, which are accepted by most authors as intermediate. That on supported Ni-catalysts the number of revolutions for the decomposition of CH₄ into C and H₂ is much lower than for the conversion of CH₄ with CO₂.

CONCLUSION: The main difficulty in creating such reactors is associated with the occurrence of these reactions at different temperatures, which poses the problem of spatial separation of catalyst regions with the release and absorption of heat. As a possible solution in the works of Japanese researchers, it is proposed to carry out the conversion of a mixture of CH₄ + CO₂ + O₂ in a fluidized bed. In this case, however, it is not always possible to obtain the required composition of the final CO + H₂ mixture.

REFERENCES

1. Dybkjaer J., Hansen J.B. Proc. IV Int. Natural Gas Conversion Symp. Kruger National Park, South Africa, 1995. Amsterdam: Elsevier. 1997, p. 99—116.
2. Fleisch T.N., Basu A., Gradassi M.J., Masin J.C. Ibid., p. 117.
3. Arutyunov V.S., Krylov O.V. Oxidative transformations of methane. Moscow: Nauka, 1998, p. 350.
4. Yamazaki O., Tomishige K., Fujimoto K. Appl. Catal., 1996, v. A136, № 1, p.49—56.
5. Rostrup-Nielsen J.R. Stud. Surf. Sci. Catal., 1991, v. 68, p. 85.
6. Himeno Y., Tomishige K., Fujimoto K. Sekiyu Gakkaishi, 1999, v. 42, № 4, p.252—257.
7. Takayasu O., Hongo N., Matsuura I. Stud. Surf. Sci. Catal., 1993, v. 77, p.305.
8. Kroll V.C.H., Swaan H.M., Lacombe S., Mirodatos C. J. Catal., 1996, v. 164, № 2, p. 387—398.



DOI: **10.5958/2249-7137.2021.00157.9**

RELATIVE HUMIDITY IN GREEN HOUSES

Khayriddinov Akmal Batirovich*

*Senior Lecturer,
Candidate of Agricultural Sciences,
Department of Agro chemistry and Soil Science,
Karshi State University, Karshi, UZBEKISTAN

ABSTRACT

Any change in temperature causes a change in relative humidity. The need for good knowledge of this growth factor is caused by the fact that vegetable plants develop best, and the main greenhouse crops give a greater yield at a certain relative humidity. Large deviations from optimal air humidity create the conditions for the development of certain diseases and pests, and therefore, the patterns of changes in air pollution during the day are of scientific and practical interest. Relative humidity is generally the same in all sections of the greenhouse due to turbulent air exchange due to the accumulation of solar energy, the action of the heating system and air infiltration. Despite this peculiarity of air humidity, due to the higher temperature in the greenhouse due to heating and heat accumulation during hours of sunshine, the air removed from the greenhouse during ventilation contains more water vapor than the air entering the greenhouse. Wind humidity also affects air humidity in a greenhouse with closed transoms. The ventilation pressure is determined by the difference in air pressure outside and inside the greenhouse, as well as the height of the greenhouse.

KEYWORDS: Humidity, Air, Greenhouse, Air Temperature, Soil, Tomato, Transpiration, Air Circulation, Evaporation, Microclimate, Watering.

INTRODUCTION

One of the important bioclimatic factors in greenhouses is air humidity. Changes in humidity are closely related to changes in temperature, watering and the relative humidity of the outside air. Any change in temperature causes a change in the relative humidity of the air. The need for a good knowledge of this growth factor is due to the fact that tomatoes develop best, and the main greenhouse crops produce a larger yield at a certain relative humidity.

Large deviations from the optimum air humidity create conditions for the development of some diseases and pests, and therefore the regularities of the change in the TSM during the day are of scientific and practical interest .

The relative humidity of the air is generally the same due to the turbulent air exchange caused by solar energy accumulation, heating system and air infiltration. When ventilation is not performed, air movement is caused by the difference in air temperatures along the height and especially near the heating pipes. Air circulation is greatest with air heaters. Tall tomatoes, as they develop, begin to impede free air circulation. This is very noticeable when growing pepper, the plants of which form an almost continuous surface during the period of mass fruiting.

RESEARCH METHODS

Air circulation in greenhouses with heating pipes at the base of the racks is more intense than when placing heaters under the ridge or in unheated greenhouses. Field experiment technique. Guidelines for the study and maintenance of the world collection of vegetable nightshade crops. Experimental methodology in vegetable growing and melon growing.

Research results

The humidity of the outside air also has a limited effect on the RH in the greenhouse. This influence is most pronounced during ventilation. Outdoor humidity over the past 10 years has been monthly: in January - about 76%, February - 65%, March 54%, April 50%, May - 41%, June - 34%, July - 21%, August - 30 %, September - 41%, October - 55%, November - 61% and in December - 71%. These data show that from October the air humidity begins to rise and remains at a high level until March, the field of which decreases and reaches a minimum in July. As a rule, in the autumn-winter period, the relative humidity of the outside air is high, since at this time there is a lot of precipitation, many cloudy and foggy days and the air temperature is low.

Despite this peculiarity of air humidity, due to the higher temperature in the greenhouse due to heating and heat accumulation during the hours of sunshine, the air removed from the greenhouse during ventilation contains more water vapor than the air entering the greenhouse ...

The wind also affects the humidity in a greenhouse with closed transoms. The ventilation pressure is determined by the difference in air pressure outside and inside the greenhouse, as well as the height of the greenhouse.

Therefore, it is necessary to know the average wind speed data for the last 10 years, especially in the months important for greenhouse production. This speed is equal in January to 3.5 m / s, February - 5.2 m / s, March - 8.3 m / s, April - 4.4 m / s, May - 6.1 m / s, June - 8.3 m / s, October - 6.6 m / s, November - 4.9 m / s, and in December - 3.3 m / s. Undoubtedly, on some days and months the wind speed exceeds 3 m / s. Over the past decade, in very rare cases, the wind speed has reached 18-20 m / s. It is difficult to provide accurate data on the effect of wind on the humidity in the greenhouse, this can be judged by the decrease in its temperature.

For greenhouse vegetable growing it is necessary to absorb water vapor from plant leaves. Since this value is difficult to determine, the RH is used as an indicator. The amount of water vapor that is lacking for complete saturation of the air will be called a moisture deficit. With the same water vapor content in the air, the moisture deficit increases with each temperature increase. To

maintain transpiration at the desired level, the RH in the greenhouse is controlled by increasing the temperature. A sharp drop in temperature, for example by 50 C, causes the formation of dew on plants.

The maximum amount of water vapor contained in a unit volume of air varies with temperature. At 150 C, 1 m³ of air can contain 13 g of water vapor and the RH is 100%. If the air temperature drops to 5 ° C, then only 6.5 g of water vapor in 1 m³ of air (half as much) is sufficient for 100% RH. In this case, the other half of the water vapor forms condensation. At 350 ° C, 1 m³ of air absorbs 40 g of water vapor. If there is only 13 g of water vapor in the air, its relative humidity will be 33%. Air saturated with water vapor at 150 C, when heated to 350 C, becomes relatively dry without loss of water vapor.

The high dynamics of the air-water supply is especially pronounced during the daytime due to temperature changes and greater ventilation. This is clearly visible in the morning hours, when the temperature is subject to large fluctuations due to increased solar radiation. During these hours, the temperature switches from night to day.

The nature of the curves in Picture -1 speaks of relatively small fluctuations in RH in the daytime from November to February. This is due to the relatively weak solar radiation during the day, low temperatures and high relative humidity of the outside air. These three factors lead to small temperature fluctuations in the greenhouse and the need for weaker ventilation, which is reflected in a greater constancy of RH.

To maintain the RH at a level close to the optimum for tomato, when it is increased, more intensive ventilation is required in the greenhouse after 10 am. The increase in RH by 10 am in the winter months is explained by increased transpiration and evaporation.

In the summer months, the RH decreases and the difference from the winter months varies greatly. Failed payments and practice prove that due to a strong decrease in RH from 10 to 14 hours after the first half of April, signs of plant wilting are observed. To overcome this negative phenomenon, the plants are watered for 1 min. It was found that after watering plants on sunny days (from May to August) at 11 and 13 hours, the RH increases by 20-25%. At the same time, the air temperature decreases by 4-5 0 C. The noted corrective effect stops after 50-60 minutes and depends on the intensity of solar radiation. These data indicate the need on sunny days, with a strong decrease in RH, to sprinkle 2 times every 1.5-2 hours in the warmest hours in order to avoid wilting of plants, which negatively affects the growth and yield of fruit crops, worsens the economic qualities of fruits , contributes to the appearance of apical rot in tomatoes, bitterness in cucumbers, etc.

The data of numerous observations of the change in RH by months allow us to identify some trends that are of great importance for theory and practice. Changes in the average maximum and average nighttime RH show that in the period after March, due to large fluctuations and a more significant decrease in temperature in the morning hours - before heating by the sun, conditions are created for the formation of dew on the fruits.

Analysis of the data on the RH in greenhouses allows us to note that a day after irrigation, especially after sprinkling, the humidity increases by 1-5%. The duration of the humidity increase period depends on the degree of ventilation and the temperature after watering.

Air movement and exchange in greenhouses. The movement of air in the greenhouse is driven by solar energy and the thermal effect of the heating system. Upward airflow occurs especially when the heating pipes are located close to the ground. The heated air rises upward, reaches the glazed roof and, after cooling, falls back downward, which creates a constant circulation.

Outside air entering through the transoms and slots is mixed with the greenhouse air. In a greenhouse with a poor seal, there is a strong and uncontrolled air exchange, while with a good seal, ventilation and heating are more precisely controlled.

Air exchange resulting from the temperature difference between the air inside and outside the greenhouse is called ventilation pressure. This pressure is difficult to measure as it is very low. Factors influencing the difference in air pressure inside and outside the greenhouse are the temperature difference inside and outside the greenhouse, the height of the greenhouse and the difference in air pressure caused by wind. The stronger the heating, the stronger the influence of the warm air column. In tall greenhouses, the draft is always stronger than in lower ones. The difference in temperature can be the result of accumulated solar heat or it can be generated by heating. Therefore, when the temperature outside the greenhouse remains constant, the water temperature in the heating pipes rises. Opening the transom always requires a higher air temperature in the greenhouse, as there is more cooling.

The increased ventilation efficiency in windy weather is due to the high pressure on the greenhouse fence from the windward side. At the same time, the pressure decreases on the opposite side, where the wind carries air with it from the greenhouse. The higher the ventilation pressure, the greater the air exchange. In a well-sealed greenhouse, the air is replaced on average 10 times per hour, and with low air exchange - 5 times. The large temperature difference leads to a very active air exchange.

With a small temperature difference (20 ° C in the greenhouse and 10 ° C outside), the temperature of the incoming air rises by 10 ° C and additional moisture is absorbed. In this case, the amount of moisture removed by the warm air from the greenhouse is large. To reduce the RH in the greenhouse, a more intensive air exchange is required. With a small temperature difference, a small deficit of water vapor is also created. As a result, the air slowly rises and air exchange is weak. The movement of air is very slow in the sowing of tall plants, which in these conditions leads to higher humidity. Due to the slow movement of air, it takes more time to exchange it.

The opposite case can also be observed, when the temperature difference is very large, for example 300 C. This means very strong ascending convection and, due to air exchange, a large deficit of water vapor. Plants evaporate water strongly, so less ventilation is required. In these cases, the transoms are opened, short-term sprinkling irrigation is carried out, or the concrete path is watered to maintain the air humidity at the required level. Condensation of water vapor on cold objects and on parts of the greenhouse is possible. Some of the condensation water is released back into the air when its droplets fall and evaporate.

The air around the plants is in constant motion. Carbon dioxide, oxygen and water vapor are transported with the air flow. Plants in the process of gas exchange absorb these gases through the stomata or release others. Sometimes the transport of gases in the air flow is negligible, making it difficult to release them. The air near the leaves can be almost still when the temperature difference is small and there is no wind. In these cases, water vapor is released

through the stomata of the leaves and carbon dioxide is absorbed. If gas exchange is very difficult, the lack of carbon dioxide makes photosynthesis difficult, and the very slow release of water vapor limits transpiration. Then very few assimilators are formed and growth is slowed down, and very weak transpiration can lead to a strong increase in plant temperature. Therefore, air stagnation must be avoided. The speed of air movement, as a rule, decreases more and more with decreasing distance to the leaf, stem, etc. To ensure air exchange at the leaf surface, it is necessary to significantly increase the air velocity. In most cases, an air velocity of about 0.5 m / s is sufficient.

The location of the heating pipes is very important for proper air exchange. The higher the pipes are installed in the greenhouse, the less influence they have on air movement at the soil surface, especially when the plants reach a higher height. Undoubtedly, the temperature of the water in the pipes is also of great importance.

In almost all modern greenhouses designed for growing tomatoes of different heights, the pipes are low. In this case, the distance between the pipes and the enclosing surface is significant. It is advisable, even in relatively warm weather, to maintain the water temperature in the pipes at a level not lower than 40 ° C, so that the air temperature below does not differ too much from the temperature at a height of 2 m. Otherwise, due to insufficient air exchange and a lower temperature, water vapor condenses on the soil surface or on low-lying objects.

Air movement in the presence of fans is subject to special patterns. In most cases, they are installed instead of ventilation transoms or for heating greenhouses.

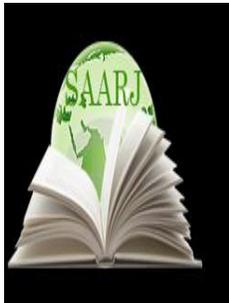
Fans are used to properly distribute heat from the heat generator or to supply carbon dioxide, and sometimes to regulate two elements of the microclimate in the greenhouse. When it is necessary to ensure the movement of air with a strong resistance to flow, in most cases, powerful fans are installed, and to distribute carbon dioxide, fans of lower power.

To create an air exchange of the required intensity in the greenhouse, the fans must be distributed very evenly.

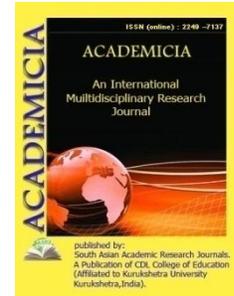
REFERENCES

1. Sigaev, E.S., Goncharuka, N.S., Microclimatic foundations of greenhouse vegetable growing. M.: "Kolos" 1982 3-171s
2. Bekseev Sh.G. Growing early tomatoes. L.: "Agropromizdat". 1989 270 p.
3. Khairiddinov.AB. The influence of vegetation on the temperature and humidity of the soil in the greenhouse. Agricultural science. Russia. 2019 pp. 39-43
4. Fooltsov M.N. The use of fertilizers in the greenhouse industry. M.: "Moscow worker" 1987, 141 p.
5. Nerpin S.V., Chudnovsky A.F. Energy and mass exchange in the system Plant soil air. L.: "Gidrometeoizdat" 1975 357 p.
6. Geissler Th, Kelm I. Möglichkeiten zur Rationalisierung der Mineraldüngung Durch Kombination mit der Bewässerung im Anbau unter Glas und Platten Dt. Gartenbau 16 (1964) 9, S. 235-238.

7. Gohler F.: Zur Automatisierung der Wasser – und Nährstoffversorgung im Gewachshaus. Dt. Gartenbau 17 (1970) 9, S. 172-178.
8. Karaj J.: Intersuchungen zur Automatisierung der Bewässerung. Int. Zeitschrift der Landwirtschaft (1972)5, S. 587-591.
9. Khairiddinov A.B. Soil temperature in geothermal green houses. LVII international correspondence scientific and practical conference «European research: innovation in science, education and technology»London 2019 C. 15-18
10. Shetov B.Kh., Butuzov V.A. Geothermal energy // Energy saving.-2006-№4.-C. 70-71



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00156.7

ACTIVATION OF RELATIONS OF THE STATE AND PRIVATE BUSINESS IN THE CONDITIONS OF ECONOMIC TRANSFORMATION

Utemuratova Gulnarakhan Khozhaniyazovna*

*Associate Professor,
 Karakalpak State University named after Berdakh,
 UZBEKISTAN

ABSTRACT

This article highlights the issue of enhancing relations between the state and private business in the context of economic transformation. The author selected and analyzed the problems of the formation and development of public-private partnership, considered in the works of foreign and Russian scientists. The partnership between the state and business represents an institutional and organizational alliance between the state and private companies, banks, international financial organizations and other institutions in order to implement socially significant projects. The state is always responsible for the fulfillment of its socially responsible functions related to national interests, business always remains a source and accelerator of the process and an increase in social wealth. The institutional environment in which partnerships exist represents a relatively new stage in the development of partnerships that emerged during the period of liberalization and is designed to play an important role in improving market structures and the economy as a whole.

KEYWORDS: *Transformation, Globalization, Integration, Business, Macroeconomics, Public-Private Partnership, Investment, Efficiency, Private Sector, Real Sector, Innovation, Infrastructure.*

INTRODUCTION

In the context of the transformation of the economy within the framework of economic globalization, the tendency to intensify relations between the state and private business towards the penetration of capital into the sphere of state ownership is increasing. Also, the functions of the state and the tasks associated with the denationalization of certain spheres of the economy within the country and the spread and expansion of the influence of the private sector on the

world economy are changing. Therefore, constructive interaction between business and government institutions is an essential condition for the normal functioning of a market economy.

MATERIALS AND METHODS: In the theory of a transition economy, the reasons for transformation are divided into two large groups, the first of which includes the circumstances and contradictions taking place within the country, while the second group includes conditions and factors of an external order. Internal reasons are associated with contradictions that have accumulated within the country and began to hinder the development of productive forces and the growth of the nation's well-being.

By nature, a transformational economy is unsustainable. The latter property determines a whole range of specific microeconomic characteristics in the system of organizing social production, which determine the directions of reforming the production activities of industries and enterprises.

The industrial policy of the state plays a special role in the reform of microeconomics. In the theory of a transformational economy, industrial policy is a consistent organization of the work of the public and private sectors with the aim of quantitative, qualitative and structural stimulation of the development of domestic production based on the adoption of effective production and investment decisions, the development of infrastructure and human capital, as well as the formation of favorable conditions for foreign trade.

Indicative data are given in scientific articles of Russian scientists, for example, in the works of E. Balatsky and V. Lapin. After analyzing some of the economic indicators of industrial enterprises belonging to different forms of ownership, in the context of their innovative activity, they made rather unexpected conclusions. Firstly, it was private firms that turned out to be among the outspoken innovative outsiders. Their innovative activity was 11 times lower than that of state-owned enterprises. In addition, a very modest innovation activity was observed in foreign and joint ventures, which, according to this parameter, took the fourth place out of six forms of ownership [1].

Analysis and results: For the implementation of socially significant projects, the partnership between the state and business is an institutional and organizational alliance between the state and private companies, banks, international financial organizations and other institutions. Methods and specific forms of interaction can vary significantly depending on the maturity and national characteristics of market relations. The state is responsible for the fulfillment of its socially responsible functions related to national interests, and business always remains a source and accelerator of the process and growth of social wealth. The social environment in which partnerships exist represents a relatively new stage in the development of partnerships, which emerged during the period of liberalization and is designed to play an important role in improving market structures and the economy as a whole. Developing partnerships, in contrast to traditional relationships, create their own basic models of financing, property relations and management practices. At the same time, the rational use of state capital is a prerequisite for satisfactory dynamics of both developed and developing market economies. It is mobility, high efficiency in the use of resources, a penchant for innovation that are the hallmarks of a partnership. It is precisely possible to use the advantages of both forms of ownership without

profound social changes and upheavals within the framework of various forms and methods of public-private partnership.

At this time, the interaction of these forms allows, with the unconditional preservation of the most important national objects in state ownership, to transfer part of the owner's powers to the private sector. At the same time, the economic partnership between the state and business makes it possible to attract additional capital to the public sector, including foreign capital, to weaken the severity of budgetary problems, and to shift the bulk of the risks onto the business sector. In such a system, the resources and potentials of two economic entities are combined - the state in the form of its ownership and private business in the form of private business principles of economic management, investment, management, and innovation.

Currently, the most active partnership between the state and business is carried out, first of all, in the real sector of the economy - in the industries of industrial infrastructure (energy, railway transport, road facilities, ports, airports, main gas transportation, utilities), i.e. industries that make up the basis of life support for the economy and society. The accumulated vast experience in the redistribution of property rights between the state and private business is also available in the so-called sectors of public services (in particular, in the infrastructure sectors). It is in these sectors that the tradition of the government delegating a number of key powers to the private sector has historically developed. The state is responsible to society for the uninterrupted provision of its public goods, which, in principle, explains the tendency to preserve the relevant sectors of the economy in state ownership, the introduction of a kind of personal consumption goods (private goods) that create conditions and prerequisites for the effective functioning of infrastructure facilities, their optimal management, rational use of resources in the traditionally state sphere of the economy [2].

All of the above testifies to the importance of studying the formation and development of partnership institutions designed to play a significant role in the development of modern market structures and relations.

The problems of the formation and development of public-private partnerships in various countries were considered in the works of foreign and Russian scientists.

The term "public-private partnership" appeared in the United States and originally referred to joint public and private financing of educational programs, later in the 50s to the financing of public facilities, and in the 60s it began to be used much more often, denoting joint public-private enterprises engaged in modernization and rebuilding of cities. In Western Europe, interest in investment in the form of public-private partnerships arose much earlier than in the United States. The first ever public-private partnership project was sanctioned in France by King Henry II, during the implementation of which (within the framework of the concession form) a canal was built. The famous Eiffel Tower in Paris is also the result of the work of the mechanism of public-private partnership [3].

The theory of public-private partnership received further fundamental development in the middle of the 20th century, but its active implementation in practice took place in the 80s of the last century. Since that moment, the mechanism of public-private partnership has been used in more and more countries.

From an institutional point of view, in developed countries, state regulation of partnerships with business is organized according to large intersectoral complexes, including groups of interrelated industries. Such complexes can be: fuel and energy (electricity, gas and oil pipelines), transport (railways and highways, seaports and airports), utilities (water and heat supply, housing and communal services).

It is important to note that this does not create special agency structures to regulate partnerships, and specific regulation and control functions are performed by the relevant line ministries and departments, within the framework of certain procedures. At the same time, the successful development of public-private partnership largely depends on the effective distribution of rights, duties and areas of responsibility between private partners and the state. Experience shows that partnership tasks are most effectively solved when the state is responsible for the problems of general planning and administrative procedures, as well as determining actions in force majeure circumstances. In turn, the scope of authority and responsibility of the private sector includes issues of detailed planning, construction of facilities, financing and operational management of their activities.

In all the diversity of cooperation between the state and the private sector, partnership holds a special place. The models and structure of public-private partnership proper, in turn, are also very diverse, but they are united by some characteristic features that make it possible to single out the partnership as an independent economic category. The partnership is built as a formalized cooperation of public and private structures, specially created for certain purposes and based on the re

The following main features of public-private partnership can be distinguished, which distinguish it from other forms of relations between the state and private business:

- certain, and in some cases, rather long periods of validity of partnership agreements (from 10-15 to 20 years or more, in the case of concessions - up to 50 years). Time constraints are clearly observed: projects are usually developed for a specific facility (port, road, social infrastructure facility, etc.), which must be completed by a certain date;
- specific forms of project financing: through private investment supplemented by state financial resources (often significant), or joint investment of several participants;
- implementation of partnerships in a competitive environment, when there is a competition for each contract or concession between several potential participants;
- specific forms of distribution of responsibility between partners: the state sets the goals of the project from the standpoint of the interests of society and determines the cost and quality parameters, monitors the implementation of projects, and the private partner takes over operational activities at different stages of the project - development, financing, construction and operation, management, implementation of services to consumers;
- sharing of risks between the parties to the agreement on the basis of the relevant agreements of the parties.

The goal of public-private partnership in world practice is to ensure dynamic socio-economic development (primarily at the regional level), subject to an increase in the efficiency of the use of budget funds and through additional investments attracted from extra-budgetary sources, as

well as by improving the quality of public sector services. From the point of view of state policy on the development of infrastructure, public-private partnership is aimed at attracting private sector organizations to the implementation of resource-intensive and capital-intensive infrastructure projects, as well as to ensure the development of public infrastructure sectors and, ultimately, to improve the living standards of the population [4].

At the same time, each of the parties to the partnership contributes to the common project. So, from the business side, such a contribution is: financial resources, professional experience, effective management, flexibility and efficiency in decision-making, the ability to innovate, etc.

On the part of the state, in projects developed and implemented by public-private partnerships, - the powers of the owner, the possibility of tax and other benefits, guarantees, as well as a certain amount of financial resources. An important point is that the state, as the dominant subject and the main regulator, has the right to reallocate, if necessary, resources from purely production programs for social purposes (education, health care, science, culture), and this in many cases not only contributes to the overall improvement of the socio-economic climate, increases the investment rating of the region and the country as a whole, but also directly affects partner projects. Moreover, within the framework of a public-private partnership, the state receives additional opportunities to fulfill its fundamental functions - control, regulation, and observance of public interests.

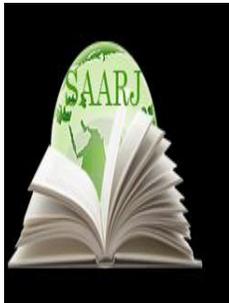
Thus, the state retains the main levers of regulation and control. These include: tariff policy (it always and in all countries remains with the state), control over safety and compliance with environmental conditions of production, control over the quality of service to end users. Thanks to the preservation of these control functions, the state can move away from direct management of the economic sphere, provide economic activity to private business, while retaining control levers over the activities of its project partners.

CONCLUSIONS AND SUGGESTIONS: The specificity of the relationship between the state and private business in the framework of public-private partnerships is that partnerships are realized through the redistribution of property rights. Based on this methodological approach to the analysis of the partnership category, it is possible to avoid two common extremes in its interpretation. There is a tendency to identify public-private partnership with privatization and to interpret it as a special form - indirect privatization. The basis for this interpretation was the breadth of participation of private companies in the implementation of property rights transferred to them in the framework of projects from the state - financing, design, construction, ownership and operation of state enterprises. But with this approach, the partnership acts only as a formal one, without affecting the essence of the relationship.

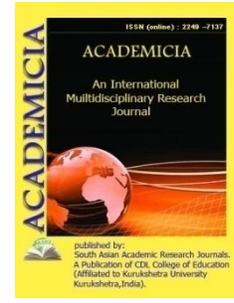
According to another approach, the partnership is located on the border of the public and private sectors, being neither privatized nor nationalized institution. This is its "third way", with the help of which the government finds essentially possible forms of improving public welfare (public). It seems that more constructive is the approach to public-private partnership as a special form of state investment policy, which in some cases allows replacing privatization programs and effectively realizing the potential of private enterprise initiative, on the one hand, and preserving the control functions of the state in socially significant sectors of the economy, on the other.

REFERENCES:

1. Balatsky E., Lapin V. Innovative sector of industry // The Economist. 2006. No. 1 P. 29-32
 2. <https://laws.studio/knigi-makroekonomika/gosudarstvenno-chastnoe-partnerstvo-kak-62948.html>
 3. <http://www.g-k-h.ru/directory/articles/159/5570/>.
- B G. A. Borshchevsky. Public private partnership. Textbook and workshop. Moscow. Yurayt, 2018, page 27



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00155.5

SUBSTANTIATION OF PARAMETERS LOW-WASTE TECHNOLOGY OF EXTRACTION OF BLOCKS

Petrosov Yuriy Eduardovich*; **Khayitov Odiljon Gofurovich****;
Kushshaev Uchkun Kuvvatovich***; **Khoshimov Mubashshir Toxir ogli******

*Associate Professor,
 Candidate of Technical Sciences,
 Tashkent state technical University,
 UZBEKISTAN

**Associate Professor,
 Candidate of Geological and Mineralogical Sciences,
 Head of the Department of Mining,
 Tashkent state Technical University, UZBEKISTAN

***Assistant of the Department of Mining,
 Tashkent state Technical University,
 UZBEKISTAN

****Master's student of Tashkent state Technical,
 University, UZBEKISTAN

ABSTRACT

By definition, the appearance and surface quality of the units (deviation from a right angle of two adjacent faces for the entire height; the presence of the projections and depressions; the number of chipped corners and the total length of the chip edges; the number of diagonal cracks) subject to the methods of their production, has allowed to establish the influence of these factors on the output plates when cutting.

KEYWORDS: *Block, Stone-Working, Mining Scheme, Rock, Excavation, Stone.*

INTRODUCTION

So in the blocks that meet the requirements of GOST 9479-84 (group I-IV), in which there were no cracks and chipped edges, the output of the plates was the greatest and $K_k = 1$. The change in the K_k coefficient in the range of 0.7-0.5 is associated with a decrease in the yield of plates. At

lower values of $K_k < 0.5$, the specific yield of the plates decreased sharply and the cutting of the blocks turned out to be unprofitable. The specific K_k value for the block prepared for sawing, depending on the presence of cracks in the stone, their length, density and number of intersected faces, as well as the length of the chipped corners, is established in accordance with the results of experimental studies. In clause are spent definition of total amount of losses at sawing up of a block stone and a substantiation of parameters low-waste technology of extraction n.

An important reserve in the intensification of the stone processing industry is the improvement of sawing technology, the transition to the production of thin plates and an increase in the load level of the carts of sawing machines. The latter depends on the configuration of the volume of the unit installed on the machine trolley. The deterioration of the block configuration and the presence of cracks in the stone is associated with a decrease in the yield of slabs and an increase in the total volume of losses during sawing [1]. The total volume of raw material losses ΣV_n when sawing block stone will be equal to

$$\Sigma V_n = (1 - K_B) \cdot 100,$$

where K_B - specific yield ratio of the boards when cutting; R_ϕ , R_T - accordingly, the specific, actual and theoretical yield of plates, m^2 / m^3 . The dependences for determining the specific theoretical yield of slabs when sawing a block of ideal shape (straight parallelepiped, cube) have the following form $R_T = \frac{1000}{\delta_n}$,

where B_n - the thickness of the billet plate.

In practice, the blocks of stone of medium and above average strength, chipped from the array, as a rule, have a shape slightly different from the correct one. Therefore, the actual output of the plates, which also depends on the level of perfection of the sawing technology, is significantly less than the theoretical one. In this case, the dependence for determining the actual output of the final product will have the following form

$$R_\phi = \frac{1000 \cdot K_{HT} \cdot K_{HP}}{B_n + B_{HP}}$$

where CST is the coefficient reflecting the degree of imperfection of technology of sawing, $CST = 0,10 - 0,15$; CRC - coefficient taking into account the degree of preparedness of the units to sawing; Conf - coefficient taking into account the influence of the configuration of blocks on the output plates when cutting; KK - coefficient taking into account the change in the quality of the units (the presence or absence of cracks in the rock), prepared for sawing, $K_K = 1-0,5$; VPR - cut width, mm.

To establish the configuration of the units and the quality of the output plates of experimental sawing of blocks generated in various ways, in Gazalkent stone-working plant and processing plant businesses Gazgan. Before installing the blocks on the carts of sawing machines (Diaga, LVG, BP-66, 1925, KRS-5), measurements were made of the geometric dimensions of the block, fracturing, the number of artificial split planes and the distance between the holes.

The calculation of natural and technological losses during the sawing of blocks was carried out. The amount of losses per cut did not exceed 28-29%. Losses due to technological defects resulting from the removal of saws or their breakage were calculated for the entire volume of blocks by the stages of sawing. The size of the unfinished block height was 80-140 mm.

The amount of losses on the side faces of the block was directly dependent on the configuration of the blocks prepared for sawing. At the same time, for blocks extracted with the help of non-explosive destructive means (LDC), the value of losses was 2-5%. And for blocks chipped using the buroklin method and hydroklinev - 4-7%, in some cases reaching 9-15%.

Table 1 shows the results of the average distribution of losses of Nuratinsky marble during sawing. When determining the value of losses for fracturing, the total losses formed due to the natural fracturing of the stone, which appeared during sawing, edging of slabs-blanks and grinding-polishing, were taken into account.

When sawing, the waste (1.5%) associated with the alignment of the block faces and the edging of the billet plates during milling were assigned to the column for technological defects (Table 2). It will be more accurate if this volume of waste is summed up with the waste on the side faces of the block. Then the total amount of waste attributed to the block configuration change will be higher (3.5-8.5%).

TABLE 1

Method for blasting	Total losses during sawing, %	The amount of losses, %					The yield ratio of the boards
		for propyl	on a technological marriage	on the side faces of the block	on nedopil	on crack-vitasti	
Non - explosive	68,5	28,5	3,6	4,1	16,3	15,7	0,318
Burali-new	71,4	28,6	3,6	5,6	17,1	16,8	0,286
Gidroksi-new	72	29,0	3,6	6,7	16,5	16,2	0,280

The table shows the results of the registration performed by the operational stages-sawing, milling, grinding and polishing.

TABLE 2

Way Mining operations Blocks	Total block size, m ³	The output of the plates at, (m ²)			Specific yield of plates, m ² /m ³
		Crucified - lowke	milling operations	polishing	
Non explosive	100	2875	2156	1580	15,8

Boron-wedge	105,6	1954	1665	1510	14,3
<i>Hydro-wedge</i>	123	2420	2010	1808	14,7

In accordance with the results of experimental cutting of blocks gidrolizovat, baroclinity and non-explosive ways the relationship can be represented in the form

$$R_{\phi} = \frac{850 \cdot K_{HT} \cdot K_{HP}}{B_{II} + B_{HP}}$$

As shown by the results of sawing, the highest yield and the lowest losses correspond to the blocks extracted with the help of diamond-wire rope saws. The two-stage mining scheme, in which at the first stage large monoliths were separated from the array and then cut into conditioned blocks, provided preparation for the excavation of blocks of regular geometric shapes, as well as reducing the disturbance of marble in the process of its separation from the array.

Measurements, by definition, the appearance and surface quality of the units (deviation from a right angle of two adjacent faces for the entire height; the presence of the projections and depressions; the number of chipped corners and the total length of the chip edges; the number of diagonal cracks) subject to the methods of their production, has allowed to establish the influence of these factors on the output plates when cutting. So in the blocks that meet the requirements of GOST 9479-84 (group I-IV), in which there were no cracks and chipped edges, the output of the plates was the greatest and $K_k = 1$. The change in the K_k coefficient in the range of 0.7-0.5 is associated with a decrease in the yield of plates. At lower values of $K_k < 0.5$, the specific yield of the plates decreased sharply and the cutting of the blocks turned out to be unprofitable. The specific K_k value for the block prepared for sawing, depending on the presence of cracks in the stone, their length, density and number of intersected faces, as well as the length of the chipped corners, is established in accordance with the results of experimental studies.

The dependence for determining the amount of losses from changing the configuration of the V_{pc} block in general can be represented as

$$V_{HK} = 2V_{6r} + 2V_{Tr} + V_{Br},$$

where V_{bg} , V_{tg} , V_{vg} are, respectively, the volumes of raw material losses along the side, end and upper faces of the block, m^3 .

The influence of the K_{conf} coefficient on the volume of losses and the predicted yield of plates is described by the dependencies established by the results of experimental experiments. Comparison of experimental data with the calculated ones showed that the spread of the desired values does not exceed 7%.

The state-of-the-art stone processing technology can provide a high-quality slab yield of $34 m^2/m^3$ when sawing blocks, compared to the actual achieved 16. In accordance with this, in the

development of the Makrid and Nurat marble deposits, in order to increase the profitability of production, a refusal of drilling operations was made. The technology of non-explosive method for the production of blocks, wherein by improving the quality of drilling in contour cutting and cutting monoliths gidroksilnami, achieved by improving the configuration of blocks and culling of defective units in the field and their subsequent fine-tuning to the requirements of GOST. The rational distances between the holes (8-12 cm) are established, at which the required surface quality of the blocks is provided. Recommendations on the technology of breaking with the help of the LDC allowed to increase the yield of plates when sawing blocks by 0.5-2 m compared to the results for blocks of buroklin and hydroklin mining.

A preliminary assessment of the material composition of the rocks composing the massifs of the facing stone deposits showed that more than half of the overburden and about 80-90% of the rock and associated rocks are fundamentally suitable for the production of additional materials. The possibility and economic feasibility of using waste in the development of the Nuratinsky, Makridsky and Oksay deposits allowed us to develop a structural scheme for the integrated use of raw materials for them.

The utilization of reserves and reduction of losses depend on the intensity of fracturing and the location of artificial cracks and the direction of movement of the front work on the main systems of fractures [2]. The justification of the technology of preparing rocks for excavation and the calculation of its parameters should be made taking into account the parameters of the three systems of intersecting cracks, characterized as the most systematic planes of weakening, the angles of their reversal and the volume of losses that can be formed as a result of artificial cracks in the massif:

$$V_1 = H/C_1 [1/2BW^2 \operatorname{tg} \alpha'_1 + 1/2WB^2 \operatorname{tg}(90^\circ - \beta_1)],$$

$$V_2 = B/C_2 [1/2HW^2 \operatorname{tg} \alpha'_2 + 1/2H^2 \operatorname{tg}(90^\circ - \alpha_0)W/\cos\beta_1],$$

$$V_3 = W/C_3 [1/2HB^2 \operatorname{tg} \alpha'_3 + 1/2H^2 \operatorname{tg}(180^\circ - \beta_3)B/\cos \alpha_3],$$

$$V_n = V_1 + V_2 + V_3,$$

where V_1, V_2, V_3 , respectively loss on the value of the angle of rotation for I, II, III system crack; V_n – total losses, m^3 ; and H, W – the length, width and height of the cut down bar, m; $\alpha'_1, \alpha'_2, \alpha'_3$ – corners of a crossing of planes of the weakening of the corresponding systems of cracks in the array and artificial cracks, grad.; C_1, C_2 and C_3 are the distances between planes of weakness I, II and III systems of cracks, m; β_1 – the angle of crossing between planes dipping and vertical system of cracks, grad.; β_3 is the angle of crossing between dipping and diagonal systems of cracks, hail; α_0 – the angle of inclination of the gently falling crack $\alpha_0 = 180^\circ - \alpha_1$, deg.

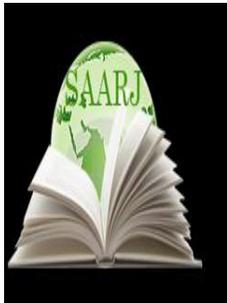
There are three possible ways to use waste generated during overburden and mining operations and stone processing. Given the small amount of overburden in the quarries, this direction can be considered theoretically possible, but not economically justified. Of the total amount of waste generated during mining, the most suitable for the production of building materials are rock overburden and butte. At the same time, it is advisable to process the waste more completely to obtain decorative crushed stone, construction sand and marble flour.

REFERENCES

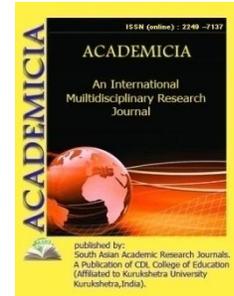
1. Petrosov Yu.E, Khasanov O.. Methods for assessing blockiness in quarries of facing stone. Proceedings of the 5th scientific and practical conference of TASHSTU. Part 2 section "mining", 2005 p. 187-191.
2. Jabbarov M. N., Petrosov Yu. E. Development of a methodology for the completeness of the development of georesources of facing stone deposits on the basis of economic and mathematical modeling of mining and processing cycle processes. // Zh. Vestnik TASHSTU, Tashkent, 2003. No. 4. p. 127-137.
3. Nasirov, U. F. Ochilov Sh. A., Umirzoqov A. A. Analysis of Development of Low-Power and Man-Made Gold Deposits. International Journal of Academic and Applied Research (IJAAR) ISSN, 2643-9603.
4. Umirzoqov, A. A. (2020). Karamanov A. N., Radjabov Sh. K. Study of the feasibility of using intermediate buffer temporary warehouses inside the working area of the Muruntau quarry. International Journal of Engineering and Information Systems (IJEAIS), 4(8).
5. Umirzoqov, A. A., & Jurayev, S. J. (2020). Karamanov A. N. Economic and mathematical modeling of rational development of small-scale and man-made gold deposits. International Journal of Academic and Applied Research (IJAAR), 4(4), 75-77.
6. Nasirov, U. F. Ochilov Sh. A., Umirzoqov AA Theoretical Calculation of the Optimal Distance between Parallel-close Charges in the Explosion of High Ledges. Journal of Advanced Research in Dynamical and Control Systems–JARDCS, 12, 2251-2257.
7. Sultonovich, M. M., Ogli, I. J. R., Abdurashidovich, U. A., & Sirozhevich, A. T. (2020). Technology Of Modified Sodium-Aluminum Catalysts For Nitrogen Gas Purification Systems. The American Journal of Applied sciences, 2(09), 154-163.
8. Hayitov, O. G., Umirzoqov, A. A., Iskandarov, J. R., & Suvanov, F. R. (2020). Prospects for the industrial use of coal in the world and its process of reproducing. Novateur Publication's JOURNALNX-A Multidisciplinary Peer Reviewed Journal, 6(5), 240-247.
9. Kazakov, A. N., Umirzoqov, A. A., Radjabov Sh, K., & Miltiqov, Z. D. (2020). Assessment of the Stress-Strain State of a Mountain Range. International Journal of Academic and Applied Research (IJAAR), 4(6), 17-21.
10. G'afurovich, K. O., Abdurashidovich, U. A., & Ogli, B. A. O. (2020). Small Torch Progress In Prospects Gold Mining In Improving Countries. The American Journal of Interdisciplinary Innovations and Research, 2(09), 65-72.
11. Djurayevich, K. K., Kxudoynazar O'g'li, E. U., Sirozhevich, A. T., & Abdurashidovich, U. A. (2020). Complex Processing Of Lead-Containing Technogenic Waste From Mining And Metallurgical Industries In The Urals. The American Journal of Engineering and Technology, 2(09), 102-108.
12. G'ofurovich, K. O., & Abdurashidovich, U. A. (2020). Justification of rational parameters of transshipment points from automobile conveyor to railway transport. World Economics and Finance Bulletin, 1(1), 20-25.

13. G'ofurovich, K. O., Abdurashidovich, U. A., Ugli, M. U. F., & Ugli, A. A. X. (2020). Justification Of The Need For Selective Development Of The Phosphorite Reservoir By Horizontal Milling Combines. *The American Journal of Engineering and Technology*, 2(11), 159-165.
14. Abdurashidovich, U. A. (2020). The Condition Of General Development Of The Mineral Resource Base In Uzbekistan. *The American Journal of Applied Sciences*, 2(12), 1-6.
15. Fatidinovich, N. U., Atoevich, O. S., & Abdurashidovich, U. A. (2020). The Analysis Of Influence Of Productions Of Open Mountain Works On Environment At Formation Of Various Zones On Deep Open-Cast Mines. *The American Journal of Applied sciences*, 2(12), 177-185.
16. Ochilov, S. A., & Nasirov, U. F. (2017). The oretical study of the fracture mechanism of less fissured rocks. *Austrian Journal of Technical and Natural Sciences*, (1-2), 98-101.
17. Bekpulatov, J. M., Akhmedov, K., & Matkarimov, S. T. (2017). Studing material composition and leaching methodics trial ores deposit of beshkuduk (Uzbekistan). *European science review*, (1-2), 208-211.
18. Akhmedov, K., Bekpulatov, Z. M., Solijonova, G. K., & Sharifova, N. Z. (2019). STUDYING OF THE MATERIAL COMPOSITION AND DEVELOPMENT OF THE TECHNOLOGY OF PROCESSING OF GOLD-CONTAINING SULFIDE SAMPLES OF ONE OF THE DEPOSITS OF THE REPUBLIC UZBEKISTAN. *Technical science and innovation*, 2019(1), 69-75.
19. Bekpulatov, J. M., Matkarimov, S. T., & Akhmedov, X. (2017). STUDYING OF MATERIAL STRUCTURE AND DEVELOPMENT OF TECHNOLOGY CONVERSION OF GOLD-BEARING ORE OF TESTS OF ONE OF FIELDS REPUBLIC OF UZBEKISTAN. In *International Scientific and Practical Conference World science (Vol. 1, No. 1, pp. 21-23)*. ROST.
20. Kaxarovna, S. G., & Mustafakulovich, B. J. (2017). Sample enrichment results of ore deposits by using traditional and local reagent "Ps" in Kalmakyr and Saricheku (Uzbekistan). *European science review*, (5-6).
21. Mustafoqliyevich, B. J., Khamid, A., & Turdaliyevich, M. S. (2017). Studing material composition and leaching methodics trial ores deposit of beshkuduk (Uzbekistan). *European science review*, (1-2).
22. Khayitov O.G. Evolution Of Petroleum Stratum Efficiency By - Multi-Factor Regression Analysis// *The American Journal of Engineering and Technology (ISSN – 2689-0984)*. 2020: 5. 32. Pages: 79-84.
23. A.Kuvandikov, N.Muminov. (2020). Implementation of quality management in the enterprises producing building materials and ensuring its effectiveness. *International Journal of Academic Management Science Research*. USA.
24. Shamsiddinovich, M. N., Axmatovich, A. S., & Latifjonovich, K. A. (2020). The Role Of The Technical Regulatory System In Ensuring Product Quality And Safety In Enterprises Producing Construction Materials. *The American Journal of Engineering and Technology*, 2(12), 44-49.

-
- 25.** G'afurovich, K. O. (2020). Current State And Ways To Improve The Efficiency Of Field Development In The South-Eastern Part Of The Bukhara-Khiva Region. The American Journal of Applied Sciences, 2(09), 194-206. <https://doi.org/10.37547/tajas/Volume02Issue09-30>.
- 26.** G'afurovich, K. O. (2020). Modern State And Methods Of Enhancing The Productivity Of Field Progress In The South-Eastern Part Of Bukhara-Khiva Region. The American Journal of Social Science and Education Innovations, 2(09), 423-432.
- 27.** Khayitov O. G', Usmonov Q.M., G'afurov SH.O. Estimation of oil and gas potentiality in the part of south-eastern of Bukhara-Khiva region // EPRA International Journal of Research and Development (IJRD).Volume: 5 | Issue: 10 | October 2020. pp. 52-58 // <https://doi.org/10.36713/epra2016>.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00154.3

THE ROLE OF YOUTH IDEOLOGICAL UPBRINGING IN THE PREVENTION OF SPIRITUAL THREATS

Nuriddin Akhmadiev*

*Researcher, Fergana State University,
 UZBEKISTAN

ABSTRACT

In this article the author pays special attention to the spirituality and development of young people, to educate the younger generation as a healthy, anti-alien, and ideological, spiritual and moral outlook of youth. The author used various scientific sources to cover important aspects of the topic, as well as the pandemic works of our great thinkers and ancestors.

KEYWORDS: *Moral Threat, Moral - Spiritual Education, Information Attack, Ideological Upbringing, National Values, National Identity, Globalization, Ideological Education.*

INTRODUCTION

In today's world, where ideological and information attacks, as well as various ideological and moral threats are on the rise, it is important to raise the morale of our young people and to form a sound mindset in their thinking. The most effective way to do this is to properly organize an ideological upbringing. As scientific literature notes: "Ideological upbringing is the process of shaping the outlook of the human, social group, nation, and society, equipping them with ideological knowledge that expresses specific goals [1.250]. As each social force or population in the community creates a system of ideas that reflect their interests and aspirations, they seek to influence other groups. When ideas are fair and equitable and meet the needs of many, educational goals in this area are effective and educators are active and selfless. When societies and people are not yet aware of their own interests, they are more likely to be influenced by alien and harmful ideas if they are not self-motivated and are not mobilized to achieve their goals. It makes it an urgent task to establish an ideological upbringing and to instill the principles of healthy ideology into the minds and hearts of the population.

In fact, an important area of personal education is ideological upbringing. It is a process of purposeful formation of philosophical, political, legal, religious, aesthetic, moral, artistic, and professional views on life in the system of human consciousness and understanding. Any process

of upbringing is, after all, an ideological upbringing in its purpose and essence. Because whether we get a family, a kindergarten, a neighborhood, a school, a college, a lyceum, a university or an academy - the educational and upbringing processes that broaden the students' and students' worldviews, enrich their minds with scientifically-based knowledge, and enhance the quality needed for society and its development. is oriented towards the collapse. These activities help to expand the child's understanding of the world, the laws of development of the universe, the peculiarities of human relations, moral principles, and beauty. It is the cornerstone of ideological upbringing. Therefore it is impossible to be a person without an ideology, a group without an ideology, a nation, a people or a society.

RESEARCH METHODOLOGY: The practical significance of this research is that its results include advocacy and outreach activities, events organized by the Center for Spirituality and Enlightenment, the “Kamolot” Social Movement, conferences on educating a harmonious person, and national education in philosophy, “Philosophy”, “Basics of Spirituality”, “Cultural Studies”, “Pedagogics”, “Ethics”, “National Science” and special courses.

Ideological upbringing is defined by the fact that a person has a certain knowledge about social life, an assessment, and a system of goals that are at their core. Therefore, ideology strongly influences the formation of a person's social perceptions, knowledge, values and systems of life. Therefore, ideological upbringing is the most important and useful issue in preventing moral threats as to how a person can properly and fully understand, reasonably and justly evaluate society's life, its laws of development, phenomena and processes.

The goal of any ideological upbringing is to provide the social level of each member of the community and each social group or group they represent. The main task of ideological upbringing in the conditions of Uzbekistan is to explain to the general public and especially in the minds of young people the centuries-old dreams and aspirations of the people for building a free and prosperous country, free and prosperous life. This will ultimately ensure that every citizen has a progressive understanding of the progressive ideas that contribute to the development of that society, turning them into thinking and thinking. In this sense, the ideology of national independence should be reflected in the mind and consciousness of every citizen living and working in Uzbekistan, in the form of the most healthy ideas and ideas that reflect the centuries-old national values, the present and future interests of our people. This is one of the main features of ideological upbringing. Ideological upbringing is first and foremost manifested in such qualities as high faith, faith, responsibility to the Motherland and the people, patriotism and self-sacrifice.

There will be no society without ideology and no system of upbringing. It is clear that even in countries where one or another ideology is not officially recognized, and where ideological diversity exists, there are a number of values that people will follow in their activities. There are programs that outline the goals of society, the nation's development prospects. They are aimed at ensuring the rights and freedoms of a person and upbringing a particular type of personality. All of this proves the relevance of turning the ideological education system into an integral part of the upbringing.

As more than 64% of the population of the Republic are young people, the future of our country is in the hands of young people. Educational, family, community partnerships, and ideological

education based on national and universal values play an important role in educating young people in a free, faith-based, independent and free-thinking world.

As more than 64% of the population of the Republic are young people, the future of our country is in the hands of young people. Educational, family, community partnerships, and ideological education based on national and universal values play an important role in educating young people in a free, faith-based, independent and free-thinking world.

The issue of ideological upbringing is of vital importance for our country, which has gained its independence and laid the foundations for a democratic legal state and free civil society. After all, it is obvious that these goals cannot be achieved without the national ideology and the system of upbringing that is a set of ideological theories that combine these hopes and aspirations. "I," the President wrote, "I often refer to Abdullah Avloni's statement that upbringing is a question of life - life, death, or salvation - happiness or disaster. These words of the great educator were as important and relevant to our nation as it was at the beginning of the century, and are now more important and relevant to us now"[2.17].

"Since independence," wrote the First President of the Republic of Uzbekistan, "we have escaped the sole authority of false ideology. We have freed our spirituality and ideology from oppression and opened the way to free thinking and national thinking.

The main task now is to help our people learn to think independently and to become self-confident. Unless the mind is free, it cannot be completely free from the pressures of the mind and the mind and from slavery "[3.34]. The freedom of thought is an important factor in the formation of a new independent worldview. In the new worldview, it is important to maintain the confidence that tomorrow's scientists have for the future. Its importance is first and foremost in promoting a person's stability in the world view, secondly, in encouraging him not to be afraid of existing or possible difficulties, and to seek rational ways to overcome and overcome them. At the same time, this feeling is a reflection of how well-defined and well-grounded the social development goals in a broad sense are [4.126]. So, on the one hand, Uzbekistan has such a clear vision of its development and it has a real socio-political, economic, spiritual and educational basis to achieve a great future, and on the other hand, independence is the only guarantee that our state can achieve. possibility should play a central role in the ideological upbringing process.

Ideological and educational processes also develop and improve in the process of diversity, interaction and struggle. Different ideas and ideologies accurately represent subjective existence as an expression of different interests, one cannot be denied as true, scientific and other. Interaction between them is not a threat to national security unless it is based on common interests and goals, but can have a positive impact on development. That is why the society needs a national ideology that defines the common goals, ways and principles of various ideologies, and the socio-political, legal and legal framework that enables its successful implementation. While Article 12 of the Constitution of the Republic of Uzbekistan promotes the free development of various ideas and ideals, several articles set out the principles that must be agreed upon to ensure national security. According to Article 56 of our Constitution, associations are registered only in the manner prescribed by law. Article 58 guarantees the observance of the rights and lawful interests of public associations and providing them with equal legal opportunities to participate in public life.

These articles of the Constitution of the Republic of Uzbekistan provided a legal basis for the free development of ideas, the objective expression of various ideas and ideologies of the subjective classes of different classes and layers. The struggle between different ideologies is natural, and it is the constitutional basis that any idea that is well-grounded, beneficial, and best suited for development can be won. One of the important opportunities for our nation to be protected from foreign moral threats, which is rapidly penetrating our national lives under the influence of globalization, is ideological education. Even if it is ideological upbringing, there should be ideological upbringing based on national education. It also requires that education be carried out in a new context and form, taking into account the current conditions and opportunities of globalization.

National upbringing is a national heritage and tradition for the nation, especially its youth. Practical work on the development of national consciousness, worldview, spirit, self-awareness, strengthening national sense of pride and pride through the inculcation of values of the most advanced features of tradition and ethics Areas of activity.

As with any education, national education has specific goals. In the age of globalization, the strategic direction of national education is to protect our spirituality from the harmful effects of alienation, making it an integral part of the minds, hearts, and minds of our youth.

National education begins with family and continues in the community and education system. After all, the family's spirituality, its outlook, and the set of skills related to one's beliefs and beliefs are formed mainly within the family. In this sense, family is a source of true spirituality, a factor and environment of ideological upbringing. Consequently, the first concepts inherent in our national ideology are absorbed into the human heart and mind, first of all in the family environment. This process is carried out through grandfathers' education, father's example, mother's affection.

Through the family and its centuries-old sacred traditions, young people develop the skills of love for the country, faith, responsibility, patriotism, humanism, science and culture. After all, not every citizen can understand himself as a perfect person without understanding the role of family in society, starting from the threshold of the motherland. The formation of a sense of self-sacrifice in children for the fate of the people and the country plays an important role in ideological upbringing. For this purpose it is necessary to use the traditional forms of familiarizing the child with the world of things from the first years of his life. In the process, avoid using "militant" toys, cartoons, and movies that are alien to our national lifestyle. Games, toys, illustrated books, cartoons that reflect the noble aspirations of the Orientalist and humanity have been used in the formation of ideological views of children from an early age. In this way, children develop a sense of respect for national values and a sense of patriotism in their hearts.

A representative of a nation with a well-educated, self-conscious, world-viewed nation glorifies its own nation, protects its interests, understands its responsibility to it, and does not replace its interests with the interests of others. He is proud and proud to represent this nation. He always feels that this is the greatest blessing and greatest spiritual value for man. But today's globalization process has a negative impact on national education as well. Today, in all areas of our lives, many customs, traditions and values are being actively introduced into the lives of other peoples. Of course, we can accept what is acceptable to them. But we should not accept them blindly, at our own expense. For example, honoring our parents, who have been in the

blood for centuries, protecting the sanctity of the family, the duty of the child to their parents, to listen to their words, to make every effort to do so, brothers, brothers and sisters, The interconnection between mother-in-law and mother-in-law is the most urgent task for our national upbringing to restore such sacred values as kindness, respect for teachers and students. But today, the individualism of Europe, ignorance of parental identity, even the death of the siblings, the lack of intimacy and support between the brothers and sisters, and a number of other incidents in our lives. To prevent such negative processes, the main direction of our national upbringing is the need for our progress in overcoming these negative phenomena in the process of globalization.

The experience of Japan, which has achieved the highest progress in the world, but has been transmitting its national values from generation to generation, is an example for us. With their national pride, power of pride and solidarity in the struggle for the nation's future, they have made great progress today and have built up a strong national moral and spiritual potential. It is difficult to discern external influences in their spirituality. For many, it is not surprising that national education has played an important role in gaining global markets through the creation of cutting-edge production, technology and technology.

LITERATURE REVIEW:

The President of the Republic of Uzbekistan Sh.Mirziyoyev outlined the moral and spiritual education of young people in the form of religious and national values. Theoretical measures of national ideological and national ideological upbringing and the educational basis of the present day are the issues that lead to perfection, the upbringing of young people on many grounds for tomorrow's life. They are also reflected in the published scientific publications. Also, some of the aspects of the topic include scholars E.Bertels, I.Muminov, V.Zohidov, N.Mallaev, M.Hayrullaev, N.Kamilov, M.Aripov, H.Alikulov, I.Hakkul, Sultanmurod Olim, O.Ergashev, S.Karimov, B.Eraliev, M.Muhiddinov and others have commented [5]

Analysis and results: The priorities for the organization of ideological processes in Uzbekistan are:

- ensuring high level of organization of planned activities;
- Continuous improvement of the quality of promotion of the idea of national independence;
- Searching for new, effective ways of organizing ideological work based on the requirements of the time;
- Preventing and standardizing old methods in this area;
- Consideration of the social environment in the organization of ideological processes;
- to eliminate the forms of formalism and assembly that occur in the organization of ideological processes;
- Organization of monitoring of ideological activity to find out how effective it is.

The following organizational principles should be observed in the organization of the national idea:

Comprehensiveness encompasses the inclusion of ideology based on diversity of ideas for all members of society, in this process involving all segments of the population. As a result, all segments of society are embedded within ideological influences; - general purpose orientation; - The main purpose of ideology is to nurture an active person and build human potential;

Continuity means - the propagation of the idea of national sovereignty in space and in time, to bring it into a holistic system. The principle of continuity calls for the creation of a certain ideological platform in the country to instill the idea of national independence in the minds of the people. Every situation and movement in this area, including curricula, programs, textbooks, manuals, classrooms and classrooms, visual aids in the education system, must be harmonized with the idea of national independence;

- diversity - ideological agitation is planned for each stage to promote development and the values that serve human development;

- step-by-step is related to the spiritual aspects of promoting national ideology and requires that both propagandist and recipient undergo certain stages of preparation. Say, for example, that it is inappropriate to talk to the elementary school student about the philosophical and ethnic roots of national ideology. Therefore, ideological work in kindergarten, elementary school, incomplete secondary school, high school, lyceums and colleges, higher educational institutions and labor collectives should be carried out according to the specific plan, taking into account the age, education and education of students and students;

-modernity - does not allow excitement, formality and repetition, which can cause annihilation, and lead to loss of life;

Personal example is one of the key factors in the success of the national idea. The effect of this propaganda is zero when a school teacher talks to students about the national interests, aspirations and aspirations of the people, and does something that contradicts them. The head of the country, who talks about the prosperity of the country and the nation, puts his face in the face of the nation and reflects his national ideology, leaving a deserving and deserving person with a vacant position. Therefore, the unification of the work of the propagandists in promoting the national idea in the public consciousness is one of the most important factors for success, especially the adherence to the principle of personal leadership. The head of an enterprise, organization, institution, whether responsible for the public sector or the private sector, should be responsible for the spiritual and ideological processes in their community;

- use of propaganda technologies - the idea of propaganda as a way of skillful management of people. The promotion of the idea of national independence is not an obstacle but an active process. Therefore, it cannot be absorbed in the minds of the general public only with the help of ancient forms of preaching and preaching. It is desirable to use active forms of propaganda and modern technologies to achieve the goal. The goal can be achieved more quickly and fully when using youthful forms of debate, debate, roundtable and advocacy among young people. The physiological and psychological characteristics of young people require the use of more interactive methods and forms of propaganda, rather than sermons and lectures. As the ideology of national independence is based on such ideas as welfare of the people, peace of the country, prosperity of the motherland, social co-operation, interethnic accord, interfaith tolerance, perfect actions prevent these external and internal threats.

In the fight against alien ideals, it is important to create a continuous and continuous response to the destructive effects of alien ideas. This ideological struggle is required not only in our country, but also internationally.

In addition, the working group of the National Society of Philosophers of Uzbekistan developed the basic concepts and principles of the idea of national independence. The promotion of the idea of national independence in Uzbekistan is based on these basic ideas, concepts and principles.

This is because only if the national idea becomes a deep faith. To do this, people must have strong beliefs, beliefs and practices in ideology.

So which ideas will give impetus to the development, economic prosperity and spiritual development of our state? What values should we bring to the younger generation? What qualities should we cultivate in them? It is necessary, first of all, to focus on the upbringing of an active person, to maximize the potential of the individual through ideological upbringing, and to give a boost to the development of each child's abilities. This requires that the person is more interested in active entrepreneurship than passive execution.

Encourage young people to work harder, nurture an energetic and energetic person, and train them to work hard on themselves. It is also important to give priority to nurturing an independent person who has a sense of national pride, a sense of responsibility and responsibility, who has transformed democracy into a way of life and believes in its future.

Man should not understand the idea as something alien and abstract. It is necessary to instill the idea of national independence through simple and intimate ideas, that is, not to be satisfied with the idea of national idea embedded in the human mind, but to bring it to the heart. Undoubtedly, the work carried out in this sphere will give its results.

It is well known that the totalitarian system was far from the views and aspirations of the people. In such a difficult situation, the failure to recognize the reformist role of the state was to leave the issue in a state of selfishness.

It is worth noting that democracy is governed primarily by moral criteria, and that a strong legal state and civil society are two interconnected aspects of democracy.

The purpose of the Youth Council is to involve young people in the process of social, political and economic reforms in our country and society, to bring up their homeland and people in a spirit of loyalty, to increase their political and legal awareness and thinking, to improve the quality of education in higher and secondary special education. to strengthen the social protection of young people in the broadcasting system, to enhance the academic careers of talented youth and to provide graduates with jobs in their specialties. ukammal projects and programs, such as the development and implementation of the tasks set [6. www.adolat.uz].

CONCLUSION

Consequently, any progress and civilization is born of a combination of the spirituality, culture, achievements and aspirations of different peoples. In this difficult, difficult and responsible period of social development, we need to live in the center of spiritual and educational work, the ideological education of young generation, to pay serious attention to the education of our young people in a clever, deep-seated, strong faith. It is impossible to ignore the ignorance of the various ignorant people who have gone down the stairs. In turn, in the twenty-first century, we

should regain our respect for our people and our nation as much as the great scholars in the history of our people, especially the enlightened world, have been honoring the Buhari, Ferghaniy, Khorezmian, Beruni, Ibn Sina and Ulughbeks.

For this purpose we need to constantly improve the education system and ensure the viability of the national model and its development in close contact with the national idea. Only then will we be able to achieve the expected results.

In our opinion, the external influences are stronger than the national education we have, its material basis is strong enough to capture the feelings of the young, and finally, the quality of the action, both simple and straightforward.

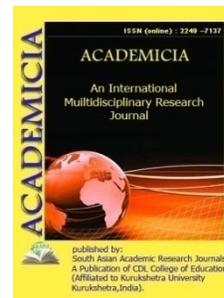
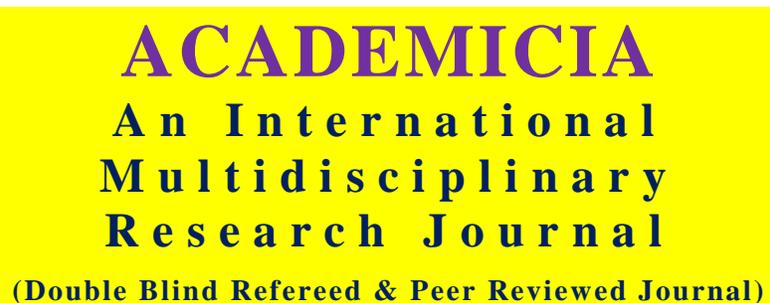
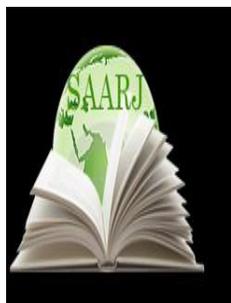
The educational activities of the media involved in upbringing are lagging behind today's needs. They broadcast the events, events, processes or morals and morals in the world on air or broadcast only after all the people in the country, especially the youth, become aware and weary. This in turn undermines the responsiveness of our media. At the same time, the effectiveness of our educational work to the extent that we need is far behind. Solving this problem remains one of the most urgent tasks today.

REFERENCES:

1. Dictionary of Philosophy.-T .: Sharq, 2004, 250 p
2. Karimov I.A. Let the ideology of the society serve to make the people-people, nation-nation. - T .: Uzbekistan, 1998. p.17.
3. Karimov I.A. Basic principles of political, social and economic prospects of Uzbekistan. // The homeland is as sacred as a shrine. Volume 3 –T .: Uzbekistan, 1996, -34 p
4. Ochildiev A. National idea and interethnic relations.-T., Uzbekistan, 2004. 126 p.
5. Bertels E.E. Navoi and Djami. Izbr. trudy. –M .: Nauka, 1965;
6. Muminov I.M. Excerpts from the history of natural-scientific and socio-philosophical thinking in Uzbekistan. –Tashkent: Fan, 1999;
7. Zaxidov V. The heart of the great poet's work. - Tashkent: Uzbekistan, 1970;
8. Mallaev NM History of Uzbek literature. - Tashkent: Teacher, 1965;
9. Xayrullaev M.M. On the study of the ideological sources of Navoi's worldview. // Issues of Navoi and literary influence. –Tashkent: Fan, 1968;
10. Alikulov X. Sotsialno-utopicheskie idei v Sredney Azii. –Tashkent: Fan, 1983; Aripov M. Humanism Alishera Navoi. –Tashkent: Uzbekistan, 1991;
11. Sultanmurod Olim. Naqshband and Navoi. - Tashkent: Teacher, 1996;
12. Ibrahim Haqqul. Alisher Navoi's creative heritage and its global significance. –Tashkent-Navoi: Science, 2001;
13. Muhiddinov M. The perfect man is a literary ideal. –Tashkent: Manaviyat, 2005;
14. Karimov I.A. Let the ideology of society serve to make the people - the people, the nation - the nation. T.7.- T .: «Uzbekistan», 1999. pp. 84-102;

15. Karimov I.A. The ideology of national independence is the belief of the people and confidence in the great future. T.8. -T .: «Uzbekistan», 2000. pp. 489-508;

16. See. [http: / www.adolat.uz](http://www.adolat.uz)



DOI: **10.5958/2249-7137.2021.00153.1**

FORMING TECHNOLOGICAL COMPETENCE USING VISUAL TOOLS IN TECHNOLOGY LESSONS

Muhidova Olima Nurilloevna*

*Senior Lecturer,
Department of Technological Education,
Bukhara State University, Bukhara,
UZBEKISTAN

ABSTRACT

The article reveals the concept of "technological competence", the possibility of the formation of technological competencies of students using visual aids. The types and significance of the use of visual aids in technology lessons are presented.

KEYWORDS: *Technological Competence, Visibility, Instructional And Technological Map, Educational Area "Technology" Educational System, Structure, Competence.*

INTRODUCTION

A technologically competent student must have a specific program of actions and management procedures, be able to apply them in real conditions of the organization of the educational process, aimed at implementing mechanisms of interaction, cooperation, to develop creativity, creativity; own a set of technological methods, operations, exercises, practical actions carried out in a certain way in a certain sequence at all stages of the work of consolidation and training, improvement and control. The main role in this belongs to the educational field "Technology".

The task of vocational training is to provide schoolchildren with a vocational education, equip them with available technical and technological knowledge, professional skills and abilities that are necessary to work in a particular specialty.

In technology lessons, the initial acquaintance of the student with the basics of transformative activity takes place, various technical objects are mastered. It is the educational field "Technology" that plays a leading role in the formation of the technological competence of students.

The main purpose of the educational field "Technology" in the general education system is the formation of technological literacy, technological competence, technological worldview and technological culture of a student, a system of technological knowledge and skills.

Technological competence is defined as a complex of properties and personal qualities of a subject, which provides the ability to organize transformative activities of various subject areas in accordance with technological principles, to master and effectively use modern technologies in their activities.

Technological literacy includes the ability to understand, use and control technology, the ability to solve problems, the development of creativity, consciousness, flexibility of thinking, and entrepreneurial spirit. Technological competence is associated with mastering the skills to master various methods and means of transforming materials, energy, information, to take into account the economic efficiency and possible environmental consequences of technological activities, to determine their life and professional plans.

Technological learning requires that students directly perceive all the main aspects of the specific technology being studied: the technological process and the technical means of its implementation, as well as the labor process in which this technology is implemented.

The perception of each of these sides is distinguished by certain features that require appropriate means of visualization.

For the successful formation of technological competencies in students, an important role is played by the use of visibility technology in the classroom, which activates the cognitive activity of students and ensures their conscious and lasting assimilation of the studied material.

Visibility in teaching technology plays an extremely important role, since technology presupposes not only theoretical knowledge of the subject, but also the ability to work with hands, and without visualization it is impossible. It acts both as a teaching principle, and as a teaching method (demonstration of working techniques, etc.), and as a teaching tool (posters, models, real objects, etc.). The role of visibility in teaching technology is largely due to the practical nature of the content of this training. In order for students to be able to master technological skills and abilities, they must figuratively and concretely represent the structure of labor movements and working methods by which these skills are formed. The essence of the principle of visibility is to build the educational process based on the sensory and practical experience of students, on the direct perception of technical devices and technical phenomena or their models, layouts, as well as images in the form of real (drawing, photograph, painting) and conventional (drawing, sketch, diagrams) images. What are the ways to implement this principle in teaching technology? The first is the obligatory demonstration by the teacher of working techniques and labor movements when instructing students to perform practical work. The second is the use in the learning process of a variety of visual means: natural objects, models, layouts, posters, etc., that is, the use of so-called external visualization. The third is the reliance in the educational process on the figurative presentation by students of technical objects, phenomena and processes that they have already observed earlier. These representations are called internal visibility.

One of such visualizations is instructional and technological maps, which reflect the main stages of manufacturing a product, and consist of subject samples and operations performed. The use of

a technological map allows you to more consciously start practical work and contributes to the development of the ability to navigate the task, plan your actions, act according to the algorithm, instructions, and the ability to use technical terms.

Instructional cards have two sides: technological, which determines what to do and in what sequence to obtain the desired result, and educational and instructional, containing instructions on how to do it.

Instructional and technological maps include graphic and textual material, information about the nature of the task being performed, the requirements for it, materials, tools, equipment and devices, work operations and their sequence, as well as about methods of organizing work, possible errors and ways to eliminate them.

In the process of practical activity, children perform work without being confused, because there is an algorithm for performing labor operations.

Instructional technological maps contain subject samples with the name of technological operations. Such cards allow students to more accurately imagine the upcoming practical work, to assimilate a more detailed plan for the manufacture of a product, they make it possible to perform more options for exercises in the process of drawing up a work plan.

The use of instruction cards for students to study the technology of manufacturing a product creates conditions for the formation of such important methods of activity as analysis, synthesis, systematization, highlighting the most essential, etc., as well as independence in work.

Instructional and technological maps teach students to be independent and adhere to technological and labor discipline, allow students to repeatedly, independently of others, refer to the instructions contained in the instructions at any time of need. Having an instruction card, the student can constantly monitor his actions and consciously correct them.

The use of instruction cards makes it possible to better resolve the issue of effective instruction for each student, increase the independence of students in the learning process, expand and strengthen the connection between theoretical and practical materials.

The use of visual aids in technology lessons is an important condition for the formation of creative potential, logical thinking for the creation of new models and self-realization of students, which contributes to an increase in interest in the subject, aims at the independent acquisition of certain skills and abilities, cognitive activity, enhancing the creative activity of students. Visibility enriches the range of students' ideas, makes learning more accessible, specific and interesting, develops observation and thinking.

REFERENCES

1. O.N. Muhidova Methods and tools used in the teaching of teaching of technology to children // Theoretical & Applied Science, 957-960
2. O.H. Mukhidova Competence approach to the development of the teacher's professional activity // Bulletin of Science and Education 97 (No. 19 (97). Part 2), pp. 88-91
3. O.H. IS HE. Mukhidova Electronic Learning in Higher Education // Magistracy Bulletin, C43-44
4. R. I. Halimovna, K. S., Nurilloevna, M. O., Radzhabovna, K. D., Shavkatovna, R. G., Hamidovna The role of modern pedagogical technologies in the formation of students' communicative

competence. // Religación. Revista De Ciencias Sociales Y Humanidades 4 No. 15 (2019): Special Issue May 261-265.

5. D.R. Kuliyeva The American Journal of Interdisciplinary Innovations and Research. "Cluster" Theory And Its Peculiarities In Increasing The Competitiveness Of The Economy. Bukhara Engineering Technological Institute, Bukhara, Uzbekistan.

6. D.R. Kuliyeva The use of innovative technologies in teaching sewing. International Scientific Journal Theoretical & Applied Science.

7. O.H.Uzoqov, D.A.Sayfullayeva Methods for assessing the knowledge of students when learning special subjects Проблемы современной науки и образования, S.36-39.

8. O.H.Uzoqov The emergence of chaos International Journal of Advanced Academic Studies. 18-03-2020 221-223 bet

9. Kulieva Sh.Kh. Methodological foundations of a systematic approach to teacher training // The Way of Science. No. 5 (39), 2017. - S.66-67.

10. Kulieva Sh.Kh. The content of the effectiveness and quality of training future teachers of labor education // Science without borders. No. 7 (12) / 2017. - S. 95-98.

11. M.N. Karimova. Manufacture of Modern Sewing and Knitting Products, Used by Mass Demand. Eastern European Scientific Journal, 71-73

12. Sh.KhKulieva, M.Karimova, M.KhDavlatkulova. Organization of theoretical and practical classes in the process of training vocational education teachers based on a systematic approach. Young Scientist, 804-807

13. M.H. Каримова. Тенденции обучения специальных предметов. Наука и образование: проблемы и тенденции развития, 22-25

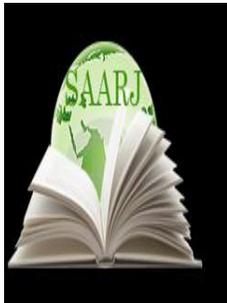
14. Миржанова Н.Н. Инновационные технологии в образовании и их использование // "Вестник магистратуры" научный журнал (2020, №1-5 (100)), стр.41-43.

15. N.N.Mirjanova Methods of teaching technology and the meaning of the term of pedagogical technology// International Scientific Journal ISJ Theoretical & Applied Science. Vol.84, No.4, 2020, pp. 961-963.

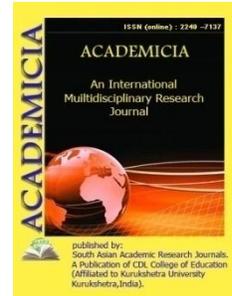
16. Г.Ш. Рахмонова Интегрированные уроки как средство формирования студентов// Научный журнал (Россия) "Вестник магистратура", 4-3(91) 2019 год 86-87.

17. Г.Ш. Рахмонова. Некоторые вопросы обеспечения взаимосвязи методов и средств обучения в развитии образовательного процесса // Academy Научно - методический журнал №10 (49), 2019 с 41-44

18. G.Sh. Rakhmonova Improving Technologies To Develop Spiritual And Moral Competencies In Future Teachers // The American journal of management and economics innovations (TAJMEI) SJIF-5.307 DOI-10.37547/TAJMEI,2020



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00158.0

SOCIAL CONTROL AS ANTI-CORRUPTION TOOL IN THE FOREIGN COUNTRIES

Ismailov Bahodir Islamovich*; Mukhammadieva Mohinur Yaxshibayevna**

*The Head of Anti-Corruption scientific and Educational,
 center of Academy General Prosecutor's,
 Office of the Republic of UZBEKISTAN

**Doctoral student of the Prosecutor General's,
 Academy of the Republic of UZBEKISTAN

ABSTRACT

Social anticorruption control matters in foreign countries are considered. In particular main categories of social control actors are studied, as far as types and forms of social anticorruption control implementation measures. Increasing of public control demand should be accompanied by readiness of the state to create really organizational and legal conditions for this purpose. The substantive legislative acts of different foreign countries which provide for basic features of social anticorruption control implementation are analyzed. The role of information legislation in prevention of corruption misconduct of civil servants and public officials is emphasized. Particular administrative procedures providing for enjoying the right of citizens to be informed of the civil servants' and public officials' misconduct are described. The specific ombudsman role in anticorruption social control measures realization is examined. The special role of local communities in anticorruption control is described. Anticorruption struggle at local level comprises prevention of corruption in the spheres of constructing, environmental protection, public order, crime prevention as well as public services that include medical and educational services. Bearing it in mind, measures for more effective implementation of social anticorruption control, which should take place at the level of local communities including local budget control, are concerned.

KEYWORDS: *Corruption, Social Control, Regulation, Open Government, Administrative Procedure, Public Administration, Information, Foreign States.*

INTRODUCTION

As the world practice shows, the fight against corruption is one of the main tasks not only of government agencies, but of all public bodies. A number of systematic work is being carried out in Uzbekistan in this direction, in 2018 the law “On Public Oversight” was adopted, in 2020 on the initiative of the President of the Republic of Uzbekistan the Public Chamber was established. Representatives of the public are directly and indirectly involved in such processes as the detection of corruption crimes in various fields and manifestations, the provision of information about them, the control over the work done by government agencies. In this regard, it is important to strengthen the system of public control and apply the methods and tools used in developed countries.

It should be noted that in the last decade, more attention has been paid to the fight against corruption and the prevention of this type of crime in foreign countries. Public oversight plays a leading role in the prevention and fight against corruption in democracies, where public administration is based on public participation - as an important means of preventing corruption. Public control or social control against corruption includes organizational and legal institutions and mechanisms that help the general public to control the activities of public authorities, to develop and implement laws and other documents in the field of anti-corruption. Significant development of civil society institutions, a high level of legal awareness and culture of the population, as well as indifference to social relations, which is an important condition for the existence of this control, is crucial.

The United Nations Convention against Corruption states that each State Party shall, in accordance with the fundamental principles of its legal system, develop and implement effective and coordinated policies to promote public participation in the fight against corruption. [1]

Public or social control in the fight against corruption as the activity of public institutions in foreign countries is mainly based on the doctrine of open government. The essence of this doctrine is the right of the population to information in order to effectively organize and exercise public control over the activities of state bodies and organizations, including the right of the population to effective access to information, access to documents and decisions of state bodies and officials.

An important condition of the doctrine of open government is the obligation to declare and justify the need for open governance, public control over the most pressing issues of public life, including the creation and use of procedures to prevent and combat corruption in both public and private law. In particular, the UK's Anti-Corruption Strategy for 2017-2022 states, “The Open Government Partnership will help the governments of its 75 member states to be more open, accountable and accountable to the citizens. The uniqueness of the partnership is the joint role of government and civil society in the development and implementation of reforms. This means that civil society can easily hold governments accountable, so that independent observers can monitor and learn from each other's progress in fulfilling their responsibilities.”[2]

The society, in turn, should be able to use the established mechanisms or have the ability to point out the need to improve the organizational and legal mechanisms of public control in the fight against corruption.

In accordance with international standards, the main institutions of open government are based on the principles of openness of information, accountability of public authorities, civil servants and officials to citizens and openness of their activities. creates conditions for its application [3].

These procedures include electronic elements in the context of the widespread introduction of modern information technologies in the activities of government agencies, making the process and results of public control more transparent and accessible to the majority of the population. Naturally, the development of government agencies and organizations can be an effective and high-tech public control over corruption in information technology-based countries.

Such public scrutiny creates additional opportunities to create the opposite effect of the authorities' unwillingness to discuss this or that socially important information with the public. For example, the National Anti-Corruption Program of the Republic of Lithuania for 2015-2025 recognizes that the development of e-democracy will strengthen the relationship between society and the state and municipalities, the development of active civil society through information and communication technologies, influence government policy decisions.

Citizens and individual groups, parties, public associations and trade unions, expert associations and the media can be subjects of public scrutiny aimed at eliminating corruption. In particular, according to Estonia's anti-corruption strategy for 2013-2020, openness means rules, actions and decisions that can easily answer questions such as why, what (who) and how many. In order to further increase transparency, the law-making and decision-making process will involve officials, politicians, entrepreneurs, stakeholders, as well as individuals.

As the main and most common category of subjects of public control, citizens should have effective means that can directly influence government agencies and organizations in areas of social life with a high level of corruption. As an important tool of public control against corruption, it is impossible to ensure without the active participation of citizens in the governance process, their broad representation, information and consultation, and the right to vote.

In response to the growing need of the public to exercise control over the implementation of anti-corruption measures taken in developed countries, it is necessary to address the population and society directly, and to create practical organizational and legal conditions for this. Recognizing the importance of the role of civil society in the Resolution of the Supreme Representative Body of the Republic of Slovenia, a special section on its participation is devoted to the organizational, legal, institutional and practical measures to expand the participation of NGOs in the prevention of corruption.

In this regard, in order to combat corruption in a number of foreign countries, various forms of public control are developed by the population in terms of the introduction of open government institutions. These are enshrined in the form of the right to participate in government meetings, the right to submit proposals to government agencies on draft regulations at various levels, the right to public hearings, public opinion polls, the right to participate in local referendums and petitions. It is known that the practice of holding open meetings by the executive authorities is not new. In particular, the United States passed **the Government in the Sunshine Act in 1976.**”[4]

The law proclaimed the goal of greater transparency in state bodies and strengthened the obligation of the federal government, Congress, federal commissions and other statutory federal bodies (agencies) to hold open meetings where the public can participate. In order for individuals to exercise this right, the law stipulates that one or another body must notify in advance of the planned meeting. For this purpose, state bodies must publish in the Federal Register the name and contact information of the official responsible for determining the date, time and place of the meeting, the topic of discussion, as well as details of the agenda and other issues one week before the scheduled meeting. Failure to comply with these requirements of the law is subject to litigation. The right to participate in the meetings of public administration bodies is also recognized in the laws of other states.

A common form of public oversight of corruption is public consultation - which allows the public to be influenced in taking regulatory action in areas prone to corruption. In Poland, for example, the 1991 Law on the Education System mandates public consultations. [5] Today, the Institute of Public Consulting is also widely used in the United States, Australia, the United Kingdom, Canada, New Zealand, Portugal, and Japan.

The Organization for Economic Co-operation and Development (OECD) has identified the following main stages of the consultation procedure, summarizing the experience of different countries in this area: informing or informing the public about the subject of consultation wide involvement of interested public groups in the development of final recommendations, including draft legislation or other normative documents. [6] Clearly, these procedures allow the public to influence the anti-corruption content of legislation.

When it comes to the process of conducting public consultations, it is very appropriate to cite the experience of the United States in this regard. The Administrative Procedure Act of 1946 establishes a rule that requires prior notification to the Federal Register before a new substantive legal norm is adopted by the federal executive. The notice shall contain the content of the proposed norm, information on the time and place of public consultations, contact information of the official of the organization responsible for conducting the consultations. All stakeholders have the right to submit their assessments, proposals and recommendations in writing in the preparation of the adopted normative document, all of which are taken into account in the preparation of the final document. To allow stakeholders to plan and prepare comments in advance, the relevant authority must publish the notice at least 30 days before the new norm enters into force. [7] The above elements of consultation procedures are based on the principle of transparency, allowing the wishes of stakeholders to be adjusted as much as possible to the content of the norms and to the maximum extent possible, thus leading to the adoption of federal regulatory rules. In addition, in the procedure under consideration, there are "strict limits" of discretionary powers for administrative decision-making and a very strict framework for voluntary decision-making.

Public hearings are also a common form of public scrutiny aimed at participating in the adoption of legitimate rules aimed at preventing corruption. However, this form has a more special character and is used when necessary. In Germany, for example, an initiative may be taken by the relevant authority to obtain written comments, comments and suggestions as an alternative. In Canada, public hearings are the starting point for the preparation of any legislation by the legislature. At the same time, the executive, which has the power to adopt legislation, also makes

extensive use of public consultation, which in turn further expands the possibilities of public oversight of corruption.

A relatively new type of public oversight in the prevention of corruption is the submission of electronic petitions by citizens. In countries such as the United States, the United Kingdom, Canada, Germany, Australia, and Poland, citizens have the right to submit collective electronic applications. In particular, in the United States in 2011 a special official government portal called “We, our people” was launched to work with mass electronic appeals of citizens. [8] In the UK, the right to apply electronically to government agencies is vested in British citizens, as well as those with official resident status, i.e. those who have the right to reside in the country legally. To submit a petition, the interested person must fill out an online application, which must include the person's personal information, residence and e-mail address. In order to place a petition on a special site, at least six people are required to become its authors, ie to support it.

Electronic petitions may relate to any matter within the competence of the House of Commons, the government and special ministries (departments) and agencies. [9] It is very important that the petition clearly states the issues and tasks to be addressed, and that the petition is in a critical spirit. This means that the content of the petition is anti-corruption. It should be noted that the critical nature of an e-appeal should not be a basis for its rejection. In addition, the relevant body has established an obligation to take an objective and impartial approach to the consideration of the petition, which is a guarantee of respect for the constitutional rights of citizens to information.

Electronic petitions will be reviewed within six months of being signed by stakeholders. The question of his subsequent fate will be decided by the parliamentary body - the Committee on Petitions, which has the right to request additional information from the authors of the petition and the relevant state bodies on the issue of the petition. In case of non-fulfillment of any of the established requirements, the petition requirements with grounds for refusal shall not be satisfied.

The British government is forced to respond to a petition that has collected at least 10,000 signatures. Such an obligation will further expand the exercise of public control over the relevant groups of citizens, which will help to identify corruption offenses in their activities in relation to ministries and departments, as well as organizations and institutions subordinate to them.

Under Canadian law, any petition can be signed within 120 days of submission. If it collects at least 500 signatures within the prescribed period, it will be considered by the state body. A petition is addressed to a member of the House of Representatives, the federal government, a minister, or the House of Commons on issues that are in the public interest or are of increasing concern to the public. Clearly, these topics essentially cover the fight against corruption.

An analysis of the content of e-petitions in foreign countries shows that most of them are related to the activities of police and law enforcement agencies, courts, tax relations, medical care, education, road construction and traffic rules. Clearly, corruption offenses in these areas are not uncommon. The right to an e-petition and the procedure for filing it provide a broad platform for public bodies, including the government and parliament, to express critical views on issues related to the detection and fight against corruption.

Public control by the population at the local level plays a special role in the fight against corruption. This control is aimed at preventing corruption in the fields of construction,

environmental protection, public disorder, crime, as well as the provision of various public services, medicine and education.

In particular, the UK Sustainable Communities Act of 2007 provides for the participation of local communities in solving local problems. In particular, the interaction of local and central public authorities on issues of local importance, which need to be addressed urgently, is regulated. The law strengthens the obligation to communicate with the public on a regular basis to receive suggestions from the Secretary of State for Relations with Public Groups to improve the lives of the public. On the basis of the proposals submitted by the teams, a clear action plan will be developed, and the Secretary of State will report annually to Parliament on its implementation and measures taken in its implementation. Transparency of the activities of the relevant bodies and organizations involved in the implementation of the plan is ensured by the requirements for mandatory publication of this report.

The Secretary of State's obligation to collect, study, and record suggestions from citizens when making decisions that are important to the public, as well as the democratic nature of the procedures for submitting proposals directly from citizens living in a particular area, allows you to customize taking into account the recommendations. This not only creates conditions for real public control over the areas aimed at combating corruption, which affect the interests of the population, but also allows the development of appropriate preventive measures.

Public control over the local budget, which is spent on the needs of the population of a particular area, plays a special role in preventing and eliminating corruption in local government. In this regard, the above UK law specifically recognizes the right of local communities to receive information on the targeted use of budget funds by government departments, local authorities or officials. For the same purpose, the Secretary of State is tasked with organizing the preparation of reports on the use of state-funded funds by these entities for the needs of the local population.

An important tool of public oversight of corruption at the local level, the Local Audit and Accountability Act of the United Kingdom strengthens the rules that allow for financial control over local government. The law stipulates the requirement of transparency of local administration, which is achieved by establishing the obligation to provide public access to the meetings, as well as by providing access to the adopted documents. The law gave members of the public the right to attend local government meetings, including taking photos, audio and video recordings of journalists and bloggers, broadcasting the meetings online, and other activities that allow people not in the hall to see and hear. In addition, according to Article 26 of this Law, in the process of conducting a local audit, any interested person has the right to get acquainted with the financial and other documents and reports of the audit. In order to strengthen public control over the financial activities of local authorities, a separate audit of journalists on audit issues was conducted in 2017 in accordance with the amendments to the Law "On Local Audits" and the Law "On Public Access to Documents" in 2017. reports and other documents.

The next means of public control over corruption is the use of a form of notification of citizens to the administration of public authorities, which is used in foreign countries, to inform public administration bodies about the bad or mismanagement of individuals. Such evidence includes disclosing or critical information about deficiencies in the activities of officials or cases of abuse. The notice may contain a request to correct the relevant violations or deficiencies. It should be noted that the merger can be carried out by any person, even those who are not directly involved

in their interests. A similar institution is provided, for example, in the Spanish Law on Public Administration and the Legal Regime of General Administrative Procedure.

The principle of accountability of government agencies also plays an important role in public control against corruption. This principle applies not only to public authorities, but also to any officials and civil servants. An important guarantee of its effective application is the establishment of a sufficient number of requirements for reports. The list of reports should be clear and comprehensive, the scope of the issues to be reported, and the information provided should be open to the general public. To this end, many states have introduced not only the obligation to report the income and expenses of civil servants, but also the requirement to publish relevant information in special registers where it is disclosed to the public. [10] Undoubtedly, today the introduction of various forms of reporting, including electronic forms, creates more favorable conditions for the implementation of public control in the fight against corruption.

The Ombudsman Institute is one of the next institutions of public control, which is actively developing in the field of anti-corruption. In Scotland, for example, the Ombudsman Service, established by the Parliament of the same name in 2002, investigates complaints of citizens against illegal actions or inactions of public authorities, as well as organizations providing public services in health, education, housing and other services. has the authority. [11]

The ombudsman must notify the applicant as well as the government of the results of each inspection, and a copy of the inspection report is sent to the Scottish Parliament. Thus, the task of the ombudsman is to carefully analyze the illegal actions and submit its results to the competent state bodies for consideration. The activities of the Ombudsman provide impartial assistance in exercising public control against corruption by protecting the interests of individual citizens who apply for assistance.

It is noteworthy that the ombudsman's activities are also under public scrutiny. In 2006, the Scottish Ombudsman Watch, a non-governmental organization, launched a special website to promote greater transparency in the ombudsman's activities and to communicate his findings to the general public. In particular, it publishes petitions of those who have addressed the parliament, pointing out shortcomings in the work of the ombudsman. This situation shows that by appealing to the institution of the ombudsman and even criticizing it, the public has a significant impact on the formation of intolerance to corruption in the system of society and public authorities.

India has extensive experience in public oversight of the fight against corruption, and an independent federal-level body, the Central Awakening Commission, was established in 1964 by the government to advise and guide the federal executive on anti-corruption issues.

According to the Central Vigilance Commission Act of India, its responsibilities include: overseeing the investigation of crimes regulated by the 1988 Corruption Prevention Act; to collect, analyze and investigate the evidence of the investigation initiated in accordance with the instructions of the central government against federal civil servants suspected of committing corruption offenses; control over the anti-corruption activities of the staff of ministries and departments of the competent state bodies for combating corruption; mandatory consultations with the central government regarding the adoption of rules for the control of persons appointed to federal civil service positions.

In carrying out the functions assigned to it, the Commission shall make recommendations on the fight against corruption and the application of appropriate procedures through the Office for Investigation of Corruption in the System of Central Executive Bodies. While the results of the commission's "investigation" do not have legal consequences, it does result in the initiation of the necessary procedures to prosecute officials of federal ministries and agencies as a result of the transfer of relevant information to the central executive bodies.

The commission's publication of a list of corrupt government officials who, in its opinion, should be prosecuted, created a favorable environment for public scrutiny. The disclosure of information about such individuals to the public makes an important contribution to the exercise of public scrutiny. In addition, under the Right to Information Act of 2005, the Commission, as a public authority, is obliged to report corruption cases identified at the request of any Indian citizen. [12] These measures are aimed at ensuring the transparency of the activities of civil servants, obtaining information about violations by citizens, creating an environment of intolerance of corruption in society.

The establishment of a special anti-corruption ombudsman under the Federal Anti-Corruption Ombudsman and the Law on State Ombudsmen (Lokpal and Locayuctas Act) also contributed to the fight against corruption in the country. The Federal Ombudsman reports cases of corruption to the Prime Minister, ministers and central government officials, members of the federal parliament, heads of government agencies, officials and employees, as well as a wide range of employees of bodies and institutions, corporations, companies and other organizations fully or partially funded by parliament or government authorized to verify.

There is a strict deadline for actions to be taken in the manner prescribed by the Ombudsman. In particular, citizens should consider complaints of corruption of the above categories of persons within a month, and the investigation of a particular complaint should not exceed one year. During this period, all necessary materials and documents must be collected for submission to the competent authorities for the purpose of initiating criminal proceedings.

The ombudsman is a collective body that can include both public and private sector representatives. In particular, 50 percent of its members are current or retired judges and chairmen of the Supreme Court. The second half includes representatives of Indian castes, tribes, lower classes, minorities and women. At the same time, candidates are required to have exceptional honesty, highly qualified professionalism and experience, as well as at least 25 years of excellent work experience in anti-corruption strategy, public administration, supervision, finance, including insurance and banking.

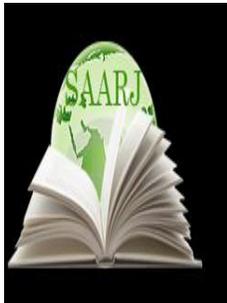
In conclusion, a complex organizational and legal framework that allows individuals, groups of citizens and their public associations directly used by the population in foreign countries to exercise or participate in public control on the basis of the right to receive information, criticism and suggestions on their activities to correct and improve anti-corruption activities. a set of mechanisms and procedures has been developed. These procedures and mechanisms are based on the principles of open government, freedom of information, transparency and accountability, which create the conditions for the full exercise of rights.

Thus, the democratic nature of the analyzed mechanisms and procedures forces the public authorities to take into account the critical views and suggestions of the public on the prevention, detection and elimination of corruption in lawmaking and enforcement - a form of combating

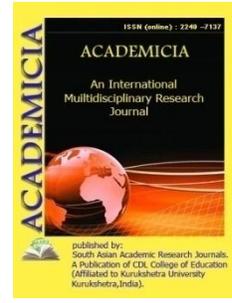
corruption by government agencies and public institutions. lays the foundation for mutually beneficial cooperation in improving methods.

REFERENCES:

1. United Nations Convention against Corruption - 2003. (United Nations Convention against Corruption) <https://www.unodc.org/unodc/en/treaties/CAC/>
2. Open Government Declaration. 2011 y. (Open Government Declaration). Internet address: <https://www.opengovpartnership.org/open-government-declaration>.
3. Paris Declaration on Open Government 2016 y. Internet address <https://fr.2016.ogpsummit.org/2016/12/OGP> (Paris Open Government Declaration)
4. Public Law 94-409, 90, September 13, 1976. 5U.S. C. Ch.5.
5. Open Government Abroad. Legal regulation and practice. / responsible. editor. I. G. Timoshenko. - M.: 2015. -162—164. P. (Open Government Abroad. Legal regulation and practice) <http://www.oecd.org/mena/governance/36785341.pdf>.
6. Pubic Law. 79—404, 60 Stat. 237, enacted June 11, 1946.
7. <http://www.pewinternet.org/2016/12/28/we-the-people-five-years-of-online-petitions/>.
8. <https://www.parliament.uk/get-involved/sign-a-petition/e-petitions/>.
9. Trends in the development of control over the activities of public administration in foreign countries: monograph ed. V. I. Lafitsky, I. G. Timoshenko. M., 2015. P. 241—256.
10. Scottish Public Services Ombudsman Act. URL: http://www.legislation.gov.uk/asp/2002/11/pdfs/asp_20020011_en.pdf.
11. <http://rti.gov.in/webactrti.htm>.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00163.4

**INTERJECTIONS OH! WOW! GOSH! AH! GOD! AS A MEANS OF
 EXPRESSING EMOTIONS OF PERSONAGES IN THE NOVEL “CAN
 YOU KEEP A SECRET” BY S. KINSELLA**

Rakhmonova Amira Ulfatovna*

*Senior Teacher,
 Samarkand State Institute of Foreign Languages,
 Samarkand, UZBEKISTAN

ABSTRACT

This article deals with the features of interjections and their role in linguistics, stylistics and literature. Moreover, it is devoted to the discussion of the interjections and their role in expressing inner feelings personages in the novel “Can you keep a secret?” by Sophie Kinsella. In the article, a series of extracts taken from the novel were investigated and analyzed. In each case, a special attention was paid to the manifestation of the inner feelings of the personages to readers.

KEYWORDS: *Emotiveness, Emotion, Stylistics, Interjections, Oh, Wow! Gosh! Ah! God! Literature, Personage*

INTRODUCTION

Emotion can be found in oral or written communication, narratives, fiction and elsewhere. Every person is individual and expresses his anger, love, hatred, fear and others in different ways. Emotiveness is studied in various fields such as psychology, sociology, pragmatics, linguistics, literature. In oral communication it is much easier to express inner feelings through facial expressions, gestures, intonations etc. While, in literature writers use various stylistic devices and techniques to reveal inner feelings of the characters. One of the common ways to reveal the inner feelings of characters are done through interjections, which have been one of the most widely discussed topics in literature, linguistics as well as psychology in the last decades. Usually these words express our feelings such as regret, despair, sadness, grief, surprise, amazement etc. In Stylistics, interjections are defined as expressive means of the language. Interjections can be divided into simple and derivative ones. Simple interjections: Oh! Ah! Hush! Bah! Pooh! Gosh! Alas! Eh! Oh! Be! Derivative interjections are: Heavens!, Good gracious!, Dear me!, God!,

Come on!, Look here!, By the Lord!, God knows!, Bless me! and others. As the meaning of interjections has already become a controversial point of discussion in the literature, this article is aimed at analyzing emotionally coloured features of interjections in a famous novel “Can you keep a secret” by Sophie Kinsella.

LITERATURE REVIEW: Many scholars defined interjections according to certain criteria. Sapir (1921) claimed that they were “the nearest of all language sounds to instinctive utterance.” [8, 7] An interjection is a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction. (Bloomfield, Leonard 1933) [3]. Jakobson (1960) considered them exemplars of the “purely emotive stratum of language.” [5,354] Galperin considers Interjections as words used to express strong feelings of people and which may be called to exist in language as conventional signs of human emotions. [4,154]

Although interjections are no longer regarded peripheral to linguistics and are now carefully defined in relation to their grammatical form, their meanings remain obscure and baffling. Particularly, even interjections are no longer characterized purely in terms of emotion, they are still characterized in regard to “mental states.” For example, Wierzbicka (1992) describes interjections as related to the present state of mind or mental act of the speaker. [9,164] Ameka F K states that in the past, interjections were studied as a part of speech and they were frequently referred as “tiny” or “non-words” the main characteristic of which being (phonologically and morphologically) anomalous. (1992) [1] And Montes (1999) believes that many interjections “[focus] on the internal reaction of affectedness of the speaker with respect to the referent.” [7, 1289] Ameka F K (2006) considered interjections as words that conditionally constitute statements by themselves and express a speaker’s current mental state or reaction to an element in the linguistic or extra linguistic context [2, 743].

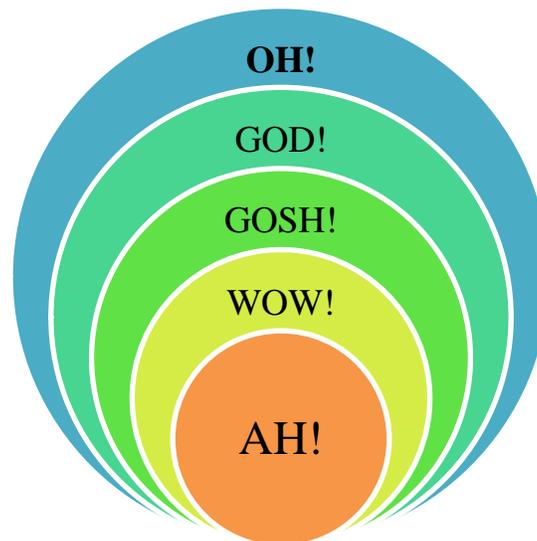
Oxford Dictionary of English defines interjection as follows “a short sound, word or phrase spoken suddenly to express an emotion” [11] while Collins English Dictionary provides two distinctive definitions “An interjection is something you [say](#) which [interrupts](#) someone else who is speaking.” And “In grammar, an interjection is a word or expression which you use to express a strong feeling such as surprise, pain, or horror”. [12]

Observing above mentioned definitions provided by linguists and lexicographers it can be noticed that interjections have not been studied much in the past but the main function of them expressing emotional condition of the speaker in a definite situation has been identified long ago.

Interjections express emotion or command and they differ from parts of speech. Most used interjections in the novel “Can you keep a secret” by Sophie Kinsella are Oh! Wow! Gosh! Ah! God! For example, interjection Oh! may express the meanings of joy, sadness, fatigue, severe mental distress, regret, surprise, fear, disgust etc. Each interpretation of the interjections being implemented according to the context and punctuation plays an important role. It is not easy to guess the feeling of personages in novels by a single interjection. Extra details, as adjectives, verbs and adverbs in the following sentences assist us to interpret the emotions of personages that interjections convey to the reader.

RESULTS AND DISCUSSION: The novel “Can you keep a secret?” by Sophie Kinsella contains many interjections worth investigating. In the novel, the interjection “Oh!” was used 270 times, God! 151 times, Gosh! 14 times, Wow! 13 times Ah! 9 times and most of them are used to express inner feelings of the personages. Looking to the following graph quantity of the

interjections used in the novel can be imagined easily.



The recent studies have shown that the interjection Oh! is used quite frequently in relation to other interjections in “Can you keep a secret?” And interestingly, most of the interjections of Oh! are noticed in female personages’ utterances. Also the interjection God! also conveyed a significant importance in the manifestation of the inner feelings of personages. In general, each interjection used in the novel has its own place. They were applied in dialogues, monologues as well as when personages spoke to themselves. They are very important in keeping the story readable as well as interesting. Below we will look through the extracts taken from the novel to analyze the usages and roles of interjections to convey emotions of the personages to readers in the novel “Can you keep a secret?” by S. Kinsella.

1) “We believe in multi-logistical formative alliances,” he’s saying in a nasal, droning voice, “both above and below the line.”

“Absolutely!” I reply brightly, as though to say “Doesn’t everybody?”

Multi-logistical. What does that mean, again?

Oh, God. What if they ask me? [6, 8]

In this dialogue, Emma asks herself a question anticipating they could check her knowledge about multi-logistical. Then, she uses interjection Oh, God which clearly reveals her fear of not being able to answer such a simple question related to her job. The question What if they ask me? helps to identify that Emma was afraid at that moment.

2) “Wait!” I hear myself say. “Just ... wait a moment! I have a few points to make.”

There’s a can of Panther Prime sitting on the desk, and I grab it for inspiration. Playing for time, I stand up, walk to the center of the room, and raise the can high into the air where we can all see it. “Panther Prime is ... a sports drink.”

I stop, and there’s a polite silence. My face is prickling. “It, um, it is very ...”

Oh, God. What am I doing?

Come on, Emma. Think. Think Panther Prime.... Think Panther Cola.... Think.... Think....

Yes! Of course!

“Since the launch of Panther Cola in the late 1980s, Panther drinks have been a byword for energy, excitement, and excellence,” I say fluently. [6,11]

In the monologue given above, the main subject of the talk is “Panther Cola” and Emma’s purpose is to praise a certain brand Cola. It becomes evident that Emma tries to praise Panther Cola, but she hesitates frequently not knowing what to say to continue her presentation. To calm down she gives herself some time thinking Just ... wait a moment! Emma walks into the center of the room, saying a few sentences to keep advertising Panther Cola. Then, she stops for a while talking to herself Oh, God. What am I doing? The word prickling reveals that she was nervous or worried! An exclamatory mark after the interjection Oh! shows the personage Emma’s worry (strong emotion). In the next sentence, Come-on, Emma. Think. Think Panther Prime.... Think Panther Cola.... Think.... Think.... Some words follow dots which indicate pauses in her speech. Emma repeats the words “think” five times while, “Panther” twice. The literary device repetition reinforces inner “worry” of the personage effectively. By repeating and linking these words she conveys to the reader her emotion “worry”.

3) “Have a look at those! I downloaded them from the Internet.” Connor gestures to a folder on the table. I open it and find myself looking at a grainy black and white picture of a room with a sofa and a potted plant.

“Flat details!” I say, taken aback. I check the postcode. It’s in Maida Vale. In fact, just around the corner from here. I don’t remember agreeing on Maida Vale. But then, it doesn’t really matter.

“Wow!” I say. “That’s quick! I haven’t even given notice yet.”

“Well, we need to start looking,” says Connor. “Look—that one’s got a balcony. And there’s one with a working fireplace!”

“Gosh!”

I sit down on a nearby chair and peer at the blurry photograph, trying to imagine me and Connor living in it together. Sitting on that sofa. Just the two of

I wonder what we’ll talk about. [6, 53]

The following dialogue is between Connor and Emma and the main subject of the conversation is moving to a new home and a room, postcode, Maida Vale, balcony words assist in identifying the topic of the communication. Connor seems to be happy informing Emma about home showing printed pictures. His emotions are expressed through an exclamatory sentence “Look—that one’s got a balcony. And there’s one with a working fireplace!” Meanwhile, we can analyse Emma’s feelings more than that of Connor’s as her talks are more frequent. She says “Flat details!” feeling surprised but she is not happy with that which can be realized by the words: “taken aback”. Yet, her surprise can be proven with the next interjection “Wow!” and the next sentence “That’s quick! I haven’t even given notice yet.” gives more data that she has not planned to start living with Connor yet. The following interjection “Gosh!” is certainly helps to understand that the mood of the personage Emma decreases as she imagines upcoming events.

4) “It’s very nice. Very homey.” I can see him taking in the shoes piled in the corner, the fish mobile hanging from my light, the mirror with necklaces strung over the side, and a new skirt hanging on the wardrobe door.

“Cancer Research?” he says puzzledly, looking at the label. “What does that—”

“It’s a shop,” I say, a little defiant. “A secondhand shop.”

“Ah.” He nods in tactful comprehension. “Nice bedspread,” he adds, smiling.[6,124]

Sentence structures of this dialogue are short and declarative. Jack and Emma talk about common things. There are some informal utterances. Jack notices a piece of clothing and looking into the label he asks “Cancer Research?” His confusion is conveyed to the readers through the adverb puzzledly. After Emma mentions that it is a secondhand shop, Jack understands it and as a sign of it the interjection “Ah.” is applied properly. The interjection “Ah.” does not follow an exclamatory mark meaning that it is not a strong emotion. Then, he changes the subject of the conversation slightly pointing to the bedspread. Observing this dialogue and key words shoes, homey, mirror, necklaces, wardrobe, skirt, bedspread it can be realized that the personages Jack and Emma are probably in Emma’s room and they are talking about objects in the room.

5) “Just going!” says Katie, and we head toward the stairs, which I always use because it means I don’t have to bother with the gym. Plus, luckily Marketing is on the first floor. We’ve just reached the landing when Jane squeaks, “Look! Oh, my God! It’s him!”

A limousine has purred up in the street, right in front of the glass doors. Like clockwork, a lift at the other end of the foyer suddenly opens, and out strides Graham Hillingdon, the chief executive, plus the managing director and about six others, all looking immaculate in dark suits.[6,44]

This extract mainly describes the process of employees trying to meet Jack Harper whose name was mentioned in an earlier dialogue. Katie, Jane and Emma are together. When a limousine purrs up in the street, Jane squeaks using several interjections in one sentence such as “Look! Oh, my God! The interjection Look! expresses a strong emotional state of the personage Jane where she is surprised and at the same time tries to draw attention of her colleagues. Next, Oh, my God! interjections intensifies Jane’s surprise. In the following two sentences we can see the description how the car stops and Graham Hillingdon, the chief executive, the managing director and about six others come out of the lift to welcome Jack Harper who is the joint founder of the Panther Corporation. All in all, interjections and the description of the narrator makes the readers see the whole picture and feelings of the personages.

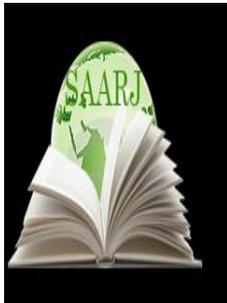
After the discussion and analysis of the above given extracts, it turns out that when we read novels or stories we usually enjoy it penetrating into the world the author has created. Yet, we rarely speculate how this all happen and accept it as typical things in our lives. Obviously, the structure, plot, organization, themes of any literal work are rather complicated then it appears to be. Besides, every comma exclamatory mark or a full stop has its position in a certain context. Therefore, it is worth investigating every aspect of the literal texts.

CONCLUSION: To conclude, it is vital to point out that it is much easier for a speaker to convey his or her emotions by the help of intonation and facial expression while using interjections. Obviously, it is a hard job to show inner feelings only through words in literal

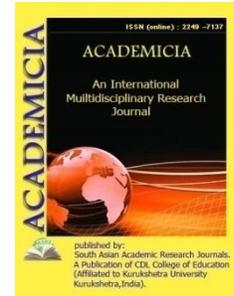
texts. Yet, writers use punctuation, stylistic means as interjections, repetitions, effectively to help readers visualize the whole picture and feel emotions of personages. The performed analysis reveals that interjections are important factor in learning and analyzing how personages express their feelings in a literal text. Adverbs, adjectives and punctuation assist in identifying the emotions expressed by the help of interjections.

REFERENCES:

1. Ameka, Felix. 1992a. Interjections: The universal yet neglected part of speech. *Journal of Pragmatics* 18:101-118 pp. Editor. 1992b. Interjections. *Journal of Pragmatics* 18(2-3).
2. F K Ameka. 2006. Interjections. Elsevier Ltd. Volume 4, 1712-1715 pp.
3. Bloomfield, Leonard 1933. *Language*. New York: Holt.
4. Galperin I. R. 1977. *Stylistics*. —Moscow: "Higher school". 154 p.
5. Jakobson, Roman. 1960. "Linguistics and poetics," in *Stylein language*. Edited by T. Sebeok. Cambridge: MIT Press.350-377. pp.
6. Kinsella S. 2011. *Can you keep a secret?* – London: Published Dell Publishing Company. 8-124 pp.
7. Montes, Rosagraciela. 1999. The development of discourse markers in Spanish: Interjections. *Journal of Pragmatics* 31:1289-1319 pp.
8. Sapir, Edward. 1921. *Language*. New York: Harcourt, Brace.
9. Wierzbicka, Anna. 1992. The semantics of interjections. *Journal of Pragmatics* 18:159-192 pp.
10. Arnold I.V. 1986. *The English Word*. M.
11. *Collins English Dictionary*: Amazon Co. UK, 2003
12. *Oxford Dictionary of English*: Oxford Univ. Press, 2013



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00162.2

THE ROLE AND IMPORTANCE OF INNOVATIVE SOFTWARE AND DIDACTIC COMPLEXES IN INCREASING THE EFFECTIVENESS OF TRAINING

Ashurova Dilfuza Nabiyevna*; **Jumaeva Nilufar Farmonovna****;
Toshtemirova Kamola Ergashevna**; **Ashurova Gulshan Shukhratovna****

*Associate Professor,
 Doctor of Philosophy in Pedagogical, Sciences,
 Navoi State Pedagogical Institute,
 UZBEKISTAN

**Teacher,
 Navoi State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

The article analyzes the problems of implementation and development of modern information and communication technologies in the education system, discusses the role and importance of innovative software and didactic complexes in increasing the effectiveness of education. An innovative software-didactic complex of a certain science and its components is presented. It is also based on the fact that the innovative software and didactic complex of the subject as a methodological system is a teaching tool that ensures the perfection and integrity of didactic material.

KEYWORDS: *Teaching Principles, Third Renaissance, Material And Intellectual Component, Educational Resources, E-Learning Monitor, Material Base, Innovative Component, Teaching Aids, E-Learning Complex, Multimedia Tools.*

INTRODUCTION

According to sociologists, humanity is entering the information phase of its development. The principles of development at this stage are based on the rapid implementation of the achievements of science and technology based on computer technologies in all spheres of society. The globalization of economic relations, the relativity of interstate borders under the

influence of financial and information flows, the rapid introduction of the latest scientific achievements and the creation of highly effective technologies create critical situations for the individual: the information renewal of human society is faster.

According to V.A. Storodubtseva, today 80% of the knowledge necessary for the future activities of university graduates has not yet been disclosed. According to technocratic interpretations, active information society professionals should have an average of up to five specialties. As the society developed, there were cases when the content of the teaching principles did not meet its requirements.

If in developed countries the education system is the first task for training specialists capable of discovering new knowledge, then in countries with economies in transition or developing economies, the task is to train specialists who can master new technologies. Improving the efficiency of the education system in all countries of the world is one of the strategic tasks. So what problems can be solved to ensure that these tasks are met? In particular, which of the problems facing the education system in Uzbekistan should be addressed without delay?

Naturally, detailed answers to these questions require a separate study. The general goals and principles in this regard are reflected in the Education Law and government decisions of recent years. In particular, large-scale democratic changes, in particular, the creation of a new Renaissance in Uzbekistan through educational reforms, the foundation of the Third Renaissance, are a turning point in the education system. Reforms in the field of education stem from the task of coordinating and optimizing traditional and innovative components in a single educational process.

It is known that the computerization of education consists of two components: the first is material, the second is intellectual. The material component is direct computers, electronic educational monitors, electronic projectors, classrooms equipped at the level of relevant requirements, used as a local network. But no matter how modern and expensive the mentioned material component may be, it will not work at all without appropriate standard and specialized software, or its effectiveness will be unsatisfactory. For this reason, the second is that high demands are placed on the intellectual component, which naturally expand and harmonize with the content.

The subjects of such a process can also be divided into two categories: students and teachers. Modern educational resources (TM): standard material base (classrooms, laboratories, libraries, etc.), Computer classes, highly qualified professors and teachers are involved in the educational process in order to form students' knowledge, skills and creative potential. Timely teaching of any subject requires the teacher to be creative, to use factors that increase the effectiveness of learning, to be able to act as a teacher-psychologist even if necessary, to have deep knowledge and skills in their subject, to use new information technologies. what achieves It is the teachers who determine what the highlighted intellectual component will be, create its methodological didactic addition and constantly improve it [1, p. 17]. Organization of distance learning requires the development of an effective mechanism or tools for the formation of student mobility. Such tools include innovative software and didactic complexes created by disciplines.

An innovative software and didactic tool is a multifunctional software tool created with the aim of effectively teaching a certain subject and based on the latest methodology, aimed at increasing the activity of students in the process of mastering the subject as a result of the didactic

development of educational material using special software and multimedia information technologies.

An innovative software-didactic complex of the subject as a methodological system should ensure the perfection and integrity of the didactic material. Each IDDM should provide monitoring of the level of training, consolidation and assimilation of new educational material. The purpose of the timely creation of innovative complexes is to increase the speed of acquiring new knowledge, and ultimately to improve the qualifications of highly educated specialists to the level of modern requirements. To achieve these goals, it will first be necessary to base the transition to new topics on principles of student engagement instead of the traditional style of affirmation-demonstration.

IDDM allows a variety of use of educational material in the work of a teacher, and one of its components is the use of special didactic approaches to the creation of traditional didactic developments when creating electronic forms of educational material.

IDDM provides for the use of computer programs in all types of education. The complexes discussed in a broad sense teach students to use information technologies, are a powerful tool for the independent acquisition of new knowledge in professional activities, and form the need and inclination to use information technologies.

The effectiveness of cognitive activity largely depends on the characteristics of the teaching tool used.

Computers and multimedia technology are devices with great potential. In particular, their didactic properties are a factor that ensures high efficiency in educational practice.

In addition, the use of new information technologies requires expression only in the process of practical development. Consequently, there is a need to analyze various forms of e-learning materials used as a new pedagogical tool, their didactic properties and methods of integration into the learning process. Such analysis should be based on creativity and reciprocity. At this stage, you should pay special attention to unintentional repetitions.

Information technology, the Internet system is becoming more powerful and grateful assistant to teachers and students. Today, teachers and students have the opportunity to get acquainted with the development of information, lecture, practical and laboratory classes, as well as methodological recommendations using information technology and the Internet.

The rapid development of science and technology, like all other disciplines, imposes new requirements on the content of specific sciences, in particular, on the methods of teaching them. One of the main goals of the methodology of specific sciences is the creation of educational and methodological complexes with updated content, widely introduced by modern information technologies, taking into account the development of this science. Today, students directly use mathematical programs, Maple, MathCad, Matlab and similar mathematical programs to perform scientific and technical calculations using computer technology, scientific and methodological research. These software tools play an important role in reducing large-scale math calculations for students, in deepening their understanding and mastery of the subject, and in effectively organizing their independent work. As a result, students' interest in the subject and science is growing. The limitless possibilities of the Internet reinforce these interests. Today, students who have mastered Internet navigation have the opportunity not only to quickly find the

necessary textbooks, but also remotely participate in the learning process. The IDDM in question also plays a special role in distance learning. Ultimately, teachers using the existing specialized environment must create appropriate teaching materials, taking into account the entire dynamics of learning, including psychological and physiological, in front of the computer.

When it comes to a specific subject, the term "software" in the term IDDM refers to programs that provide the use of electronic resources and multimedia tools aimed at improving the efficiency of the educational process based on computer software, as well as programs that represent a standard of specialization, curriculum and scientific content.

The IDDM subject consists of the following components:

A) Traditional educational and methodological complex on the topic.

A set of mandatory knowledge and skills according to the state educational standard, sample program, technological map, work program, natural sciences program, printing sources, etc.

B) Innovation component.

Methodological principles aimed at increasing the activity of students and proving their effectiveness in practice, appropriate didactic materials, visual aids and software, didactic assignments for independent study, computer practice in the subject, a set of test tasks to determine the quality of knowledge in natural science, monitoring the quality of the educational process ...

C) Educational materials in electronic form.

Electronic textbooks, electronic textbooks, electronic lecture texts, electronic libraries, audiovisual materials of appropriate capacity (CD, Flash, etc.), Interactive training courses, laboratory assignments for computer computing experiments, testing systems.

D) Material base IDDM

Multimedia classes, computer labs, computerized laboratories (for example, physics or chemistry), web servers, Internet media libraries [3, p. 383].

If we look at the practice of enterprising teachers in recent years who strive to increase student activity during lessons, we can often see the convergence of these forms of learning, the use of innovative technologies and pedagogical inventions and discoveries based on certain principles.

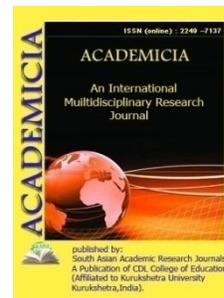
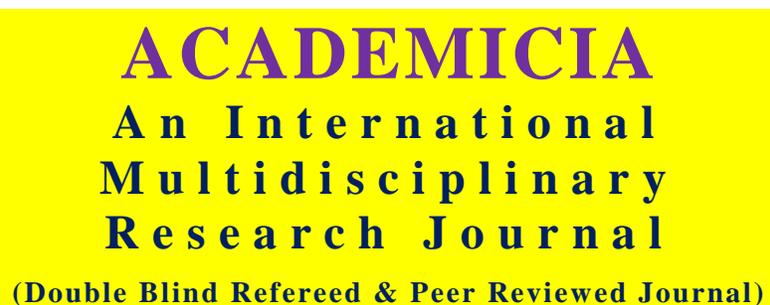
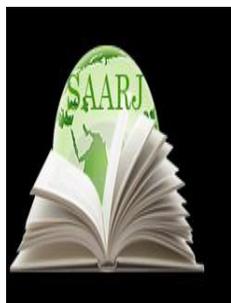
When a teacher uses non-traditional methods in their lessons, the barrier between teacher and students disappears, and the creativity and observation of students increases. Information can be obtained voluntarily without providing such mandatory knowledge.

Provision of the educational process with pedagogical technologies, the creation of modern teaching methods, the formation of innovative projects and the creation of appropriate technologies are widely implemented in educational institutions of the country. A number of projects and studies are created on the basis of modern information and network technologies. Now an urgent task is to attract professors and teachers of universities to use the created and created software, so that these environments are filled with as many didactic developments as possible.

A number of organizational problems in this area await solution, ranging from financial incentives to moral support, the provision of modern equipment and the involvement of young scientists and programmers. However, the resolution of these problems is urgent, and it is desirable that these issues be addressed gradually. The essence of these issues is that the growth of student activity in the classroom, which in turn increases the efficiency of the education system and, ultimately, becomes an important factor in accelerating the development of society.

REFERENCES

1. YuldashevZ.Kh., Ashurova D.N. Application of innovative and information technologies in the education system as a requirement of the times. Journal "Public Education". –Tashkent, 2006. –№1, pp.15-19 (in Uzbek).
2. YuldashevZ.Kh., Ashurova D.N. Innovative-didactic program complex and new formalized model of education. Malaysian Journal of Mathematical Sciences 6 (1) :, 2012, - P. 97-103
3. Ashurova D.N. Innovative – Didactic Program Complex as Mean of Implementing New Education Paradigm // Eastern European Scientific Journal (Gesellschaftswissenschaften): Düsseldorf (Germany): AurisVerlag, 2018, No. 3. - pp. 380-386.
4. Ashurova D.N., YuldashevZ.Kh. Problems of training IT specialists in Uzbekistan, "Informatization of education and science". No. 2 (14), 2012.
5. Ashurova D.N., Bokiev R.R., YuldashevZ.Kh. Media education and problems of enhancing the activity of students // Pedagogical skill. –Bukhara, 2009. –№2 (in Uzbek).
6. YuldashevZ.Kh., Yuldasheva M.A. Mathematics and information technologies s tool for rehabilitation of disabled people / Book of Abstracts IV CONGRESS OF THE TURCKIC WORLD MATHEMATICAL SOCIETY, Baku, 2011. –p.506.
7. Ashurova D.N. The role and importance of innovative software and didactic complexes in the educational process of a comprehensive school // The teacher is less continuously informed. - Nukus, 2020. No. 3 (in Uzbek)



DOI: **10.5958/2249-7137.2021.00161.0**

PROBLEMS OF DEVELOPING STUDENTS 'WRITTEN SPEECH IN MOTHER TONGUE CLASSES

Duysabaeva Dilbar Uskanovna*

*Acting Associate Professor,
Kazakh Language and Literature,
Tashkent State Pedagogical University,
UZBEKISTAN

Email id: d.duysabayeva@gmail.com

ABSTRACT

This article highlights the methods used to develop the intellectual activity of students, liberalize the process of independent thinking and improve their written and oral literacy. When a student studies mother tongue materials, the bilingual process is influenced by the characteristics of other languages used in the developed society. This needs special attention and consideration. Modern society is characterized by the expansion of the scope of intercultural interaction, in this regard, the principle of "joint study of language and culture" began to be introduced in the teaching of the mother tongue.

KEYWORDS: *Written And Oral Literacy, Analysis (Analysis), Method, Dictation, Presentation, Composition.*

INTRODUCTION

The socio-political essence of today's education is aimed at the spiritual and cultural development of students, the formation and improvement of creative and independent thinking. This is reflected in the student's oral and written speech, at the level of literacy.

Literacy is an indicator of a person's level of knowledge. Today, however, the demand for this indicator has waned. Therefore, in today's society, where the number of young people who can express their opinions in writing is declining and the Internet, in general, information communications are developing, "what is the need for a written culture?" the number of young people who think so has increased. Literary language norms were left behind, and the use of dialects and barbarisms became widespread.

Society is evolving, and people's thinking is constantly evolving in accordance with the requirements of society. In today's technologically advanced world, it is good for young people to be computer literate, to be able to take ready-made data through the Internet and analyze it as they see fit. But this can have a slight negative effect on their activity of deep understanding of the laws of their mother tongue. That is why we need to be able to explain to them that the knowledge gained in mother tongue lessons is the basis, that is, the basis for the development of students' speech and consciousness.

The concept of development of mother tongue teaching defines the basic principles of teaching mother tongue in general secondary education, the goals and objectives of solving current problems and the main directions of teaching this subject in educational institutions, including: integration of mother tongue with general education and students' speech and linguistic competence. organization of increase; Attention is also paid to the content of native language science, the formation of oral and written literacy, logical, creative, creative, critical thinking, which students can apply in independent life.

Through linguistics and cultural competence, students understand the meaning, essence, vocabulary, and grammatical structure of a word, and learn the logic of oral speech and the specificity of literary language. Forms a culture of speech, trying to repeat what has been read and taught. Literacy and figurative writing improve the methodological style of the language and increase the ability to read scientific, political, artistic works.[1]

Through the formation of linguocultural competencies in mother tongue teaching, it has a great impact on the development of educational content in terms of developing students' cultural literacy, respect for dignity and the development of language skills. Until now, the issue of formation of linguocultural competencies has been taken into account in the process of learning a foreign language. When a student studies mother tongue materials, the bilingual process is influenced by the characteristics of other languages used in the developed society. This needs special attention and consideration. This effect is both positive and negative. The positive effect of languages is called transposition, the negative effect is called interference[2].

Errors are indicators of interference. Given the interference and migration phenomena that occur during bilingual learning, it is necessary to prevent the interference phenomenon by comparing the mother tongue methodology with other languages. The use of the comparative method allows to eliminate inter-linguistic interference, to strengthen the teaching of the mother tongue in the linguocultural aspect and to achieve good results.

Especially in the teaching of the Kazakh language and literature, phonetic, lexical-semantic, morphological and syntactic interference errors are common due to the acquisition of dialects and barbaric words in the oral and written speech of students. Taking into account language experience is also of particular methodological importance. Taking into account language experience means the negative or positive aspects of the knowledge, skills and abilities acquired from different languages, which are felt in the acquisition of the studied language material. Such interferential phenomena occur in all areas of linguistics in students' written work and oral speech.

In this regard, the main purpose of the formation of linguocultural competencies in the teaching of the mother tongue is to demonstrate the national image of national identity, the spirituality of people's knowledge.

The task of mother tongue science is one of the factors in the formation of knowledge, skills and abilities of students to master the art of speech and its effective use is written work. Written work requires special attention to a new approach to the material, taking into account not only the criteria for checking literacy, but also the abundance of cognitive nature.

Written work is very important for both school children and their students. After all, any written work is focused on the formation of literate writing norms and the correct delivery of ideas, i.e. the principles of correct speech. The effectiveness of written work depends on the following preparatory process:

- perform various exercises;
- change the exercises by changing the parts of speech;
- compose a new sentence on the basis of the given sample;
- Carrying out various works on drawing;
- Question and answer exercises.

Written working hours in the subject of mother tongue (Kazakh) at school are taken from the program topics and repetition. [3]At the beginning of the school year, one hour of written work and one hour of tests are taken at the end of each term to determine the literacy level of the students. In addition, special hours are set aside to analyze the results of the written work. The number of written assignments, exercises, teaching and control assignments in each class is indicated in the syllabus.

Professor A.Isabaev noted dictation, statement and essay as types of written works for the development of literacy of students in the practical course of the Kazakh language, the number of which is as follows:[4]

class	Types of written works and their number (2003)				
	dictation	statement	The number of words is normal	essay (class)	essay (home)
IV	8	4	80 -100	2	2
V	8	4	100 –110	3	1
VI	6	3	110 -120	2	2
VII	5	2	120 –140	2	3
VIII	5	-	140 -160	3	3
IX	4	-	170 -180	4	3
X	3	-	190 -200	4	3
XI	2	-	100 -210	3	3

The selection of texts for written work should focus not only on the formation of language learners 'literacy, cognitive, logical thinking, knowledge and skills, but also on education. In general, the purpose of the written work is to review previous material and to monitor the knowledge and literacy derived from it.

The most common type of written work is dictation. There are several types of dictation depending on the goals and objectives. Dictation sentence models pay special attention to the methodological structure of each sentence, the clarity of thought, taking into account the listener's ability to understand the text.

It is well known that well-known Methodists divide the lesson into several types depending on the didactic purpose. Regardless of the type of written work, they are also a lesson. A course with unique features. This is a different lesson both in terms of style and didactic purpose. Written work is the subject of written supervision. Written work can also be called a lesson on determining the purpose, content, repetition, generalization or quality of knowledge.

It is known that the text of written works has primarily educational and pedagogical significance. The educational significance of the text is not considered in isolation from the cognitive, educational significance, it is considered as a whole. In addition, students must be familiar with the text. It is not about the text or its subject, its content, but about the fact that students are familiar with the individual words, spellings, and punctuation that are part of the text.

First of all, the grammar tasks given in the text should be taken from the mastered spelling and punctuation of the students. Second, its size (quantity), content should be at the level required by the software. The text also does not allow tasks related to the last mentioned grammatical categories. Because the students have not yet fully mastered it.

The requirements for written work and the level of their evaluation should also be taken into account. Timely review of the error review process is particularly effective. Errors are analyzed, after the analysis a small dictation is written in connection with those errors, the volume of which consists of thirty to forty words. Thus, measures are taken to prevent the first errors.

The use of interactive methods in developing students' oral and written speech provides the expected effect. Writing also helps to work with students, to make lessons interesting and creative, and to keep their attention. To do this, the teacher must be able to choose a variety of interesting topics, as well as interactive games that are suitable for holding them.

Most well-versed students make mistakes in written work, in most cases. It is important to work on bugs to prevent the problem.

Experts point out that essay and essay work are also key language materials in developing students' written speech. Essays and essays are important in the formation of each student's unique style, development of intellectual activity, liberalization of the process of independent thinking and are divided into the following types: a) in the classroom, b) at home, c) in the classroom-at home, d) at home-in the classroom. [5] Especially in improving their written and oral literacy, essay and essay analysis classes, answering questions, creative essays, picture-based essays or essays, working with different dictionaries, copying exercises from textbooks, and rewriting memorized poetic mantras are all worthwhile. This process not only raises the level of knowledge of students, but also enriches their speaking skills and vocabulary.

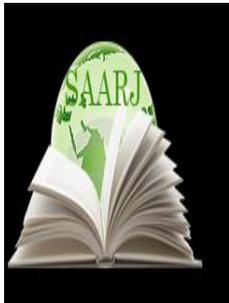
Therefore, more writing is needed to develop the child's language skills and literacy. If the written work is organized methodologically correctly, teaching and language development, as well as respect and interest in literature and the mother tongue, will not decrease, but will also increase the level of literacy. One of the main goals of teaching students their native language is

to develop oral and written communication. In the methodology, it is effective to consider not only the object of the native language, but also other subjects as a common object.

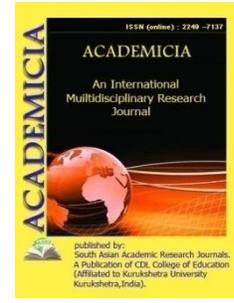
Modern society is characterized by the expansion of the scope of intercultural interaction, in this regard, the principle of "joint study of language and culture" began to be introduced in the teaching of the mother tongue. As a result of the linguocultural approach to the consideration of "culture and language" as a set of linguocultural units (lingvokultura), the development and implementation of specific tasks for the development of oral and written speech in the study of native language and literature remains relevant today.

REFERENCES

1. Klyuev E.V. Speech communication.-M.: Ripol classic, 2002. - 315 p.
2. Kazakh language: Encyclopedia. - Almaty: 1998. -159 b., 395 b.
3. Zholdasov T. and others. The program for Kazakh schools on the subject of the Kazakh language (V-IX grades). –T.: 2004. - 4-5 p.
4. Isabaev A. Methods of teaching the Kazakh language. - Tashkent, 2003. - 111 p.
5. Жапбаров А. Тлеубердиев В. Methods of composing texts and writing essays for students. - Shymkent, 2002.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00160.9

PEDAGOGICAL CONDITIONS FOR FORMING THE READINESS OF UNIVERSITY GRADUATES FOR EMPLOYMENT

Inoyatov Ikrom Shaxrilloevich*

*Senior Lecturer,
 Bukhara Branch of the Tashkent Institute of Irrigation,
 Agricultural Mechanization Engineers, Bukhara,
 UZBEKISTAN

ABSTRACT

This article provides information on the essence of the pedagogical conditions of employment of graduates of higher education institutions, the process of training students in this regard, practice is a key component in the preparation of graduates for professional activity. A resume is an important document for a university graduate, which reflects information about education, work experience, professional knowledge and skills, positive qualities and achievements. Successful employment depends on the correctness of the resume. This allows us to assert that the implementation of the presented pedagogical conditions in universities contributes to the formation of the readiness of university graduates for further effective employment.

KEYWORDS: *Labor Market, Employment Problems, Pedagogical Conditions, Graduate, Higher Education Institution, Employer, Internship.*

INTRODUCTION

At present, with the emergence of a market mechanism for the supply and demand of labor, a new look at the interaction of the institution of education and the emerging labor market is needed. The modern stage of civilizational development, the transition to a post-industrial, information society is assumed in the system of higher vocational education as a socio-cultural institution of updating the content of its functions, bringing educational programs in line with the needs of the modern level of production and society. Problems associated with the employment of graduates after graduation are explained, on the one hand, by the lack of jobs in the labor market, and on the other hand, by the discrepancy between the professional qualities of university graduates and the requirements of the modern labor market. In this regard, the role of professional and personal qualities is increasing, ensuring the competitiveness of specialists,

building a successful professional career. Tasks such as bringing up a competitive personality of a specialist, preparing him to comply with the principles and norms of behavior in professional activity, are not always solved successfully enough, which aggravates the problem of employment after graduation.

One of the important pedagogical conditions for the formation of university graduates' readiness for employment is the creation of professionally oriented labor student teams (pedagogical, environmental, construction, etc.).

The next pedagogical condition for the formation of the readiness of university graduates for employment is a combination of student activities (educational, practical, volunteer and research activities).

The increasing flow of information currently requires the introduction of such teaching methods that allow for a fairly short period of time to transfer a fairly large amount of knowledge, to ensure a high level of mastery of the studied material by students and to consolidate it in practice.

In the context of the traditional correlation of subject and methodological training, the process of teaching at the university is divided according to the content of psychological mechanisms into 2 periods: academic (1–2 courses) - mastering academic knowledge, the formation of educational activities; educational - professional (3-4 courses) - changing academic stereotypes, the formation of an orientation towards professional activity [2, p. 40].

Practice is a compulsory component of higher education. Its main goals are students' mastering of practical skills and abilities and their preparation for independent professional activity.

The duration and content of the internship are regulated by the internship program, developed taking into account the requirements of the legislation, educational standards of higher education, model curricula for specialties (areas of specialties) and curricula of higher education institutions in specialties (areas of specialties, specializations).

Practice is subdivided into educational and industrial. In the course of practical training, students develop practical skills in their chosen profession, previously partially formed during the study of a theoretical course, most often, students take educational practices at the university in a group and under the guidance of a teacher. Students are given a goal to be achieved during practice, introduced to the basic foundations of work, with business documentation and general responsibilities.

Industrial practice includes practice according to the profile of the direction and pre-diploma practice. The student starts the assigned work as a full-fledged employee of the organization, adheres to the work schedule and the charter of the organization. In undergraduate practice, the main duties of a trainee are to find and analyze information that will subsequently be needed to write the final qualifying work.

Along with educational and educational - practical activities, we considered volunteering. Volunteers are not “cheap labor”, their initiative and energy are involved in the work of their own free will and are a catalytic element in the work of the entire project.

Volunteering is based on the principle of gratuitousness and solidarity, therefore its motives are based not on material reward, but on the satisfaction of social and spiritual needs. Volunteers

take an active part in various research, social, charitable programs, which often do not bring profit.

The next pedagogical condition for the formation of the readiness of university graduates for employment is the implementation of interdepartmental interaction (the functioning of basic departments at enterprises, institutions by profile; establishment of long-term relations between the university, sectoral ministries, leading enterprises and firms of various forms of ownership, interested public and other organizations in the development and implementation of general approaches to solving issues of employment of graduates).

Deepening partnerships between universities and employers, in particular, in the field of training specialists, allows ensuring diversification of educational programs and training profiles, expanding the elective component of curricula and topics of qualification works, equip educational and scientific laboratories with modern equipment, and attract highly qualified employees of enterprises and organizations to the educational process etc. This creates conditions for expanding the individualization of training, the choice of educational trajectories by students in relation to future professional activities and allows, already in the learning process, to form the professional competence of each graduate in relation to the needs of a particular employer. And the direct participation of students in the activities of enterprises and organizations during the period of study at the university greatly facilitates the subsequent employment and adaptation of graduates [1, p. 50].

The next pedagogical condition for the formation of the readiness of university graduates for employment is the formation of value orientations of university graduates for professional activity.

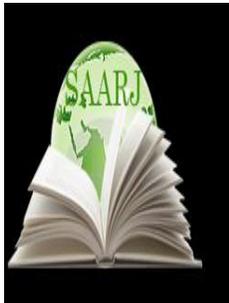
As noted by K.A. Volodin, the stage of professional training (the phase of the adept) is characterized by the fact that a person has chosen an educational institution or a form of training and psychologically has become a more or less pronounced adherent (adept) of a certain professional community. In this phase, the system of basic value concepts that characterize the professional community is mastered, as well as the mastery of special knowledge, skills, skills necessary and important for future professional activity, "for life", for a successful "professional start". Professionally important personal qualities develop, systems of these qualities are structured. Formed professional suitability, understood as a systemic organization of the subject and object (subject in a specific professional environment) and expressed in the combination of the success of educational, professional, labor activity with satisfaction with the chosen path [2, p. 40].

One of the most important conditions for employment is the ability to write a resume correctly. A resume is an important document for a university graduate, which reflects information about education, work experience, professional knowledge and skills, positive qualities and achievements. Successful employment depends on the correctness of the resume. The resume is compiled to create a good impression with the employer, to obtain the highest possible chances for inviting an applicant for an interview for a vacancy. By preparing a resume, a person himself gets the opportunity to more consciously approach his professional path, to determine as much as possible his requirements for future work. The main task of a resume is to interest a potential employer.

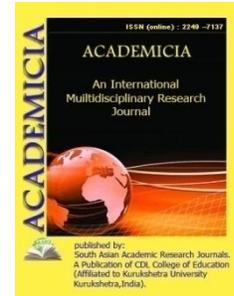
The considered pedagogical conditions for the formation of university graduates' readiness for employment are a complex of interdependent and mutually complementary conditions, the essence of which is determined by the value-semantic self-determination of students in relation to professional activity; the content of vocational education; organization of teaching practice; organization of joint activities of students and teachers; participation of students in specialized olympiads and professional competitions. This allows us to assert that the implementation of the presented pedagogical conditions in universities contributes to the formation of the readiness of university graduates for further effective employment.

REFERENCES:

1. Verbitskaya, N.O. Socio - economic consequences of the marketing policy of universities [Text] / N.O. Verbitskaya, V.E. Kuchinskaya, M.E. Matafonov, V.A. Fedorov // Image and Science. - 2004. - No. 1 (25). - S. 50 - 57.
2. Volodina KA Features of vocational training of student psychologists [Text] // Modern psychology: materials of the II international. scientific. conf. (Perm, July 2014). - Perm: Mercury, 2014. -- S. 39 - 41.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00159.2

**EVALUATION OF THE EFFECT OF A GENETICALLY MODIFIED
 PRODUCT ON THE MORPHOLOGICAL PARAMETERS OF THE
 SPLEEN OF EXPERIMENTAL ANIMALS**

Khasanova Dilnoza Ahrorovna*

*PhD,

Department of Anatomy of Bukhara State Medical Institute named after Abu Ali ibn Sino
 UZBEKISTAN

ABSTRACT

In the experimental group of laboratory animals, visible changes in the spleen are noted, characterized by an increase in size, average weight, and changes in the structure and color of the organ under study. This means that a genetically modified product-soy flour - negatively affects the condition of the spleen.

KEYWORDS: *Genetically Modified Product, Laboratory Animals, Spleen, Morphology.*

INTRODUCTION

The development of new methods of molecular genetics study of living organisms' genomes by a number of foreign countries and the improvement of existing ones have contributed to the active development of biotechnologies in the world. One of the results of this activity is the production and wide distribution of GMOs in the world. The term "genetically modified organisms" (GMOs) appeared recently [1,3,5,9].

In recent decades, much attention is paid to the problems of using genetically modified organisms (GMO) in food, since there is a threat of their negative impact on human health and the environment [4,6,14]. Genetically modified (transgenic) organisms are plants, animals, and micro-organisms whose genome has been altered by genetic engineering. Gene technologies are increasingly being introduced into agriculture and the food industry [7].

McCann et al. [11] found that the nutrient composition of several varieties of commercial glyphosate-tolerant soybeans obtained after 3 years of breeding remained equivalent to the composition of conventional soybeans.

Kim S.H. et al. [8] found that the allergenicity of extracts obtained from common types of beans and GM soybeans was identical in the adult group of people studied. However, despite the positive results in the study of glyphosate-tolerant soy, other authors concluded that more thorough studies are needed to assess the allergenicity of GM soy and other GM foods, including a wide selection of controlled samples of GM soy [2, 9,10,12,13].

The purpose of this study: was to study and evaluate the effect of the GM product on the morphological parameters of the spleen of laboratory animals in the experiment.

MATERIALS AND METHODS: Commercial soy flour was used as a GM product. Experimental studies were conducted on white mongrel rats.

They were divided into 2 groups: the experimental group - animals that included soy flour No. 24 in the General Vivar diet (at a dose of 0.02-0.03 g per 1 rat weighing 160-180 g for 30 days (n=25); the control group - animals that received only a General Vivar diet, without soy flour (n=25).

To study the morphological parameters of the spleen, a macroscopic method (anatomical dissection) was used. Macroscopic studies of animals were carried out on the basis of the meeting of the ethical Committee of the Ministry of health of the Republic of Uzbekistan No. 4/17-1442 dated 21.09.2020.

The results of research and discussion: The parameters of the spleen of laboratory animals of the experimental and control groups also significantly differed. Comparative changes in the spleen were related to size, structure (looseness), and color (dull). The spleen in the main group is enlarged and is equal to 29.7 ± 5.4 , the average weight in the control group was 0.65 ± 0.10 , and in the main group 0.87 ± 0.13 . The relative weight of the spleen, g/100 g of body weight 0.35 ± 0.04 in the control group compared to the main 0.48 ± 0.03 . Changes in structure and color were also observed in the main group.

If the animals of the control group did not have an increase, change in the structure and color of the spleen (Fig.1), then in the experimental group these parameters were markedly different compared to the control (Fig.2).

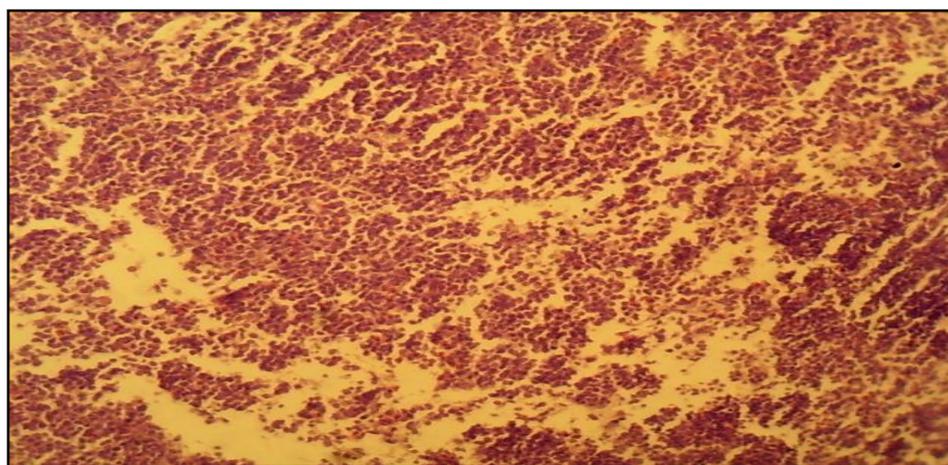


Fig.1. Spleen of a control group rat without pathological abnormalities (color by hematoxylin-eosin)

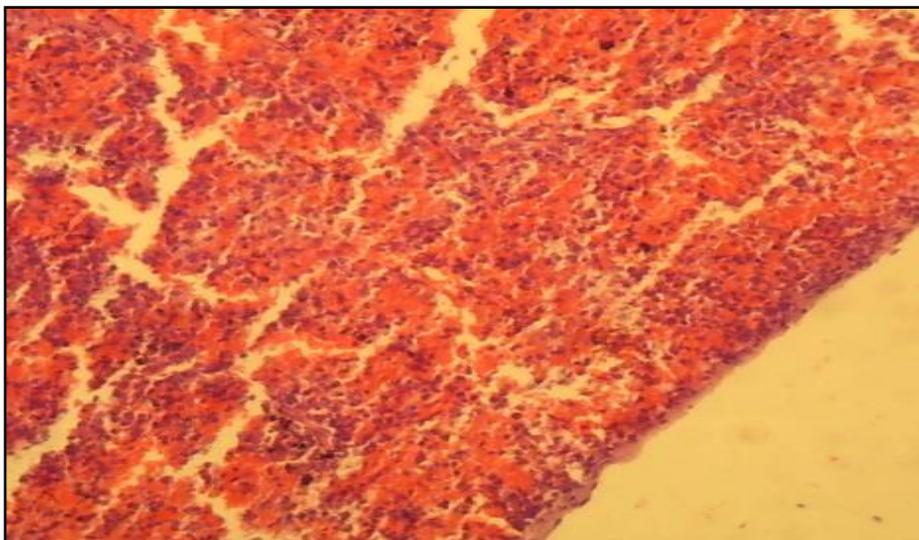


Fig.2. Hypertrophy, hyperplasia, edema, vascular fullness and spot hemorrhages of the spleen of the experimental group of rats (color by hematoxylin-eosin)

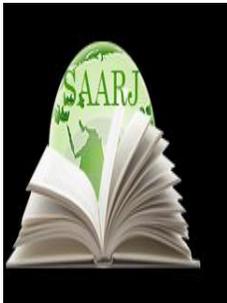
CONCLUSION

In the experimental group of animals, visible changes in the spleen are noted, characterized by an increase in size, average weight, and changes in the structure and color of this organ. This means that the GM product-soy flour has a negative effect on the condition of the spleen.

REFERENCES:

1. Ascheulov A. D. the Impact of GMOs on human health // "Dialogue of cultures". Collection of materials of the 2nd all-Russian correspondence research competition. - - Sterlitamak, Bashkiria, Russia. - 2015. - p. 12-15.
2. Cantani A. Benefits and concerns associated with biotechnology-derived foods: can additional researcher ducechil drumhead thirsts // European ReviewofMed. Pharmacology Science. - 2006. – Vol.10. - P.197-206.
3. Karkishchenko N. N., Gracheva S. V. Guide to laboratory animals and alternative models in biomedical research. Moscow: "Profile", 2010. - 241 p.
4. Khasanova DA. Current problems of safety of genetically modified foods (literature review), 2020; 5 (45): 20-27
5. Khasanova D.A. Macroanatomy of payer's patches of rat's small intestine under the influence of antiseptic stimulator dorogov fraction 2 on the background of chronic radiation sickness// Тиббиётдаянгикун. - 2020. -№1(30). - С.21-24.
6. Khasanova D.A., TeshaevSh.J. Topografic-anatomical features of lymphoid structures of the small intestine of rats in norm and against the background of chronic radiation diseases // European science review. Medical science. Vienna, Austria. – 2018. Vol. 2.- №9-10. - P. 197-198.

7. Khasanova DA, Teshaev SJ. Effects of genetically modified products on the human body (literature review), 2020; 5(45): 5-19
8. Kim S.H., Kim H.M., Ye Y.M., Nahm D.H., Park H.S., Ryu S.R., Lee B.O. Evaluating the allergic risk of genetically modified soybean // Yenisei Medical Journal. - 2006. – Vol.47. - P.505-512.
9. Korobchansky, V. A., Gerasimenko, O. I., Ivanenko, T. A. Problems of medical and biological safety of regular consumption of food products containing GMOs // Problemiharchuvannya. - Kharkiv, 2010. - No. 3-4. - P. 38-43.
10. Kuznetsov V. V., Kulikov, a.m. Genetically modified risks and products obtained from them: real and potential risks // Russian chemical journal of the Russian chemical society. Mendeleev. - Moscow, 2005. - №69 (4). - p. 70-83.
- 11 McCann M.C., Liu K., Trujillo W.A., Dogbert R.C. Glyphosate-tolerant soybeans remain compositionally equivalent to conventional soybeans (Glycinemax L) during three year so field-testing // Journal of Agriculture and Food Chemistry. - 2005. – Vol.53. - P.5331-5335.
12. TeshaevSh.J., Khasanova D.A. Topographic-anatomical features of lymphoid structures of the small intestine of rats in norm and against the background of chronic radiation diseases// European science review Vienna, Austria №9-10 2018, Volume 2. Medical science P. 197-198
13. Yum H.Y., Lee S.Y., Lee K.E., Sohn M.H., Kim K.E. Genetically modified and wild soybeans: an immunological comparison // Allergy Asthma Proc. - 2005. – Vol.26. - P.210-216.
14. Zharmukhamedova T. Yu., Semushina S. G., Pakhomova I. A., Pimenov M. S., Murashov A. N. International rules for working with laboratory animals during preclinical tests // Toxicological Bulletin. - 2011. - №4(109). - Pp. 2-9.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00149.X

CONVENTIONAL DATABASE MANAGEMENT SYSTEMS

Mbato Robinson Nwobuiké*; Asagba Prince Oghenekaro**

*Research Scholar,
 Department of Computer Science,
 Ignatius Ajuru University of Education,
 Rivers State,
 NIGERIA

**Visiting Professor,
 Department of Computer Science,
 University of Port-Harcourt,
 Rivers State,
 NIGERIA

ABSTRACT

Before the advent of Database Management Systems, computer programmers or developers spent a lot of time writing codes to create and manage databases also known as data files before venturing into the actual programming work, thereby making it possible for only trained computer professionals to operate and manipulate databases or data files. It left the programmers who are targeting high performance application to deal with first data integrity and security challenges, inefficient process to access and manipulate stored data, data recovery challenges in the case of crashes and many other challenges. In this paper, we present a review of the traditional database management system (DBMS). First; we gave a detailed explanation of the meaning, types and uses of a database management system. We highlighted the features of Conventional Database Management Systems and the challenges it faces today especially in the handling of high-profile data for many enterprise systems, hardware requirements, human resources, network challenges and costs are also discussed in this research. Finally, we propose a solution to the challenges facing the conventional database system. From our findings, we discovered that the Big Data technology is a potential solution to the limitations of the conventional database management systems. This research will be beneficial to scholars and researchers who are interested in Database management systems.

KEYWORDS: *Conventional Databases, Dbms, Schema, Data Model.*

INTRODUCTION

In the early years of computers, performance was a major issue because of the type of processors, computer memory, and computer storage and computer network available at that time. With improvements in sizes, capabilities and performance of these resources, Databases and Database Management Systems also experienced a tremendous growth in the order of this magnitude.

Data storage is a vital part of record keeping in any organization which deals with data. Databases date back to the early years where people engraved images and words on rocks just to ensure that they can be used later by either the same set of people that stored the data or other people for the purpose of information gathering. The evolution continued until technologies were developed that could actually store data digitally for longer periods and also allow for retrieval in the future. The conventional or traditional database refers to those among databases used for data storage in the early years. They came in different forms ranging from the paper form to the electronic databases, with the sole aim of data organization and management.

STATEMENT OF THE PROBLEM

Though there are quite a number of Conventional Database Management Systems products available for businesses and applications to utilize, choosing the right one can be daunting. There is a choice overload problem because as the number of options increases, the costs, time and effort of gathering the information needed to make a good choice also increases. Our research hopes to address these concerns:

This paper seeks to address the following concerns:

- a What is involved in creating and managing Database Management Systems?
- b Why does an organization or business need a Database Management System?
- c What are the available Database Management Systems in the market?
- d What are the tips that will guide an organization or business make a right choice in the midst of daunting number of Database Management Systems offerings?

AIM AND OBJECTIVES OF THE STUDY

The aim of this paper is to present a clear understanding of the concept of Conventional Database Management System, its applications and challenges. The specific objectives are

- i. Extensively review literatures on conventional database system to get a vivid idea of its functionalities.
- ii. Identify the current challenges and drawbacks of conventional databases.
- iii. Recommend possible solutions to the drawbacks previously identified.
- iv. Propose a solution to the challenges posed by the traditional DBMS.

SIGNIFICANCE OF THE STUDY

This study provides a detailed survey of the concept of conventional databases, which can be employed for further research and development of database-based applications and systems. This is important because adequate knowledge of these traditional databases and their functionalities will make it easier for users to utilize the new databases that are emerging in recent years. Therefore, this work will be beneficial to all researchers, students and anyone interested in database management.

WHAT IS A DATABASE?

Many scholars have given different definitions to the term “database” based on the view, use or application of the database. Therefore, there is no definite definition to the term. However, with respect to this paper, a database can be defined as an organized collection of data that are closely related. This definition clearly points to the key characteristics of a database. The components of a database can be broken down into a hierarchical structure which is usually represented by a pyramid, in order to the composition. The first components are the characters, a collection of characters is called information, a collection of information is called fields, a collection of fields is called records and a collection of records form a database.

The data stored in a database can either be structured or unstructured. Examples of structured data include texts, numbers etc. while the examples of the unstructured data include voice data i.e. audio, video data etc. there are several types of data that can hold these types of data specifically.

DATABASE MANAGEMENT SYSTEM (DBMS)

A database-management system (DBMS) is a collection of interrelated data and a set of programs to access those data. The primary goal of Database Management System is to provide a method or way to store and retrieve database information in a convenient and efficient manner. Management of data involves both defining structure for storage of information and providing mechanism for manipulation of the information it hosts.

A database Management system is therefore designed to achieve the following purpose

- i Data independence and efficient access.
- ii Reduced application development time.
- iii Data integrity and security.
- iv Uniform data administration.
- v Concurrent access and recovery from crashes.
- vi Reduction in the cost of managing data

To achieve the above goal, a number of design strategies, approaches and phases were used.

TYPES OF DBMS

The types of DBMS are generally dependent on how the database is structured for that particular database.

a. Hierarchical Model

The hierarchical data model organizes data in a tree structure. There is a hierarchy of parent and child data segments. This structure implies that a record can have repeating information, generally in the child data segments. Data in a series of records, which have a set of field values, are attached to it. It collects all the instances of a specific record together as a record type. These record types are the equivalent of tables in the relational model, and with the individual records being the equivalent of rows. To create links between these record types, the hierarchical model uses Parent Child Relationships. These are a 1: N mapping between record types. This is done by using trees, like set theory used in the relational model. For example, an organization might store information about an employee, such as name, employee number, department, salary.

The organization might also store information about an employee's children, such as name and date of birth. The employee and children data form a hierarchy, where the employee data represents the parent segment and the children data represents the child segment. If an employee has three children, then there would be three child segments associated with one employee segment. In a hierarchical database the parent-child relationship is one to many. This restricts a child segment to having only one parent segment. Hierarchical DBMSs were popular from the late 1960s, with the introduction of IBM's Information Management System (IMS) DBMS, through the 1970s.

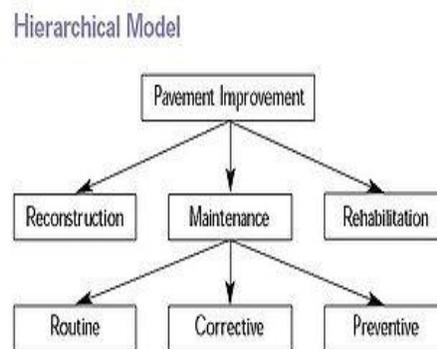


FIGURE 1: HIERARCHICAL DBMS (SOURCE [1])

b. Network Model

The popularity of the network data model coincided with the popularity of the hierarchical data model. Some data were more naturally modeled with more than one parent per child. So, the network model permitted the modeling of many-to-many relationships in data. In 1971, the Conference on Data Systems Languages (CODASYL) formally defined the network model. The basic data modeling construct in the network model is the set construct. A set consists of an owner record type, a set name, and a member record type.

A member record type can have that role in more than one set; hence the multi-parent concept is supported. An owner record type can also be a member or owner in another set. The data model is a simple network, and link and intersection record types (called junction records by IDMS) may exist, as well as sets between them. Thus, the complete network of relationships is represented by several pair wise sets; in each set some (one) record type is owner (at the tail of the network arrow) and one or more record types are members (at the head of the relationship arrow). Usually, a set defines a 1:M

relationship, although 1:1 is permitted. The CODASYL network model is based on mathematical set theory.

Network Model

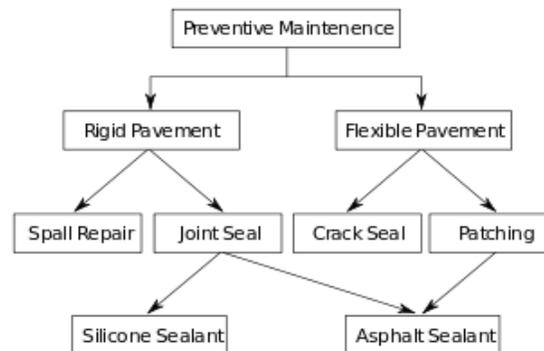


FIG. 2: NETWORK DBMS (SOURCE: [2])

c. Relational Model

(RDBMS - Relational Database Management System) A database based on the relational model developed by E.F. Code. A relational database allows the definition of data structures, storage and retrieval operations and integrity constraints. In such a database the data and relations between them are organized in tables. A table is a collection of records and each record in a table contains the same fields. The properties of a relational Database include:

- i Values Are Atomic
- ii Each Row is Unique
- iii Column Values Are of the Same Kind
- iv The Sequence of Columns is Insignificant
- v The Sequence of Rows is Insignificant
- vi Each Column Has a Unique Name

Certain fields may be designated as keys, which mean that searches for specific values of that field will use indexing to speed them up. Where fields in two different tables take values from the same set, a join operation can be performed to select related records in the two tables by matching values in those fields. Often, but not always, the fields will have the same name in both tables. For example, an "orders" table might contain (customer-ID, product-code) pairs and a "products" table might contain (product-code, price) pairs so to calculate a given customer's bill you would sum the prices of all products ordered by that customer by joining on the product-code fields of the two tables.

This can be extended by joining multiple tables on multiple fields. Because these relationships are only specified at retrieval time, relational databases are classed as dynamic Database Management System.

d. Object-Oriented Model

Object DBMSs add database functionality to object programming languages. They bring much more than persistent storage of programming language objects. Object DBMSs extend the semantics of the C++, Smalltalk and Java object programming languages to provide full-featured

database programming capability, while retaining native language compatibility. A major benefit of this approach is the unification of the application and database development into a seamless data model and language environment. As a result, applications require less code, use more natural data modeling, and code bases are easier to maintain. Object developers can write complete database applications with a modest amount of additional effort.

According to Rao (1994), "The object-oriented database (OODB) paradigm is the combination of object-oriented programming language (OOPL) systems and persistent systems. The power of the OODB comes from the seamless treatment of both persistent data, as found in databases, and transient data, as found in executing programs."

In contrast to a relational DBMS where a complex data structure must be flattened out to fit into tables or joined together from those tables to form the in-memory structure, object DBMSs have no performance overhead to store or retrieve a web or hierarchy of interrelated objects.

This one-to-one mapping of object programming language objects to database objects has two benefits over other storage approaches: it provides higher performance management of objects, and it enables better management of the complex interrelationships between objects. This makes object DBMSs better suited to support applications such as financial portfolio risk analysis systems, telecommunications service applications, World Wide Web document structures, design and manufacturing systems, and hospital patient record systems, which have complex relationships between data.

e. Semi structured Model

In semi structured data model, the information that is normally associated with a schema is contained within the data, which is sometimes called "self-describing". In such database there is no clear separation between the data and the schema, and the degree to which it is structured depends on the application. In some forms of semi structured data there is no separate schema, in others it exists but only places loose constraints on the data.

Semi-structured data is naturally modeled in terms of graphs which contain labels which give semantics to its underlying structure. Such databases subsume the modeling power of recent extensions of flat relational databases, to nested databases which allow the nesting (or encapsulation) of entities, and to object databases which, in addition, allow cyclic references between objects

Semi structured data has recently emerged as an important topic of study for a variety of reasons. First, there are data sources such as the Web, which we would like to be treated as databases, but which cannot be constrained by a schema. Second, it may be desirable to have an extremely flexible format for data exchange between disparate databases. Third, even when dealing with structured data, it may be helpful to view it as semi structured for the purposes of browsing.

ARCHITECTURE OF DATABASE MANAGEMENT SYSTEMS

An early proposal for a standard terminology and general architecture for database system was produced in 1971 by the DBTG (Data Base Task Group) appointed by the Conference on data Systems and Languages (CODASYL). The DBTG recognized the need for a two-level approach with a system view called the schema and user view called subschema. The American National Standard Institute terminology and architecture in 1975 ANSI-SPARC recognized the need for a three-level approach with a system catalog.

There are following three levels or layers of DBMS architecture:

i External Level

ii Conceptual Level

iii Internal Level

i. External Level: - External Level is described by a schema i.e. it consists of definition of logical records and relationship in the external view. It also contains the method of deriving the objects in the external view from the objects in the conceptual view.

ii. Conceptual Level: - Conceptual Level represents the entire database. Conceptual schema describes the records and relationship included in the Conceptual view. It also contains the method of deriving the objects in the conceptual view from the objects in the internal view.

iii. Internal Level: - Internal level indicates how the data will be stored and described the data structures and access method to be used by the database. It contains the definition of stored record and method of representing the data fields and access aid used.

A mapping between external and conceptual views gives the correspondence among the records and relationship of the conceptual and external view. The external view is the abstraction of conceptual view which in turns is the abstraction of internal view. It describes the contents of the database as perceived by the user or application program of that view.

PHYSICAL DATABASE MANAGEMENT SYSTEM

The physical architecture defines the software components used to process and enter data, and how these software components are related and interconnected. Though it is not possible to simplify the component structure of a DBMS, it is possible to recognize a number of key functions which are similar to most database management systems. The components that normally execute these functions are shown in Figure 3, which depicts the physical architecture of a typical DBMS.

DESCRIPTION OF SOFTWARE COMPONENT OF A DBMS

1. **Application:** This represents the program that the user is using to access and manipulate the database.
2. **End User:** This represents a typical user that is using the program to achieve a particular task that references the database.
3. **DDL: Data Definition Language:** is used to Specify or define the database schema or structure. Some examples include:

CREATE - to create objects in the database

ALTER - alters the structure of the database

DROP - delete objects from the database

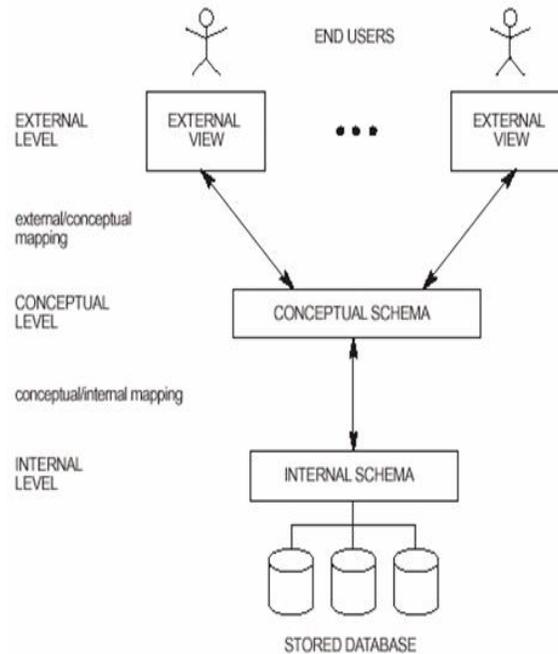


FIG.3: LEVELS OF DATABASE ARCHITECTURE (SOURCE: [3])

- i. TRUNCATE - remove all records from a table, including all spaces allocated for the records are removed.
- ii. COMMENT - add comments to the data dictionary
- iii. RENAME - rename an object

4. **DML: Data Manipulation Language**, statements are used for managing data within schema objects.

Some examples:

- i. SELECT - Retrieve data from the database
- ii. INSERT - Insert data into a table
- iii. UPDATE - Updates existing data within a table
- iv. DELETE - deletes all records from a table, the space for the records remain
- v. MERGE - INSERT operation (insert or update)
- vi. CALL - Call a PL/SQL or Java subprogram
- vii. EXPLAIN PLAN - explain access path to data
- viii. LOCK TABLE - control concurrency

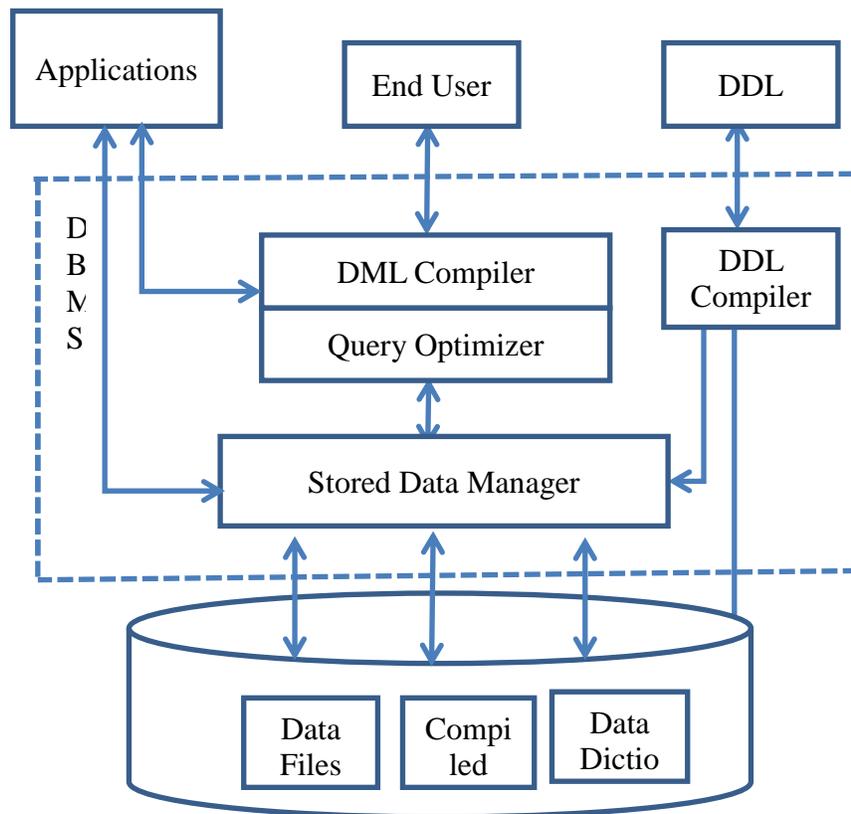


FIG. 4: PHYSICAL DATABASE MANAGEMENT SYSTEM ARCHITECTURE [4]

5. **Query Optimizer** is used to analyze Structured *Query* Language (SQL) *queries* and determines efficient execution mechanisms. A *query optimizer* can generate one or more *query* plans for each *query*, each of which may be a mechanism used to run a *query*.
6. **Store Data Manager** is responsible for storing, retrieving and updating data in the database.
7. **Data Dictionary** is a file or a set of files that contains a database's metadata. The data dictionary contains records about other objects in the database, such as data ownership, data relationships to other objects, and other data.
8. **Data File** is a computer file which stores data to be used by a computer application or system, including input and output data. A data file usually does not contain instructions or code to be executed

COMPONENTS OF A DATABASE BASE MANAGEMENT SYSTEM

- i Hardware: Can range from a PC to a network of computers.
- ii Software: DBMS, operating system, network software (if necessary) and also the application programs.
- iii Data: Used by the organization and a description of this data called the schema.
- iv People: Includes database designers, DBAs, application programmers, and endusers.
- v Procedure: Instructions and rules that should be applied to the design and use of the database and DBMS.

BENEFITS DATABASE MANAGEMENT SYSTEM**i. Controlling Redundancy**

In file systems each application program has its own private files. In this case, the duplicated copies of the same data are created in many places. In DBMS, all data of an organization is integrated into a single database file. The data is recorded in only one place in the database and it is not duplicated.

ii. Sharing of Data

In DBMS, data can be shared by authorized users of the organization. The database administrator manages the data and gives rights to users to access the data. Many users can be authorized to access the same piece of information simultaneously. The remote users can also share same data. Similarly, the data of same database can be shared between different application programs.

iii. Data Consistency

By controlling the data redundancy, the data consistency is obtained. If a data item appears only once, any update to its value has to be performed only once and the updated value is immediately available to all users. If the DBMS has controlled redundancy, the database system enforces consistency.

iv. Integration of Data

In Database management system, data in database is stored in tables. A single database contains multiple tables and relationships can be created between tables (or associated data entities). This makes easy to retrieve and update data.

v. Integration Constraints

Integrity constraints or consistency rules can be applied to database so that the correct data can be entered into database. The constraints may be applied to data item within a single record or they may be applied to relationships between records.

vi. Data Security

Form is very important object of DBMS. You can create forms very easily and quickly in DBMS. Once a form is created, it can be used many times and it can be modified very easily. The created forms are also saved along with database and behave like a software component. A form provides very easy way (user-friendly) to enter data into database, edit data and display data from database. The non-technical users can also perform various operations on database through forms without going into technical details of a fat database.

vii. Report Writers

Most of the DBMSs provide the report writer tools used to create reports. The users can create reports very easily and quickly. Once a report is created, it can be used many times and it can be modified very easily. The created reports are also saved along with database and behave like a software component.

viii. Control Over Concurrency

In a computer file-based system, if two users are allowed to access data simultaneously, it is possible that they will interfere with each other. For example, if both users attempt to perform update operation on the same record, then one may overwrite the values recorded by the other. Most database

management systems have sub-systems to control the concurrency so that transactions are always recorded with accuracy.

ix. BACKUP and Recovery Procedures

In a computer file-based system, the user creates the backup of data regularly to protect the valuable data from damage due to failures to the computer system or application program. It is very time consuming method, if amount of data is large. Most of the DBMSs provide the 'backup and recovery' sub-systems that automatically create the backup of data and restore data if required.

x. Data Independence

The separation of data structure of database from the application program that uses the data is called data independence. In DBMS, you can easily change the structure of database without modifying the application program.

CHALLENGES OF DATABASE MANAGEMENT SYSTEMS

Some so the challenges of DBMS are:

a. Cost of Hardware and Software

A processor with high speed of data processing and memory of large size is required to run the DBMS software. It means that you have to upgrade the hardware used for file-based system. Similarly, DBMS software is also very costly.

b. Cost of Data Conversion

When a computer file-based system is replaced with database system, the data stored into data file must be converted to database file. It is very difficult and costly method to convert data of data file into database. You may need to hire database system designers along with application programmers. Alternatively, you may have to take the services of some software house. So, a lot of money has to be paid for developing software.

c. Cost of Staff Training

Most database management system are often complex systems so the training for users to use the DBMS is required. Training is required at all levels, including programming, application development, and database administration. The organization may have to be pay a lot of money for the training of staff to run the DBMS.

d. Appointing Technical Staff

The trained technical persons such as database administrator, application programmers, data entry operators etc. are required to handle the DBMS. You may have to pay handsome salary to these persons. Therefore, the system cost increases.

e. Database Damage

In most of the organization, all data is integrated into a single database. If database is damaged due to electric failure or database is corrupted on the storage media, your valuable data may be lost forever.

RELATED WORK

Hecht and Jablonski [5] presented vital characteristics provided by various NOSQL results like Availability and scalability. They carried out an extensive survey of the NoSQL concept and its applications. They also highlighted the challenges of the NoSQL and finally proposed solutions to the drawbacks.

Wu et al [6] put forth the performance of both NOSQL MongoDB and MS-SQL database. Index, Replication, Sharing, query, Modern Elastic data mode were some requisites provided by most of the internet application. By comparing the performance of both databases, NO-SQL provided more efficiency than MS-SQL. Due to fast improvement in big data, further trend depends on integration based on NOSQL. It performed with the various modern technologies used in SQL and NOSQL selection.

Konstantinou et al [7] proposed a clear study on reading and updates operation perform in the various database in Cassandra, HBase, and Riak. They stated that HBase offered more elasticity and quick read operation but in Cassandra has the ability to delivery quick insertion in a write operation, whereas Riak demonstrated in-scalability and performance, considering the type of access. Most of the researchers focus on the performance of Evaluation.

Abramova et al [8] described two famous NOSQL database like MongoDB and Cassandra, Performance analyzes and evaluate by time, the size of the database. Read/update, read alone, read modify write, mix read/update, update alone are some test perform in workload. Due to increase in the size of data MongoDB begin to decrease performance, showed low result.

Tobias [9] presented a study on the role concept of relational database management system. They outlined research towards a role-concept-enabled relational database system. They described a definition of this concept based on existing results and discussed open research questions related to their definition.

Dedi and Ratna [10] presented a study on analysis and design of complex and large database using MySQL workbench. They demonstrated how to conduct analysis and design in building a large and complex data base. The data in this study originated from the Attachment to the Decree of the Minister of Manpower and Transmigration (Kepmenakertrans) No. 250/MEN/XII/2008, namely the attachment of AF, which consisted of 800 tables of data. Due to the large data base which was formed because so many tables were involved, some processes such the normalization process (functional dependence, Normal First, Second, Third and Boyce-Codd) were in forming a good database that can later be used for purposes further, for example, form a management information system and so forth. In the process DBMS MySQL and MySQL Workbench were tools used to facilitate this process in shaping the Entity relational diagram.

Sumathi and Esakkirajan [11] presented a study on the fundamentals of relational database management system. First, they described a database management system. Then they delved into the relational database, its application and peculiarities, they also compared its performance with other forms of DBMS. The mode of operation of the database was fully surveyed and outlined in the study.

CONVENTIONAL DATABASE SYSTEMS

Traditional data systems, such as relational databases and data warehouses, have been the primary way businesses and organizations have stored and analyzed their data for the past 30 to 40 years. Although other data stores and technologies exist, the major percentage of business data can be found in these traditional systems. Traditional systems are designed from the ground up to work with data that has primarily been structured data [5].

The characteristics of structured data include:

- i. Clearly defined fields organized in records. Records are usually stored in tables. Fields have names, and relationships are defined between different fields.
- ii. Schema-on-write that requires data be validated against a schema before it can be written to disk. A significant amount of requirements analysis, design, and effort up front can be involved in putting the data in clearly defined structured formats. This can increase the time before business value can be realized from the data.
- iii. A design to get data from the disk and load the data into memory to be processed by applications. This is an extremely inefficient architecture when processing large volumes of data this way. The data is extremely large and the programs are small. The big component must move to the small component for processing.
- iv. The use of Structured Query Language (SQL) for managing and accessing the data.
- v. Relational and warehouse database systems that often read data in 8k or 16k block sizes. These block sizes load data into memory, and then the data are processed by applications. When processing large volumes of data, reading the data in these block sizes is extremely inefficient.
- vi. Organizations today contain large volumes of information that is not actionable or being leveraged for the information it contains.
- vii. An order management system is designed to take orders. A web application is designed for operational efficiency. A customer system is designed to manage information on customers. Data from these systems usually reside in separate data silos. However, bringing this information together and correlating with other data can help establish detailed patterns on customers.
- viii. In a number of traditional siloed environments data scientists can spend 80% of their time looking for the right data and 20% of the time doing analytics. A data-driven environment must have data scientists spending a lot more time doing analytics [9].

CHALLENGES AND LIMITATIONS OF CONVENTIONAL DATABASES

They say that necessity is the mother of all invention [5]. That definitely holds true for data. Several institutions such as Banks, governments, insurance firms, manufacturing companies, health institutions, and retail companies all realized the issues of working with these large volumes of data while using a conventional database. However, the Internet companies were the first to make a move towards solving it. Organizations such as Google, Yahoo!, Facebook, and eBay were ingesting massive volumes of data that were increasing in size and velocity every day, and to stay in business they had to solve this data problem. These internet organizations wanted to be able to rank the Internet. They knew the data volume was large and would grow larger every day. They went to the traditional database and storage vendors and saw that the costs of

using their software licenses and storage technology were so prohibitive they could not even be considered [11]. So Google realized it needed a new technology and a new way of addressing the data challenges.

Apart from the previously mentioned challenges of the conventional databases, other limitations such as:

- i. The traditional storage vendor solutions were too expensive.
- ii. When processing very large volumes of data at the level of hundreds of terabytes and petabytes, technologies based on “shared block-level storage” were too slow and couldn’t scale cost effectively. Relational databases and data warehouses were not designed for the new level of scale of data ingestion, storage, and processing that was required. Today’s data scale requires a high-performance super-computer platform that could scale at cost [10].
- iii. The processing model of relational databases that read data in 8k and 16k increments and then loaded the data into memory to be accessed by software programs was too inefficient for working with large volumes of data.
- iv. The traditional relational database and data warehouse software licenses were too expensive for the scale of data Google needed.
- v. The architecture and processing models of relational databases and data warehouses were designed to handle transactions for a world that existed 30 to 40 years ago. These architectures and processing models were not designed to process the semi-structured and unstructured data coming from social media, machine sensors, GPS coordinates, and RFID. Solutions to address these challenges are so expensive that organizations wanted another choice.
- vi. Reducing business data latency was needed. Business data latency is the differential between the time when data is stored to the time when the data can be analyzed to solve business problems.

PROPOSED SOLUTION FOR HANDLING CONVENTIONAL DATABASE DRAWBACKS

The typical relational databases have limited ability to manage the discrete and heterogeneous nature of modern data. Additionally, the complexity of data in relational databases is so high that the efficient retrieval of information has become a bottleneck in traditional information systems. On the side, Big Data has emerged into a decent solution for heterogeneous and complex data (structured, semi-structured and unstructured data) by providing architectural support to handle complex data and by providing a toolkit for efficient analysis of complex data. For the organizations that are sticking to relational databases and are facing the challenge of handling complex data, they need to migrate their data to a Big Data solution to get benefits such as horizontal scalability, real-time interaction, handling high volume data, etc. [12].

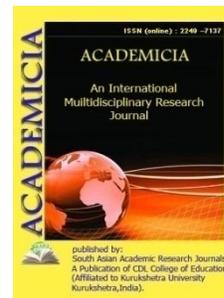
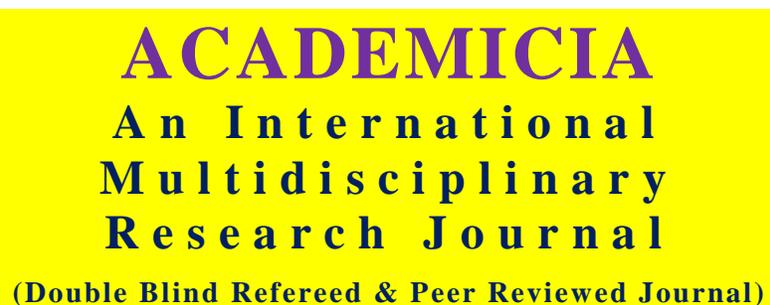
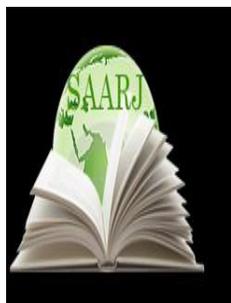
CONCLUSION

Databases are very important for proper and effective data handling in organizations. However, the databases in use were unable to satisfy the big data demand of these organizations. This study exposes the challenges of these traditional databases which cause a limitation encountered with

these databases. Our future work will include introducing other databases that will improve on the drawbacks of the system.

REFERENCES

1. S. Haller, S. Karnouskos, and C. Schroth, "The Internet of Things in an enterprise context", in Future Internet Systems (FIS), LCNS, vol. 5468. Springer, 2008, pp. 14-8.
2. C.Y. Wong, "Integration of Auto-id tagging system with holonic manufacturing systems", White Article, Auto-id Labs, University of Cambridge.
3. ITU, The Internet of Things, ITU Internet Reports 2005, Executive Summary, 2005 (available at <http://www.itu.int/osg/spu/publications/internetofthings/InternetofThings-summary.pdf>).
4. SRI consulting business intelligence, technology roadmap: The internet of things, NCI, Directorate of National Intelligence, US (available at http://www.dni.gov/nic/PDF_GIF_confreports/disruptivetech/appendix_F.pdf)
5. R. Hecht, & S. Jablonski. NoSQL evaluation: A use case oriented survey. In Cloud and Service Computing (CSC), 2011 International Conference on (pp. 336-341). IEEE., 2011, December.
6. C. M. Wu, Y.F. Huang, & J. Lee, Comparisons between MongoDB and My-SQL databases on the two websites. American Journal of Software Engineering and Applications, 4(2), 35. 2015.
7. V. Abramova, & J. Bernardino. NoSQL databases: MongoDB vs Cassandra. In Proceedings of the International C* Conference on computer science and software engineering. pp. 14-22. . 2013, July. ACM.
8. B.S. Navathe "Evolution of data modeling for database" 1992.
9. J. Tobiah. "The Role Concept of Relational Database Management System." pp. 1-6 2013.
10. I.I. Dedi and J. Ratna. "An Analysis and Design of Complex and Large Databases using MySQL Workbench" International Journal of Computer Science and Information Technology. Vol. 3, No. 5, pp. 1-5. 2013.
11. Sumathi, S. and Esakkirajan, S., (2007) "Fundamentals of Relational Database Management Systems", Publisher: Springer-Verlag Berlin Heidelberg.
12. M Stonebaker, G. Held, G. 2000. Network hierarchies and relational in database management system
13. A Silberschatz, H.F. Korth, S. "Sudarhan, Database System Concepts." McGraw-Hill, Inc, New York, NY, USA. 2006
14. D. N. Chorafas and H. Steinmann. "Object-Oriented Database." Prentice Hall Eaglewood Cliffs. 1993
15. R. Shabana., I.S. Baywa and R. Kazmi. An Intelligent Approach for Handling Complexity by Migrating from Conventional Databases to Big Data. Symmetry. Vol. 10, pp. 1-20. 2018.



DOI: **10.5958/2249-7137.2021.00109.9**

IDEOLOGICAL CONSCIOUSNESS AND ITS PLACE IN THE SYSTEM OF SOCIAL CONSCIOUSNESS

Feruza Rakhmatovna Khudjakulova*

*Lecturer,

Department of "National Ideology,
Fundamentals of Spirituality and Legal Education",
Navoiy State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

Man, with his consciousness and thinking, is embodied in other creatures as a miraculous phenomenon. What mental functions neurons in its cerebral hemispheres perform as material organs is one of the puzzles that has puzzled all scientists for centuries. This is because the harmony of physical and mental health in the human body is the starting point for the sustainable development of the human mind. As a result of a number of internal and external influences, the human mind develops and rises to the level of social consciousness. In this process, the ideological life of society is determined as a reflection of internal and external influences on the existing reality. At the same time, ideological consciousness begins to play a leading role in the system of social consciousness as a factor that drives social existence.

KEYWORDS: *Consciousness, Thinking, Phenomenon, Ideology, Social, Society, Philosopher, Philosophy, Cognition, Memory, Imagination, Epistemology, Sociology.*

INTRODUCTION

Understanding the human mind and its characteristics is one of the most complex and enigmatic problems today. This is because it is not possible to know it by hand, sight, or measurement. Nevertheless, for thousands of years, people have been trying to understand its essence, its secrets, and have made some progress in this area. For example, modern medicine considers the human brain as the source of consciousness, its anatomical structure, topographic location of the processes taking place in it, its neurophysiological properties, the functions of various neurons in the cerebral hemispheres, their causes and methods of treatment. including.

So what is consciousness? Philosophers answer this question as follows, based on the achievements of modern science.

Human consciousness: first, highly organized matter is a feature of the human brain; secondly, the highest form of perception of reality is the spiritual image of the material world; thirdly, it is a product of socio-historical development; fourthly, it is a regulator and manager of human activity aimed at any goal. Thus, consciousness is a characteristic feature of man's reflection and spiritual assimilation of existing reality, and the highly formed matter is the product of the human brain, the subjective image of the objective world, any activity. is a form of activity aimed at managing the creation, collection, storage, processing of information necessary for the creation, implementation and management of a program of action.[1]

The components of the human mind are the processes of emotional and mental cognition, which consist of perceptions, perception, memory, imagination, thinking, and speech. It is divided into individual and social forms of consciousness according to its owners. In this regard, S.E. Krapivensky describes: "Individual consciousness is the perception of a social being by individuals through the prism of living conditions and activities." [2] The shortcoming in this definition is, first, that the individual consciousness is a reflection of what qualities a person has; and second, that he did not take into account that it is not only a reflection of social existence, but also of nature, society, and human existence. In view of this, it is expedient to define this concept as individual consciousness, which is the sum of a person's thoughts, views, interests, feelings and other mental qualities about nature, society, human existence in action. suitable. Individual consciousness emerges as a reflection of the complex interaction between the social environment of the existing real society and the specific concrete environment of a particular person (the "micro environment"), as a reflection of the commonality and individuality in people's lives. In addition, the individual consciousness includes self-awareness, that is, the understanding of one's self, one's attitude towards society, the world, and society.

The relationship between social consciousness and individual consciousness is a clear manifestation of the dialectic of commonality and individuality in the spiritual life of society. According to the principles of dialectics, just as any commonality exists in isolation, so social consciousness is manifested only through individuality. This is natural, because only an individual, a clear individual, has the ability to feel and think. The individual consciousness, in turn, exists only in connection with the social consciousness. Everyone lives and works in a society, belongs to a certain people, nation, social community, so his own consciousness is not a separate, separate consciousness, but also the embodiment of social (collective, national) consciousness. Moreover, as everyone steps into life, he sees not only social life, but also social consciousness, and assimilates it into a norm and form as needed. Thus, social consciousness is the morality, religion, art, science, politics, the social units formed by entering into material and spiritual relations of production to meet the needs and interests of the people, about nature, society, human existence, is a system of views in the form of law.

Social consciousness is a complex, dynamic phenomenon that is studied in two main ways: epistemologically and sociologically. Social consciousness is interpreted and studied as a daily and theoretical level of reflection of an existing being in the epistemological aspect, and in the sociological aspect as its moment of activity, a system of relations in the course of its activity.

From a sociological point of view, the study of social consciousness is accepted as social psychology and ideology.

Social psychology is the sum of the daily attitudes, habits, perceptions, moral characteristics, feelings, innovations, and fantasies of an individual, social group, people, nation, or people that arise under the direct influence of working and living conditions.

Ideology is a system of views, ideas, principles that express the existing reality of a social group, class, nation, society based on its interests, ideals and goals, and is aimed at regulating social relations in society. The differences between ideology and social psychology are:

- 1) social psychology arises due to the direct scattered reflection of the interests of any social group or class; ideology is created by a specific group of people engaged in spiritual production for a specific purpose;
- 2) social psychology is the first lower level of reflection of reality - ordinary consciousness, and ideology is the second higher level of regulated and scientifically formed expression of reality - theoretical consciousness;
- 3) Social psychology encompasses all views of people in a holistic way, while ideology consists of a system of political, legal, moral, artistic, religious, aesthetic views that are separated from each other.
- 4) Social psychology will focus on solving practical problems of everyday life, and ideology will focus on solving global social problems.

From this point of view, consciousness has a social character, which scholars study in terms of political, legal, moral, aesthetic, economic, religious, scientific, and artistic forms. These forms of social consciousness serve as the object of any ideology, depending on the current situation. Ideology, on the other hand, directs the forms of social consciousness to a goal, depending on the extent to which they reflect this reality. It depends on the level of formation and development of ideological consciousness. So the question is, what is ideological consciousness and what are its characteristics?

Ideological consciousness is a material organ that organizes the processes of origin, formation and development of things and events in the ideological sphere of society in the form of intuition, perception, imagination, understanding, judgment, conclusions in the human brain.

Features of ideological consciousness include:

- 1) ideological consciousness is created by a specific group of people engaged in spiritual production for a specific purpose;
- 2) ideological consciousness manifests itself as a highly regulated and scientifically formed level of social consciousness in terms of expression of reality - theoretical consciousness;
- 3) ideological consciousness consists of a separate system of political, legal, moral, artistic, religious, aesthetic views;
- 4) Ideological consciousness will be focused on solving global social problems, not on solving practical problems of everyday life.

It is clear from the above that the object of ideological consciousness is the ideological sphere of society - the ideosphere, and its subject is the purposeful social activity of man in various forms in the field of ideas and ideology.

The main features of ideological consciousness as an attribute of the ideosphere are:

1. Any ideological consciousness arises, is formed and develops in a human society. Due to this, it acquires social significance.
2. Ideological consciousness is a product of the ideological perception of society, social processes and events.
3. Ideological consciousness differs from other forms of social consciousness depending on the worldview and position of the specialists who serve them.
4. Ideological consciousness does not deny the existence of ideas of a natural-technical and humanitarian-social nature, but considers them as a dialectical unity.
5. Ideological consciousness considers all things, events and processes that belong to the social consciousness to belong to it.
6. Ideological consciousness does not ignore the ideas and ideologies that exist, who uses them for what purposes, and how they benefit from them.
7. The ideological sphere has its own principles and laws, the definition and application of which is one of the main goals of ideological consciousness.
8. Ideological consciousness uses the dialectic of individuality, specificity and generality as a methodological basis in explaining the rapid change, uniqueness, repetition of ideological processes and events taking place in the ideosphere.
9. Ideological consciousness makes effective use of simple words and scientific terms in strict adherence to the rules of language to explain ideas and ideologies in practice.
10. Ideological consciousness in understanding the relationship between "man and the world" encourages ideological activity not only in the form of "subject-object", but also in the form of "subject-subject" relationship.

Ideological consciousness in the system of social consciousness, for all its forms, has the following functions:

first, to lead society into the future by anticipating which of all forms of social consciousness have active rather than passive but active ideological aspects of social existence, which have important spiritual and ideological significance;

second, accumulative, that is, the accumulation and analysis of material and spiritual wealth passed down from ancestors to generations, as well as the knowledge and experience accumulated by contemporaries, and which of them to determine the ideological source for the development of forms of social consciousness;

third, axiological, knowing and using which form of social consciousness is more valuable to society in the existing reality;

fourth, to formulate the goals of the forms of social consciousness, that is, to articulate the goals of society and to show the ways to achieve them;

fifth, creative (constructive), that is, filling each form of social consciousness with a new element, component;

sixth, communicative (communication), that is, communication through the establishment of ideological relations between the owners of social consciousness;

seventh, it is regulative, that is, it regulates and directs the individual and collective behavior of socially conscious people on the basis of an ideology based on a specific idea.

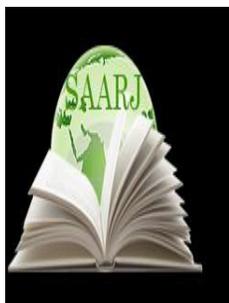
As stated by the President of the Republic of Uzbekistan Sh.M.Mirziyoev, the purpose of the formation and development of ideological consciousness in the context of the renewed Uzbekistan is: initiative, dedication, formation of moral qualities ".[3]

CONCLUSION

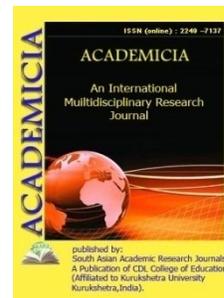
In short, the level of formation of the national ideological consciousness of young people is a key spiritual factor that strengthens the creative ability of our country. As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted: "We consider the work of spirituality and enlightenment as a work of patriotism, a work of conscience. A person with a conscience and spirituality, of course, loves his homeland. Conscience and spirituality mean sincere service to the people and the Motherland. " We will reach the pinnacle of our national progress as a result of the selfless services of our youth, which instill in the hearts of the Uzbek people the main idea of "living a free and prosperous life in a free and prosperous homeland."

REFERENCES

1. Mirziyoev SH.M. We will build our great future together with our brave and noble people. - T: "Uzbekistan", 2017.
2. Mirziyoyev SH.M .. We will resolutely continue our path of national development and raise it to a new level. - T .: "Uzbekistan" NMIU, 2017.
3. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. January 24, 2020.
4. Mirziyoev SH.M. From national revival to national uplift. Volume 4 - T: "Uzbekistan" 2020.
5. Krapivenskiy S.E. Social philosophy. - M .: Vlasos, 1998. - S.229.
6. Yuldashev SA, Usmanov OM, Karimov RR Ancient and medieval Western European philosophy. - T .: "East", 2003.
7. Annotated dictionary of the Uzbek language. Volume 2 - T .: "National Encyclopedia of Uzbekistan" State Scientific Publishing House, 2006.
8. Western philosophy. - T. "SHarq", 004. - B.70.
9. Yahshilikov JY, Muhammadiev NE National idea and ideology Monograph. - T: "Fan", 2015.
10. YAxshilikov J.YA, Muhammadiev N.E. National Ideology Development Strategy. Monograph. - T: "Fan", 2017.
11. Muhammadiev N.E. The national idea and ideology of the Uzbek people. Monograph. - T: ToshPTI, 2018.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00127.0

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PRIMARY SCHOOL

Mukaddashon Ogay*

*Head

Multimedia Department of the Innovation Centre,
 Uzbek State University of World Languages,
 UZBEKISTAN

Email id: ogaymukaddas@gmail.com

ABSTRACT

After the introduction of teaching foreign languages in primary schools of Uzbekistan, the need arose to optimize and change the content of teaching languages in the school curriculum. Uzbekistan is one of the unique states in which schools with 7 native languages - Uzbek, Russian, Karakalpak, Tajik, Turkmen, Kyrgyz and Kazakh - are officially functioning. This means that young learners begin to study not only their native language, but, along with it, the state language, and then a foreign one. A foreign language becomes the third language for young learners, and even the fourth in some regions of Uzbekistan. That requires extraordinary solutions. For young learners these are difficulties of an interlingual nature and overcoming intralingua interference. In this article the author considers the conditions that can stimulate motivation and interest in learning English, as well as facilitate the educational process as much as possible.

KEYWORDS: *Primary School, TEFL, Foreign Language Speaking Skills, English Teachers, Young Learners, Exercises, Multimedia Applications, Motivation, Learning Interest, YL Characteristics, Video, Audio, Difficulties In Learning FL.*

INTRODUCTION

How do young learners differ from middle and senior school students?

First, in primary school, native language literacy skills are just being formed. It is necessary to take into account the specifics of schools in multinational Uzbekistan, where young learners have to learn the peculiarities of not only their native language (L1), but also the second- the state

language, and then English. Taking into account the age characteristics of young learners in rapid memorization, but short-term memory, an English teacher needs to develop, first of all, the foreign language speaking skills of a young learner, encourage his actions, increase motivation and interest in learning a language by using a variety of technologies in the lesson. It must be remembered that acquaintance with the linguistic features of the language should occur naturally for a given age - through songs, games, using video / audio exercises to create an associative array, to facilitate the process of understanding and memorizing information.

Secondly, young learners are extremely energetic and mobile. In teaching English to young learners, an alternation of techniques is necessary: passive exercises (when learners just sit at the desks and work) should be replaced by mobile learning games (when they walk, run around). In a multimedia application, animation exercises alternate with interactive ones, where young learners do not just see, hear and repeat words or phrases, they complete a sentence from the words suggested in this exercise themselves. Songs and videos offering Total Physical Response (TPR) activities are no less significant in addressing this issue. It is noticed that in primary school, motor skills of children are still developing, and in English lessons it is necessary to use tasks where young learners can run, jump, hop, and also work with objects of various shapes, types, sizes and weights. ...

Third, along with physical differences, young learners are extremely emotionally sensitive. One of the important tasks of an English teacher is the need to develop cooperation skills, support and collaboration. The difficulty in this case lies in the fact that in primary school it is necessary to develop not only a sense of confidence and an increase in self-esteem of the young learner, but at the same time, it is extremely important to develop teamwork skills.

In primary school, collaborative work between the teacher and the parents of young learners is also very important to unite efforts in teaching English, since two English lessons per week are not enough to master and consolidate the material learned. Most parents understand the important role of English in the development of their children. Therefore, they are ready to cooperate with the school and English teachers. The Kids' English textbook contains a special section for parents called Parent's Corner. The multimedia application to the textbook is an effective tool for parents with which they can help their child do their homework, review the material, and even start learning English themselves if they learned another foreign language in the childhood.

The main form of learning process is exercises. *Exercise* is a multiple repetition of the same type of operations or actions, which is based on awareness and is accompanied by control or self-control. The use of certain exercise requires an understanding of what this exercise is aimed at, what place it occupies in the system of exercises and what is the result of its implementation. The exercises should form a system. The system of exercises is such an organization of educational activities, which presupposes a certain sequence of exercises, taking into account the growth of language and operational difficulties.

Exercise requirements:

- tasks for exercises should be communicative in nature,
- exercises should be situation ally related,
- exercises should be designed to ensure the relative accuracy and speed of their execution.

The question of the system of exercises is one of the controversial ones. There was a stormy discussion about which exercises were the most effective. The problem of foreign language proficiency is considered in a wide range of studies. In the works of such scientists-methodologists as M.Akhmedova, M.Ilyin, N.Geiz, V.Skalkin, E.Passov and others reflect the ways of creating a system of exercises and typology of exercises that ensure the foreign language speech development.

Methodologists have given a definition of the system of exercises as the organization of educational actions, taking into account real speech acts, speech skills and abilities, with language difficulties increasing. (N.Geiz, 1976 & E.Azimov, 2009)

TABLE 1. TYPES OF EXERCISES FOR THE DEVELOPMENT OF FOREIGN LANGUAGE SPEAKING SKILLS, CONSIDERED IN THE WORKS OF A NUMBER OF SCIENTISTS

Authors	Exercises
E.Passov, E.Sosenko	Conditional speech exercises (develop speech skills) Speech exercises (develop skills)
M.Ilyin	Language exercises (study the phenomena of the language structure)
V.Skalkin	Training Communicative
M.Akhmedova	Reproductive exercise (promotes reproduction of grammatical material) Productive exercises (form the ability to express thoughts, conduct a dialogue)
E.Solovova	Exercises for active listening and sound recognition Exercises for reproducing presented sounds

E.Passov understands communicative exercises as exercises that reproduce or imitate the real speech communication that meet the requirements of motivation and situational conditioning. (E.Passov, 1976)

M.Akhmedova believes that one of the most important methodological reserves is the system of situational and communicative exercises that increase the level of proficiency in a foreign language. According to M.Akhmedova, performing imitative exercises, a FL learner reproduces a replica based on a sample; performing substitution exercises, the FL learner builds his speech on a similar form; when performing transformational exercises, the FL learner builds a similar form with modifications; in reproductive exercises, it is supposed to demonstrate independent replicas correlated with the situation. (M.Akhmedova, 2015)

Open communicative exercises can encourage young learners to work within their speaking skills, but at the same time, it fosters their creativity in finding new ways of expressing thoughts. Making the most of their vocabulary, they try to expand their communication skills. The use of more open improvisational exercises is another way to stimulate the creative use of English by young learners. Open communicative exercises and drama activities stimulate the creative use of English and have great potential for developing speech skills in young learners. (C.Becker & J.Roos, 2016)

Within the framework of this study, the process of teaching English in primary school in Uzbekistan, Russia, Kazakhstan and Turkey was examined.

TABLE 2. THE PROCESS OF TEFL TO GRADE 4

Country	Textbooks	Activities and used tools
Uzbekistan	<p>"Kids' English" set consists of a textbook, workbook, teacher's book, multimedia application.</p> <p>Topics to learn:</p> <p>We study English, My day, I help my parents, Professions, Everything about Uzbekistan, Welcome to a party, Holidays, Shops, In the market, Sports, At the doctor's office, Travel, Great Britain, World of fairy tales, +Additional overview section in the multimedia application</p>	<p>Pair, group, individual work: monologues, dialogues, role-playing games, work with video and audio exercises, project work, description and discussion of the picture / reality / video of the plot, work with tables, graphs, etc.</p> <p><i>Multimedia / media tools for the development of foreign language speaking skills:</i></p> <p>Songs, rhymes (chants), audio, video, monologues, dialogues, cartoons, interactive exercises, animation tasks, graphics, crosswords, poems, announcements, illustrations, instructions, reality, cards, postcards</p>
The Russian Federation	<p>"Enjoy English" set consists of a textbook, workbook and multimedia application</p> <p><i>Topics to learn:</i></p> <p>Seasons and weather, Your home, City and countryside, Telling stories, Having a good time with your family, Shopping, School</p>	<p>Pair, group, individual work: monologues, dialogues, role-playing games, work with video and audio exercises, project work, description and discussion of the picture / reality / short video, work with tables, graphs, etc.</p> <p><i>Multimedia / media tools for the development of foreign language speaking skills:</i></p> <p>Songs, audio, video, cartoons, dialogues, monologues, illustrations, poems, rhymes, cards, reality</p>

Kazakhstan	<p>"Smiles" set consists of a textbook, a workbook, a notebook for vocabulary and grammar practice, a book for a teacher, a multimedia application, posters, and a set of cards.</p> <p><i>Topics to learn:</i></p> <p>Kazakhstan in the world of sports, Values in myths and legends, Treasures, Professions and ways, Communication, Hot and cold, Healthy world, Travel to space, Cars</p>	<p>Pair work, group work, individual work: monologues, dialogues, role-playing games, work with video and audio exercises, project work, description and discussion of the picture / reality / video; work with tables, graphs, etc.</p> <p><i>Multi- / media tools for developing foreign language speaking skills:</i></p> <p>Audio and video exercises, poems, songs, illustrations, cards, posters</p>
The Turkish Republic	<p>"Learn with Bouncy" set consists of a textbook, a teacher's book, and multimedia application.</p> <p><i>Topics to learn:</i></p> <p>Classroom Rules, Nationality, Cartoon Characters, Free Time, My day, Having fun with science, Professions, Clothes, My friends, Food and drinks</p>	<p>Pair, group, individual work: monologues, dialogues, role-playing games, work with video and audio exercises, project work, description and discussion of the picture / reality / video, work with tables, graphs, etc.</p>

Having studied the curricula of these countries, the methodology of teaching English in primary school, and the results of scientific research, we can assume that the difficulties encountered in learning English by young learners are similar.

The study of L.Ermekbaeva mentions problems related to the motivational and personal sphere. The scientist points out that this is due to the psychological reaction of the child to the solution of problems that arose already at the initial stage of education and did not find understanding in time from persons significant to him (teachers, parents, classmates). On the contrary, the result of these difficulties is increased school anxiety, learning and behavior disorders. (L.Ermekbaeva, 2012)

According to research by E.Svalova, the methodology of teaching foreign languages subdivides the age characteristics of children in accordance with the indicators of school periodization and the stages of mastering a foreign language as an academic subject and reduces them to three main types – linguo-didactic characteristics, psychological - physiological and pedagogical. The author proposes to divide the difficulties into three types:

- subjective difficulties associated directly with the capabilities of the learner himself,
- Objective difficulties not related to the learner's capabilities,
- difficulties associated with the used method of foreign language teaching.

There are the following difficulties in learning a foreign language among young learners:

- in the dialogue forms of communication when drawing up questions or requests;
- in monological forms when describing, reporting, telling, etc.;
- Phonetic difficulties (diphthongs, stress in words, highlighting intonations in sentences, etc.)
- lexical difficulties (memorization, recognition and use of lexical units)
- Grammatical difficulties (drawing up the basic structures of communicative sentences, the use of structural sentences, etc.). (E.Svalova, 2014)

Singh and co-authors identify speaking as the most important skill among the four language skills. Teaching English to young learners faces many challenges. Learning a foreign language in primary school is complicated by the fact that young learners are just starting to learn their native language in the same period of time. Due to the fact of the mother tongue use by an English teacher in classroom management, and that English is used by young learners, mainly only in the classroom, the language knowledge can be very limited. In such conditions, it is difficult to use English for oral communication at the proper level. The initial stage of language learning is critical as it is the source of language development. If this foundation is weak, then development will be distorted. Learners are expected to learn what they are taught. However, it also depends on how it is taught and what is being learned. Young learners are taught through constant repetition of language structures. Habits are formed through practice and motivation. The authors believe that young learners who are not confident and are afraid of making mistakes in speech may have difficulties in mastering the speaking skill. The authors recommend the following as effective strategies for teaching English to young learners:

- use the context for learning a new linguistic element;
- include pictures and objects in training;
- apply multiple repetition of taught structures;
- use a variety of methods to help young learners understand the language. (Singh et al., 2015)

In addition, primary school teachers need:

- understand how children think and learn,
- take into account the interests of children and use them in the learning process,
- be sufficiently equipped to teach basic literacy in English. (L.Cameron, 2003)

Students who have a natural kinesthetic preference for language learning may experience problems without tactile use of objects and without active classroom exercise. Musically intelligent learners find it easier to master the material if the learning is accompanied by a melody. (R. Benvegnen, 2011)

N.Tayurskaya also examines in her research the practice of teaching foreign languages at schools. The author believes that foreign language learning in primary school contributes to the all-round development of the individual. During the experiment, the author identified such problems as learning a foreign language outside the language environment, as well as insufficient time during the lesson for each learner to speak in the case of a large number of learners in one group. (N. Tayurskaya, 2015)

D.Tajibaeva identified such difficulties in the development of linguistic competence as phonetic ones - pronunciation of diphthongs, stress in words, as well as lexical difficulties, such as

memorizing and using fixed expressions and speech cliches when composing dialogues. (D.Tajibaeva, 2020)

After analyzing the difficulties that were identified by different researchers, we clarified the consequences of these difficulties for young learners and suggested the possible solutions to overcome these difficulties.

TABLE 3. TYPOLOGY OF DIFFICULTIES EXPERIENCED IN LEARNING A FOREIGN LANGUAGE BY YL

<i>Difficulty experienced</i>	<i>Consequence and Possible Solution</i>
Difficulty in foreign language communication	Loss of confidence, fear of using an unfamiliar language, fear of making mistakes Possible Solution: It is necessary to limit the use of the native language in the lesson. The use of a multimedia application with short and clear video and audio files will allow the teacher to introduce foreign language vocabulary into the educational process, involving all YL in the active work. The joint efforts of the teacher and parents contribute to the development of foreign language speaking skills outside the classroom.
The need to immediately switch the speech apparatus to a different linguistic system	There is an intensive work of the young learner's brain in order to process the information received. The learner is silent, does not demonstrate any speech activity. Possible solution: The teacher should give the young learner time to mentally process the material, helping with introductory phrases. During the so-called "dumb" period, active support of the teacher is required and the joint process of speaking between the teacher and the learner is allowed.
Difficulties with mastering foreign language pronunciation, using speech patterns, maintaining intonation	Loss of interest in learning due to uncertainty and dissatisfaction. Possible Solution: From the first lessons of a foreign language, it is necessary to form the YL's skills of understanding and reproducing foreign language. In order to develop correct pronunciation and overcome difficulties in mastering a foreign language, it is necessary to introduce phonetic exercises into the educational process, as well as the use of songs and chants with repetition of speech patterns.
Difficulties with varying degrees of complexity of tasks that do not	1. Young learners who are ahead of their peers in terms of speech competence, with the cyclical use of exercises of reduced complexity, lose interest in doing this kind of

correspond to the young learner's abilities and level	<p>exercises.</p> <p>2. Young learners who do not have a sufficient level lose confidence in their abilities, motivation, and, consequently, interest in doing exercises of increased complexity.</p> <p>Possible Solution: When choosing exercises, the teacher must remember that, despite the single topic of the lesson, the activities in the lesson should be varied and take into account the individual abilities of the learners.</p> <p>The support and timely assistance of the teacher with the implementation of more complex tasks helps to raise the motivation and maintain the YL's interest</p>
Difficulty in doing independent work	<p>Loss of motivation, interest in learning, self-confidence and lack of self-esteem skills.</p> <p>Possible Solution: Teaching the skills of independent work with the regular use of project work and oral presentations in the educational process in order to develop critical thinking skills, contributing to the development of motivation and interest in learning a foreign language.</p>
Difficulty with time management	<p>Limited time to complete the work keeps young learners in stress and loss of motivation.</p> <p>Possible Solution: A foreign language teacher must take into account the capabilities and abilities of the class as a whole and each learner individually. It is important to inculcate the young learners' sense of responsibility, while not forgetting that the given time should correspond to the level of complexity of the proposed task.</p>
Difficulty in memorizing new lexical units	<p>Reduced participation during the lesson, the decline in the process of perceiving new material, and, as a consequence, the decline in the development of foreign language speaking skills.</p> <p>Possible Solution: It is advisable to include in the educational process songs, games using video / audio exercises to create an associative series in order to facilitate the process of understanding and memorizing information.</p>

Having studied the difficulties of forming YL's speaking skills and the specifics of the perception of educational material at a given age, we offer the rules of the formation of foreign language speaking skills in English lessons.

A number of rules for the formation of YL's foreign language speaking skills:

- Use pair and group work in the classroom for the effective development of foreign language speaking skills,
- Evince patience for both teachers and parents of young learners, as speaking is a skill that takes time and requires collaborative effort to develop successfully,
- The development of foreign language speaking skills requires constant repetition of the learnt material both in the lesson and outside the classroom hours,
- It is necessary to use in the educational process various types of work that immerse learners in the use of English in different situations, for the development of the YLs' foreign language speaking skills,
- When developing the foreign language speaking skill, it is also necessary to take into account the specifics of the native language development at this age,
- It is important to allocate time for the use of oral speech in the lesson for each learner, involving both active and passive learners in cooperative work,
- It must be remembered that it is impossible to interrupt the learner's speech by correcting mistakes and remarks, thereby lowering the motivation and self-esteem of the young learner,
- It's necessary to develop role-playing games based on watching video stories using the material heard in the dialogues for greater motivation to learn English,
- Pair and group work should be encouraged as they are key to developing communication skills,
- It is important to remember that working noise in English lessons in primary school is an inevitable attribute that shows learners' interest in the educational process,
- To switch young learner from one activity to another, you can use special symbols, gestures, or music.

The use of multimedia applications in English lessons in primary school is a pressing issue today. A survey of school teachers in Uzbekistan, as well as young learners of Grade 4, held in the framework of the research, confirms the opinion of many researchers around the world that children show a genuine interest in lessons with multimedia elements.

The English teachers in primary school of Uzbekistan prefer implementing songs, video instructions and cartoons in the educational process to help young learners repeat and remember the new material in an easier way. Although interactive exercises given in multimedia applications are very successful among young learners, they are time-consuming to complete, especially when you consider the fact that each learner himself wants to compose a sentence or collect words from the proposed letters. In this case, the participation of parents in the teaching process is invaluable. Since teachers set the interactive exercises to complete and reinforce as home material, parents can supervise and help the child with the task. (M.Ogay, 2020)

In conclusion, it is necessary to note that there are no incapable learners. It is very important at the very beginning of learning a foreign language to attract their attention, to interest them in a new language, its features, to use various types of exercises in the classroom with alternating active and quiet games. Provided that the tasks in class correspond to the level of knowledge and age of the young learners, we can help them in mastering a new language.

REFERENCES

1. Akhmedova, M. (2016). Typology of exercises for the development of speech in a non-native language. *Young scientist*, 1(105):687-689
2. Azimov, E. (2009). *New dictionary of methodological terms and concepts (theory and practice of teaching languages)*. Moscow. IKAR, 448 p.
3. Becker, C. & Roos, J. (2016). An approach to creative speaking activities in the young learners' classroom, *Education Inquiry*, 7:1.
4. Benvegnen, R. (2011). Does learning Cognitive Vocabulary Learning Strategies lead to more Young Learners recalling and spelling vocabulary more effectively? *Teaching English To Young Learners: Seventh International TEYL Research. Seminar Papers. Department of Education, University of York*, pp.18-28
5. Cameron, L. (2003). Challenges for ELT from the Expansion in Teaching Children. *ELT Journal /elt*. 57.2.105.
6. English course curriculum. (Primary and Secondary School 2, 3, 4, 5, 6, 7 and 8th Grades). (2018). T.N. Ministry of Education. Ankara.
7. Ermekbaeva, L. (2012). Psychological and pedagogical problems in teaching children of primary school age. *Scientific notes of the St. Petersburg State Institute of Psychology and Social Work*, 2 (18):129-136.
8. Federal state educational standard of primary general education. (2019). Ministry of Education of the Russian Federation. <https://www.preobra.ru/attachments/1/5d/c373e5-439e-4801-8cf8>
9. Gez, N. (1976). The system of exercises and the sequence of development of speech skills. *IYASH*, 2.
10. Ilyin, M. (1975). *Fundamentals of foreign language exercise theory*.
11. M.: Pedagogy.
12. Khan, S., Juraev, L., Ogay, M., (2016). 'Kids English'-4. "Uzbekistan" Publishing House, Tashkent.
13. Model curriculum in the subject "English" for grades 1-4 of the primary education level. (2018). Adj. No. 5 to the order of the Minister of Education and Science of the Republic of Kazakhstan No. 199
14. Ogay, M. (2020). Use of multimedia in teaching English to YL. *European journal of Research and Reflection in Educational sciences*, 8(4):1-10
15. Passov, E. (2004). *The communicative method of teaching foreign language speaking*. M.: Education, 233p.
16. Resolution of the Cabinet of Ministers No.187 "On approval of state educational standards for general secondary, secondary specialized and vocational education." (2017). Tashkent.
17. Singh et al. (2015). Developing speaking skills among ESL elementary learners. *The Asian Journal of English Language and Pedagogy*, 2:45-56.
18. Skalkin, V. (2008). Systematic and typology of exercises for teaching speaking. *Methodical mosaic*, 4:12-21.
19. Solovova, E. (2006). *Methods of teaching foreign languages. Basic course of lectures: a guide for students of pedagogical universities and teachers - M.: Education*, pp. 71-72
20. Sosenko, E. (1979). *Communication preparatory exercises*. M.: Russian language, 140p.
21. Svalova, E. (2014). Typology of Difficulties in Teaching a Foreign Language to Secondary School Students. *Pedagogical education in Russia*, 10:120-124.

22. Tajibaeva, D. (2020). Formation of foreign language communicative competence in children of primary school age (on the example of the German language). PhD thesis. Tashkent.
23. Tayurskaya, N. (2015). Foreign language communicative competence: foreign and Russian experience. Humanitarian vector. The facets of professional development, 1(41):83–84.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: [10.5958/2249-7137.2021.00126.9](https://doi.org/10.5958/2249-7137.2021.00126.9)

THE IMPORTANCE OF FAMILIARIZING PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH THE SOCIAL NORMS OF SPEECH

Maryambibi Djumaniyazovna Abdullaeva*

* Lecturer,

Department "Preschool education",
Chirchik State Pedagogical Institute,
Tashkent region, UZBEKISTAN

Email id: maryambibi.abdullayeva@mail.ru

ABSTRACT

Active involvement of children of preschool and primary school age in the process of social relations, training in the effective organization of interpersonal communication is one of the most urgent tasks of today. Of particular importance in their achievement of becoming active participants in the judicial process is their successful assimilation of social and legal norms. As you know, the interaction of people is organized from the outside on the basis of certain social and legal norms. In many cases, the process of relations regulated on the basis of social and legal norms also serves as an expression of the level of civility of the participants. The general culture of the individual is manifested in the process of behavior in public places, visiting cinemas, public catering establishments, household services, using public transport, as well as compliance with traffic rules.

KEYWORDS: *Legal State, Legal Society, Personality, Student, Primary School Age, Public Place, Public Transport, Norm.*

INTRODUCTION

The ideas of national independence that are being formed in the independent Republic of Uzbekistan serve to unite citizens around the noble goal recognized by the Constitution of the Republic-the construction of a humane, democratic, legal state and a legal society. The formation of socio-political, legal activity, the formation of the legal culture of each citizen is the main requirement of civil (legal) society.

MATERIALS AND DISCUSSION

It is considered to be one of the activities inherent only to people. Purposeful speech as an activity " originated in the history of personal development and was consolidated as a result of the development of speech skills necessary for the organization of interaction" (great psychological encyclopedia. - Moscow: Eksmo, 2007. - p. 396). There are oral and written forms of speech, and in the process of social relations between people, oral speech is mainly used. This type of human activity " serves to form abstract-logical thinking and consciousness. And in the process of mental activity, which is the basis of speech, the imagination is formed... Thanks to the emotional possibility of his speech, a person expresses his attitude to a particular event" (great psychological encyclopedia. - Moscow: Eksmo, 2007. - p. 396).

In the process of communication (conversation), each person is obliged to be guided by generally recognized norms (rules) that are of primary importance in expressing the attitude of two or more persons to each other, to the environment, to the social and material beings around him. And the full performance of this duty requires a careful assimilation of the norms of spoken language by a person. Therefore, familiarizing children with the norms of spoken language from an early age in the family and educational institutions is one of the important socio-pedagogical tasks.

According to the age characteristics of the children of the preparatory group, " speech has grown to the necessary level, and due to the fact that the active (active) and passive (sluggish) vocabulary is sufficiently developed, the teacher can better understand the meaning of their explanations" (textbook for pedagogical / pedagogical institutes. Akad. S. R. Under the general editorship of Radzhabov. - Tashkent:"Teacher", 1981. - p. 50). Therefore, focusing on the formation of children of preschool and primary school age skills and skills of the correct organization of their interaction with others by providing them with information about the norms of speech (behavior) does not create difficulties and difficulties in the effective conduct of pedagogical activities on this path.

ANALYSIS AND RESULTS

The formation of skills and abilities to follow the norms of colloquial speech in pupils of the preparatory group of preschool education and children of primary school age is provided by the following tasks::

1. Introduce children to such concepts as" speech "and" treatment", as well as" norms of treatment "("norms of behavior").
2. Show children the social and personal meaning of speech (address), the organization of interaction between people.
3. Awareness of the negative consequences of non-compliance with the norms of speech (behavior) in children.
4. Introduce children to the types of speech appeals.
5. Creating conditions for the adequate assimilation of children's concepts about the norms of speech (behavior).
6. Formation of children's skills of proper communication with social subjects (parents, other family members, teachers, classmates, peers, as well as other people from their environment).

When introducing children to such concepts as "speech" and "treatment", as well as "norms of treatment" ("norms of behavior"), it is advisable to familiarize them with the following information:

"Conversation" - the verbal presentation of thoughts by children and adults.

"Treat" - a conversation between children and adults with each other.

Conversation, address, is the process by which interaction occurs between two or more children or adults.

"Norms of colloquial speech" – the requirements that children or adults must follow when presenting their thoughts orally.

"Norms of behavior" – the requirements that are imposed on children or adults when they talk to each other.

Through communication, children and adults communicate with each other, become aware of each other's condition. During the conversation, children or adults receive information about their desires, intentions, dreams, aspirations and goals. Children and adults, communicating, understand that they need each other's help, and rush to help those who need it.

Conversation is necessary for every child or adult. Because through conversation, you can learn about the events happening around you. At the same time, as a result of colloquial speech, various information, information and knowledge are assimilated.

Children and adults must follow certain rules when they talk to each other. If you do not comply with the current rules, the following negative situations occur:

- put yourself in an awkward position;
- disrespect to the other party;
- offend the interlocutor;
- to cast a spell on friendship, camaraderie between interlocutors;
- inability to adequately express your opinion;
- inability to explain your goal to the other person;
- to hear a reprimand from the interlocutor for rude behavior or statements;
- be the cause of the formation of the interlocutor's wrong idea of himself;
- loss of self-esteem of others.

Also, one of the important requirements is the creation of conditions for the adequate assimilation of children's concepts about the norms of speech (address). The following information can be attributed to their attention in this rating:

Colloquial speech manifests itself in different ways, depending on the content of the conversation. They consist of:

- 1) greeting;
- 2) introduction;

- 3) to make a request;
- 4) ask questions;
- 5) express gratitude.

A greeting is a scene where two people meet and ask each other about a situation. During the greeting, the interlocutors are asked to keep their faces open, smile, and say words to each other that express good intentions.

At the same time, when greeting students, the following requirements must be observed::

- 1) use of words and expressions perceived as greeting words:
 - in this case, if you are met by your friends, you can say: "Hello", "Are you all right?", "Is everything all right? appeal";
 - and when meeting with adults, with your hand folded over your right breast, say: "Hello", "are you all right?", "Are you in good health?", "A walk without fatigue? it is advisable to use expressions such as"".
- 2) during the greeting, you should not use rude or jargonized (distorted) words or perform inappropriate actions:
 - when meeting with peers, comrades, "Hello", "Ciao", "Somalaikum" (translated from Arabic, this word means "I wish for death);
 - when meeting with comrades without any words, as is customary today, to exchange physical abuse;
 - inability to kiss your friends.

If the people you meet are strangers to each other, then the conversation begins with an introduction. When getting acquainted, you also need to comply with certain requirements. Therefore, it is also necessary to inform primary school students about the rules that must be followed when meeting, to pay attention to the formation of their skills and abilities of the correct organization of the dating process.

Children should gradually learn to use the following phrases when getting acquainted:

1. Let me get to know you!
2. I would like to get to know you better!
3. Let's get acquainted!

In colloquial speech, as a rule, it is also appropriate to ask for something. In this case, you first need to apologize. Because the person referred to may be busy working or thinking about something. So "excuse me!", "Excuse me!", "If you will! addressing words such as "Please!", "If possible...", "if you are not uncomfortable...", "if you are not difficult...".

During the conversation, requests are also made with respect to the application with the question. These requirements include:

- 1) if it is necessary to ask a question in the family, community places, or if there is a need to ask a question, then this is the way it is done:

- sorry initially;

- will be addressed with a question (when addressed with a question “Can I ask?”, “May I ask a question?”, “Can not you say?,” “Can not show“, “ Please Tell Me!”, “Understandtirib can not leave? the use of such phrases as ” quot; is counted from the rules of etiquette);

2) If during a lesson in an educational institution you have to contact the teacher with a question, then it is correct to do the following:

- the right hand is raised;

- the question is addressed after the teacher's permission;

- if the teacher is not allowed to ask questions, that he was waiting until after class to ask the teacher at the end of the lesson or after graduation.

According to the established rule, the question should not be asked at any time during the lesson, but only after the teacher or the speaking student has finished their speech or has finished teaching at all. Teachers usually ask students “if there are any questions” after they have explained the topic. At this point, the reader can ask himself a question that interests him.

During the conversation, you should also thank the interlocutor. At the same time, certain rules (requirements) must be observed. That is:

1) open word, windy smile;

2) the use of certain words that follow from general moral norms (“Thank you”, “thank you”, “thank you”, “ Be healthy!”, “ Live long!”, “ Let your affairs go right!”, “ Have a good day!”, “May you be lucky! you can use words and expressions such as “and””).

According to the norms of colloquial speech, it is also important to correctly address the interlocutor during the conversation. During conversations, the other person is usually addressed as “you” or “you”. This takes into account the age of the interlocutor and the degree of his proximity to himself. In the Uzbek people, peers are addressed by “you”, and adults-by “you”.

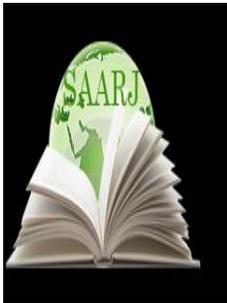
In order for the organized conversation to be effective for the interlocutors, one more rule must be observed. It's about naming the other person during the conversation. Usually, children and young people address their interlocutors by calling their names in full or abbreviated. In accordance with our national values, a person is obliged to pronounce his name in full. Based on the sources that express the ideas of Islamic teaching, and the results of modern psychological research, it is established that each word has its own power. Therefore, it seems pleasant to everyone to hear his name. To say a name abbreviated or distorted is considered indecent.

CONCLUSION

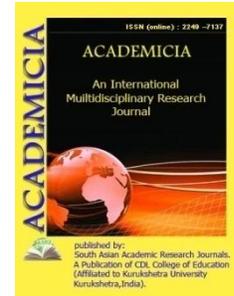
Thus, colloquial speech (conversation) is the process of expressing the relationship of two or more persons to each other, to the environment, to the social and material existence surrounding them. People are guided by generally accepted norms (rules) when communicating (talking) between themselves. Therefore, special attention should be paid to informing pupils of preparatory groups of preschool education and primary school students about the norms of spoken language.

REFERENCES

1. The idea of national independence: Basic concepts and principles. - T.: Uzbekistan, 2000. - 64 p.
2. Abdullayeva Sh. Pedagogical technologies for the development of cognitive creative abilities of primary school students: Candidate dissertation. - T.: 2005. -175 p.
3. Abdullayeva K., Yusuf M., Rakhmonbekova S. Etiket / textbook for the 2nd class. - T.: "Mehnat", 2001. - 96 p.
4. Adizov B. R. Theoretical foundations of the creative organization of primary education: ped.science. Candidate dissertation. - T.: 2002. - 276 p.
5. Julia Doncheva, Ekaterina Ivanova "Speech communication - one of the main prerequisites For successful socialization of the preschool child" Proceedings of the first virtual scientific conference of the English Language Department in the College of Basic Education - Al-Mustansiriyah University in cooperation with the University alTurath College, the Lebanese University and the Turkish University, Suleiman Admiral Under the slogan (The English Language and the Challenges of the Present and the Future) for the period 2-3 September 2020, 1103-1093 pp.
6. Lera A. Kamalovaa , Nadezda N. Vasilyevab "Formation of Communication Skills in Preschool Children with Visual Impairments as an Important Factor of their Socialization" International journal of environmental & science education 2016, vol. 11, no. 8, 1933-1941 doi: 10.12973/ijese.2016.567a



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00125.7

FORMING YOUNG PEOPLE'S SENSE OF PATRIOTISM- DIDACTIC PRINCIPLE IN LITERATURE CLASSES

N.A.Yuldasheva*

*Associate Professor,
 Candidate of pedagogical Sciences,
 Director of the creative school named after Abdulla Kodiri,
 UZBEKISTAN

ABSTRACT

Knowledge, skills and abilities formed on the basis of pedagogical principles and professional skills allow applying the general didactic principles of patriotic upbringing in the system of continuing education. Through literature lessons, students connect their knowledge with life, through its educational impact, understand the nature of events in the environment, and develop artistic taste, independent creative thinking, reading culture, responsibility for the fate of the Motherland, a sense of patriotism.

KEYWORDS: *New Uzbekistan, Continuing Education, General Didactic Principles, High Intelligence, Friendly Attitude In The Pedagogical Process, The Relevance Of The Acquired Knowledge To The Needs And Interests Of The Individual, To Guide Students To Think Independently, To Justify Their Views.*

INTRODUCTION

At all stages of the system of continuing education, the general didactic principles of patriotic upbringing of the individual are consistent with the principles of state policy in the field of education and are defined on their basis. The law stipulates that children born in our country have the opportunity to actively participate in the educational process, regardless of nationality, culture, language, socio-economic status and abilities.

The President of our country Sh.M.Mirziyoev said: "We will mobilize all the forces and capabilities of our state and society for the development and happiness of our young people as independent thinkers, with high intellectual and spiritual potential, who are equal to their peers in any field in the world" [1, p. 56]. One of the most pressing issues today is the quality of

education and its effective organization, especially the education of creative and talented students as individuals with independent thinking, high intellectual and spiritual potential.

THE MAIN FINDINGS AND RESULTS

“The new Uzbekistan begins at the doorstep of the school”, the head of our state said. In this regard, the effective management of schools, the creation of favorable socio-psychological conditions for the development of the student's personality during participation in the educational process, the establishment of friendly relations with peers and teachers should be carried out through established pedagogical principles.

Also, first, the friendly attitude of the student and the teacher in the pedagogical process; second, that pedagogical relations are based on humanity and democracy; third, the creation of conditions that ensure the intensive development of the student's personality; fourth, an individual approach to each student; fifth, the relevance of the acquired knowledge to the needs and interests of the individual; sixth, the relevance of educational situations to the life experiences of the learner; seventh, that educational information serves as a life skill for personal development; eighth, circumstances such as encouraging students to think independently, justify their point of view should also be considered.

The knowledge, skills and abilities formed on the basis of such pedagogical principles allow applying the general didactic principles of patriotic upbringing of the individual in general, secondary and other education systems.

Through literary education, students achieve spiritual maturity by connecting their knowledge with life, understanding the nature of events in the environment through its educational impact, artistic taste, independent creative thinking, reading culture, responsibility for the fate of the Motherland, a sense of patriotism. In particular, arousing a person's sense of mental, emotional, and creative activity depends on the literature lesson and the didactic ability of the educator who teaches that lesson.

Didactics is a concept of educational theory, which includes the principles, methods, forms of teaching and basic concepts related to the science of pedagogy, which must be followed in the teaching process. He asked the younger generation, “To what to teach?”, “What to teach?” and “how to teach?” answers questions such as, serves as the basis for the teaching methods of each subject.

The formation of life skills in young people through upbringing has always been a characteristic of our people and nation, a highly valued feature. The main task of didactics is to provide the rules and principles for the implementation of this feature in the educational process. Obedience to didactic principles means adherence to the laws of education. In this regard, the laws on education stipulate the following:

one of the main principles of public policy is openness for all to receive education within the framework of the State Education Standard;

suitability of students' vital needs on the basis of a unified and differentiated approach to the selection of educational programs;

sustainability of the system of continuing education by creating a safe, secure environment for the emotional, psychological and physical development of students;

equal access to education for all, regardless of how long they have lived in the country, gender, language, age, nationality, social origin;

Humanism of education and upbringing in all spheres of continuing education;

Democratic character;

The harmony of state and public administration in the education system.

These principles, which define the education system of Uzbekistan, are reflected in the “State Educational Standard of General Secondary Education”, the “State Standard of General Education of Secondary Special Vocational Education” and the “State Educational Standards for Higher Education Institutions”, and measures have been developed to implement them. Based on them, secondary schools and secondary special vocational education institutions act as a scientific and public organization, organize the educational process, define the principles, ways, methods of management, create a learning environment of cooperation and friendship, have the ability to monitor, analyze and evaluate their activities and chooses the most appropriate principles of office work and organization of education for the education system. These didactic principles, which apply to all stages and institutions of education, include:

- The principle of integrity, probity.
- The principle of fundamentality.
- The principle of understanding culture (conformity to the development of cultural life).
- The principle of humanization and humanization of educational content.
- Teaching research, the principle of teaching.
- The principle of continuity of education.
- The principle of an active approach [1, pp. 43-49].

These principles are consistent with the goals and objectives of the teaching of private subjects. For example, the principle of integrity in the formation and development of patriotic feelings of young people in literature classes corresponds to the efforts of young people in the field of personal development, the principle of cultural understanding to acquaint students with changes in cultural life, achievements, modern science and technology. The principle of humanization and humanization of the content of education is assessed in literature classes as a factor that has a positive impact on the individual and his activities. The principle of continuing education defines the stages of continuous development in the process of teaching literature, with such features as the acquisition of professional qualities by students, the fact that this subject serves to constantly meet the spiritual needs of man. The principle of an active approach in literary education confirms that the knowledge that students need to acquire and apply in practice, the transformation into personal experience, the education of personal talent, as well as untested knowledge is quickly forgotten. In fact, the principles enumerated can be easily incorporated into all disciplines. In particular, the leadership of the above-mentioned principles in the teaching of literary sciences is clearly visible.

In an urgent situation in our country, such as the reform of teaching and learning mechanisms, that is, at a time when there is a high need for creative approaches, the opening of creative

schools shows that a new direction is emerging in the national education system. This is manifested when education or various disciplines integrate their strategies with human needs, emotions, life relationships, evolving culture, creative ideas, moral views, wide-ranging creativity. For example, unless the above-mentioned human qualities are formed at a high level, obstacles, contradictions, and internal spiritual contradictions in society and social life will inevitably lead to its destruction. It is through properly organized literary education that getting rid of such non-physical threats becomes possible for every member of society. How can such literature lessons be reformed or implemented? It is known from the history of pedagogy that there is a tradition of developing different ways to fully achieve the purpose of the lesson without starting the educational process. A literature teacher can refer to the following general principles of teaching, which have been developed over many years to achieve the educational goal of educating young people in the spirit of patriotism: **awareness and activism**(*active acquisition and conscious acquisition of knowledge by learners*); **demonstration**(*use of visual aids in teaching according to the principle of "one sight is better than a hundred hearings"*); **systematicity and regularity**(*continuous transfer of knowledge in a particular system*); **consistency**(*strengthening knowledge through repetition*); **comprehensibility**(*intelligible, in a language close to the style of speech, popular knowledge*); **scientific**(*based on the knowledge available to children, education based on them*); **unity of theory and practice**(*to show that the acquired knowledge is related to practice*)[3, pp. 91-100].

These principles have been accepted by educators as a general criterion, and their implementation, full integration into the content of each lesson, remains one of the most pressing issues in the methodology of teaching literature. In order to find out the reason for this, we are talking about the passage of A. Avlonis article "**Loving the Motherland**" in "**Turkish Gulistan or Morality**" on the basis of these principles.

While getting acquainted with the work "**Loving the Motherland**", the student should know the factors that created it, the activity of personal cognition, the manageability of the level of knowledge, the limits of potential. This is possible when the teacher organizes the knowledge properly, when the purpose of the lesson is clearly defined, when the sequence of the lesson steps is ensured.

After the educator introduces the students to the topic, he or she begins to ask questions according to the topic on the principle of awareness and activism:

Step 1: How important is it for a person to love his homeland?

Is your future connected with the future of the Motherland?

What goals and tasks do you set for yourself and how will our country develop?

Step 2: What does love of country give to a person?

When and after what event did you start to appreciate your homeland?

Step 3: Which wisdom about the homeland do you like best? Explain the reason.

In which works have you seen a reflection of patriotism?

Step 4: Students will be given assignments based on the text. For example, read the section "Loving the Motherland", write a question that reveals its essence and write it in your notebook.

Step 5: Transition from working individually to working in small groups or collaborations. Write in your notebook an idea that you have not yet fully grasped from this text. Compare the answer to this question with the answers of your other peers.

Step 6: Highlight the main points given in the text. Share your views on the secondary points in the text.

Step 7: Determine what to look for in order to put the ideas in the text into practice.

Step 8: Based on this text, try to say points that none of your friends have said. Express your opinion through an exemplary idea.

According to the principle requirement, the teacher asks “why?”, “What do you think?” such questions should be asked to students repeatedly throughout the lesson, leading to the final result by analyzing the connections between cause and effect.

Step 9: It is necessary to analyze the knowledge of students, to encourage active, independent thinkers. It also involves the use of methods such as self-assessment and evaluation of the activities of others.

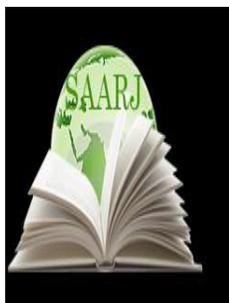
Rules for working based on these principles should be developed with students before class. Students then realize that obeying general and personal rules requires determination on the part of the person.

CONCLUSION

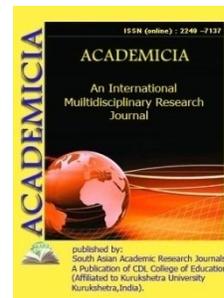
This kind of “small research” conducted during literature classes serves as an important tool in teaching students to think systematically, as well as to anticipate the root of the problem, separate the main idea from auxiliary ideas, and develop future-oriented thinking. In order to live in a sustainable world, people need to know sustainable ways to acquire sustainable knowledge and have a clearer vision of the future. Such a factor directs the student's personality to independent learning, helps to enrich the artistic and aesthetic thinking.

REFERENCES

- [1] Mirziyoev Sh.M. Together we will build a free and prosperous, democratic state of Uzbekistan. – Tashkent: Uzbekistan, 2016. – p. 56
- [2] Avloniy A. Turkish gulistan or morality. – Tashkent: Teacher, 1992. – p. 160
- [3] Ziyomhammadov B. Pedagogy. – Tashkent: 2006. – pp. 91 - 100
- [4] Babansky Yu. K. Teaching methods in a modern secondary school. – Moscow: Education, 1985. – p. 208
- [5] Quronov M. National Education Guide. Analysis of samples of Western and Eastern educational experiences // Public education. 1993. -8. – pp. 6-10



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00124.5

THE CONCEPT OF NATIONAL-SPIRITUAL REVIVAL IN UZBEKISTAN AND THE PECULIARITIES OF THE RULE OF LAW

Nodira Choriqulovna Sharipova*

*Lecturer,
 Department of "National Ideology,
 Fundamentals of Spirituality and Legal Education",
 Navoiy State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

The achievement of national independence of Uzbekistan is the most important event of our time. It is the serious changes in the mentality of society, the need to form the national spiritual image on the basis of the national idea that makes it a modern requirement. , revealing the causes of negative traits such as dependency, irresponsibility, feelings of nationalism and patriotism, lack of initiative and entrepreneurship, allowing us to find ways to develop zeal, initiative, patriotism and other similar qualities, and these reforms prepares the ground for.

KEYWORDS: *Spirituality, Enlightenment, Economy, Civil Society, Democracy, Market Economy, Philanthropy.*

INTRODUCTION

"Material reforms, economic reforms - in their own way. They can be solved. It is possible to provide for the people, but spiritual reforms - to be free from slavery, to stand tall, to restore the traditions of our ancestors and to inherit them - is a more difficult and more honorable task. no, in this world".

In other words, the First President emphasizes that the main aspect of the ongoing reforms is the national and spiritual revival. According to their ideas, only a person who is free from the yoke of slavery and subjugation, who understands who he is, who glorifies the identity of his nation, can contribute to the development of the country. Explaining the concept of spirituality, the first President said: "Land, family, parents, children, relatives, neighbors, people, loyalty to our

independent state, respect for people, trust, memory, conscience, the meaning of freedom and spirituality is so broad.”

Spirituality is not something that is formed by itself, it is first and foremost the assimilation of all material and spiritual wealth in the way of forming the inner spiritual potential of each person, honestly and selflessly in the interests of the Motherland and the nation. formed in the process of labor. In this sense, our First President said, “Spirituality is not a gift of destiny. For spirituality to be perfected in the human heart, it must work with the heart and conscience, with the mind and with the hands. "[1] He emphasizes the need for self-sacrifice in order to form and develop it, to make it a real property of the nation, a factor of development.

The most important thing is that in the process of enrichment, along with the positive changes in the development of our society and nation, the theoretical basis for solving new problems has been expressed. In this regard, understanding the essence of the following ideas about the role of spirituality in the development of society, making it a direct task of each of us, is of great practical importance for the development of our nation and country. “We all need to understand that the situation in other spheres of our life is inextricably linked with the effectiveness of our reforms, first of all, the restoration of national spirituality, the extensive study of our historical heritage, the preservation of our traditions, culture and art, science and education. depends. "[2]

Indeed, with spiritual poverty, a nation can never achieve economic and socio-political development. Spirituality is the source of all progress. Because the higher the spirituality, the higher the efficiency and effectiveness of the work done. Through spirituality, man and the nation clearly understand the content and essence of what is being done, and turn their labor into a factor of joy and progress. “First of all, to strengthen the faith of our youth, to strengthen their will, to bring them up as well-rounded people with their own independent thinking. It is in their minds to remember themselves, to preserve and respect the sacred values of their ancestors, to make them live with pride and pride that I am an Uzbek child. ”

First of all, "The need to effectively address the existing problems in society today, to continue large-scale reforms requires the creation of a completely new system of public administration". Summarizing the path of independent development of our country today First of all, the achievements and successes of our country, recognized by the world community, and its steady growth rates, the growing welfare of the population, the growing prestige of our country in the world community - all this is at the heart of our constitution. It is no exaggeration to say that it is a vital effect of a deep and well-thought-out goal, principle and norm.

Because it determines the path of the country, what goals it pursues and the strategy for the implementation of the tasks set, and it will be able to take responsibility for its implementation in real life. Another important feature is that he can clearly imagine the exact purpose of his chosen path, the opportunities it will serve in the future development of the country. It also requires the ability to follow the people of the country in order to carry out the tasks assigned to it.

Another condition for a leader who wants to lead the country is that he must be able to find the key ring in the tasks he has set and have the capacity to serve it to achieve the set goals. To summarize the above, the leader who wants to lead the country is required to develop a concept of development that is a set of scientific ideas that can serve to develop it and identify opportunities for its implementation. The first President Islam Karimov, as a leader who

combines all these features and potential, has clearly defined the strategic tasks of the country's development and is revealing the directions, methods and opportunities for its implementation.

In the concept developed by him, the concept of national-spiritual revival as a key factor in ensuring the development of our country and people took precedence. This is not in vain, because spirituality is one of the main criteria for the development of society, the perfection of the nation and the perfection of the individual. Only when spirituality develops, there will be economic and socio-political stability in the society, and the country and the nation will develop. This, in turn, serves as a necessary basis for the harmonious development of the individual. It is a science-based program to build a new society in Uzbekistan. Because all the ideas put forward in it in the field of reconstruction of economic and socio-political life have found practical application in the past, and our society has risen to a radically new level.

Our people have been carefully preserving the delicate buds of justice, peace, neighborliness and humanity for centuries. The ultimate goal of renewing Uzbekistan is to revive these traditions, to give them new content, to create the necessary conditions for peace and democracy, prosperity, culture, freedom of conscience and the development of everyone in our land. "

In particular, "Humanity is an integral part of the national psyche of the Uzbek people. Cruelty and violence are inherent in his nature. "Communicating the essence of these qualities to young people should be the focus of our educational work. Because this is the main source of our national spirituality. Our young people today need to get to the heart of it. The play also emphasizes the role of spirituality in strengthening and developing the spiritual spirit of our people. "Strengthening and developing the spiritual spirit of our people is the most important task of the state and society in Uzbekistan. Spirituality is such a precious fruit that it has grown in the hearts of our ancient and young people with a sense of independence and a sense of freedom in the vast family of all humanity. "[3]

The role of spirituality in national development and the need to master it is scientifically based in the play: "Spirituality becomes a powerful force only if it is based on a deep knowledge and understanding of the history of its people, its culture and tasks." [4]These conceptual ideas have been put forward today and the development of national spirituality has become a priority in public policy. "Those who say that people should be given material wealth first and then spirituality are not right. Spirituality is the power of a person, a nation, a society, a state. There is no happiness without it. "[5]The theoretical and practical significance of this conceptual idea put forward by the first President is that, firstly, the author considers the causes of the socio-political, economic and spiritual-enlightenment crisis as a third factor in the development of spirituality in the former Soviet Union. also shows. Secondly, he scientifically substantiated that it is impossible to achieve the goal of society without the development of spirituality, without changing the spirituality of the individual.

Another important conceptual idea of our first President is the scientific substantiation that spirituality is the most important criterion of a person's perfection and at the same time a huge factor in his development, self-expression and self-realization. In the concept of national-spiritual revival, a special place is given to the argument that patriotism is an integral part of a person's spirituality. Anyone who does not truly love his homeland and does not feel responsible for it is considered spiritually poor.

One important point needs to be clarified here. It is the essence, content and criteria of the concepts of "National Development" and "National Revival". In fact, they are not mutually exclusive concepts. On the contrary, for nations with strong heritage, historical memory and foundations, only a harmonious state of these concepts will ensure national development. But as philosophical categories (concepts) and in terms of dimensions (criteria), they differ from each other.

National development is an evolutionary process, a process of rising from the bottom up. It manifests itself as a continuous process of formation, improvement and rise of the nation.

National revival, on the other hand, is a process of reorienting the potential lost at a certain stage in the history of a nation's development to certain national and developmental goals for objective and subjective reasons.

More precisely, the national revival takes place in the life of a nation, deprived of the heritage, traditions, values created by its descendants through violence, the historical memory is trampled, the national limited self-awareness, interests, goals, rights violated, and at a certain stage of historical development to gain their independence, to use these lost opportunities for national development, to create all the material and spiritual wealth created is a nationwide development-oriented activity. Indeed, nation can only prosper when it relies on national foundations. It can never rise to the level of a nation and achieve spiritual development with the spiritual help of others.

The legacy of our ancestors is a source of strength, dedication and inspiration not only for the past, but also for the future of each nation. That is why our First President said, "The international community recognizes and acknowledges that our ancient and beautiful land is one of the cradles not only of the East, but also of world civilization. No great people, scholars, politicians, and commanders have emerged from this sacred land, and secular and religious sciences, especially those related to Islam, have become an integral part of universal civilization and culture. It gives us great pride and pride that the services of the great scholars who have matured are incomparable," he said. "Self-awareness begins with knowing history," he said. For a person, the loss of history means the loss of life," [6] he said.

Paying great attention to the scientific substantiation of the importance and role of national ideology in the national-spiritual revival and building a democratic society in our country, the national ideology unites the nation, without ideology the person, society and state lose their way. "Through the national ideology, the people will unite, set great goals and be able to achieve them." [7] Today, our country is taking a bold step towards building a democratic society, free from totalitarian rule. Naturally, the transition from one stage of society to another, and from a society built on violence to an enlightened, democratic society that serves human interests, individual freedom and perfection, will not be easy, because the flaws of the old system are still there. It struggles desperately to prolong its life, and a new society is not built in a short time, but requires a certain amount of time, the selfless work of all the people who live in it. In the same process, it is important to organize people with high moral faith and patience to solve the problems that have arisen, to form a new society in their worldview.

The process of solving these high problems is underway in our country. In order to solve them successfully, we need to bring up the younger generation, who will be the successors of tomorrow. Therefore, despite the complexity of the process of solving difficult economic

problems, the President has identified the development, adoption and implementation of a national training program as a key task and is leading its consistent implementation. Speaking about the importance of this program, he said: "In short, the achievement of our great goals, noble intentions, the renewal of our society, the progress and prospects of our reforms, the effective fate of our plans - all this, first of all, time We all understand that it is closely connected with the problem of training highly qualified, intelligent and professional personnel who meet the requirements of the law, "[8]he said.

It is scientifically based by the First President Islam Karimov that raising the morale of our youth to a high level, their deep mastery of modern scientific, technical and technological achievements is a great factor in our national and spiritual revival.

Indeed, the experience of developed countries shows that the more the youth of a country masters the achievements of modern science, engineering and technology, the more effective their contribution to the development of the country, the higher the spirituality and the country's integration into modern world civilization. accelerates.

"Many intellectuals, especially our youth, are not familiar with the ideological views of many world-renowned philosophers, as their works have not yet been published in Uzbek," he said. Isn't it possible to publish the books of Socrates and Plato, Nietzsche and Freud, as well as modern foreign philosophers in Uzbek with comments and commentaries? "[9]

It is obvious that the task of developing our national and spiritual development in line with the development of advanced spiritual thinking of the peoples of the world is on the agenda. This is not a coincidence, of course. Because a nation that does not come out of its shell and does not seek to take advantage of the achievements of the peoples of the world cannot develop. There is also another law for national development, that even a nation that has not tried to take advantage of the achievements and experiences of the world cannot make its own contribution to world civilization. The practical significance of the scientific-theoretical concept of national-spiritual revival is that it fully reflects the needs of the development of national and world spirituality. This idea is based on a combination of national and universal spirituality.

That is why during the years of independence, our national and spiritual revival has been a stable process. This, in turn, confirms the vitality of the concept of national and spiritual revival being developed in our country. In our opinion, their importance is as follows:

First, the concept is to understand that our rich national-spiritual culture is in crisis under the totalitarian regime of the former Soviet Union and its causes;

Second, to understand that despite the violence, oppression and criminal behavior of the former Soviets, our national-spiritual heritage has withstood the violence and retained its potential and characteristics because its roots are strong. , as well as to understand that this factor is a source of strength, power, national pride and pride in the context of our independence;

Thirdly, every nation, no matter how small or large, believes that independence is as necessary for each of them as air and water, only that independence is the key to maintaining the national spirituality of the nation, developing it and passing it on to the next generation. to understand that it is a factor that allows each of our compatriots and compatriots to feel in their hearts that the dedication to preserve and further strengthen such a great blessing as independence is a high sign of spirituality;

Fourth, to understand the essence of national-spiritual revival, the concept of "spirituality", its place in the development of the individual, the nation, the state and society, to master our heritage for its development, continuous research, education, science - to consistently adhere to the conceptual idea of scientific and practical significance "Power in knowledge and thinking", which provides a steady mastery of technical and technological achievements and ensures our development today;

That is why the achievements of Uzbekistan in the field of national and spiritual revival are of international importance. It is known that the Uzbek people lived under colonial oppression for 130 years. During this period, its national and spiritual heritage was violated, its history was falsified, and the study of scientific, cultural, and therefore spiritual heritage was limited by a nihilistic view. The consciousness of our people was getting used to living a quiet life, unable to resist social injustice, immorality, impurity and evil. Our people, who have been living under colonial oppression for many years, have been deprived of the opportunity to fully and freely use their historical and spiritual heritage.

CONCLUSION

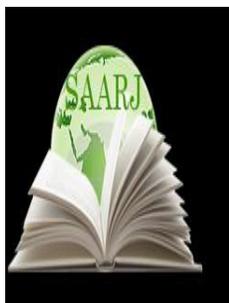
During the years of independence, the Koran was translated into Uzbek and published in large numbers. The four-volume hadiths of Imam al-Bukhari; Khoja Ahmad Yassavi's Collection of Wisdoms; we have witnessed the publication of many books on the interpretation of the Qur'an and the enjoyment of them by our people. During the years of independence, Eid al-Fitr and Eid al-Adha are celebrated as a holiday of our religious values. As a national holiday, Navruz has a strong place in the life of our people. Every year, more than 3,000 of our compatriots make the holy pilgrimage. During the years of independence, many mosques and madrassas were renovated and new ones were built.

Today, independent Uzbekistan, based on world experience and our national traditions, is creating a completely new model, which has been put into practice and has justified itself to this day. On its basis, our independent statehood, economy and spiritual values are developing and prospering. So, it is a requirement of the spirit of time and space that our research in the social sphere should be based on this very general methodological basis. It is expedient for us today to make a scientific analysis of this event model, to compare it with the experience of the world and history, and to discover its fundamental features.

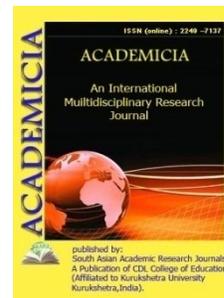
First of all, "Today, the need to effectively address the existing problems in society, the consistent continuation of large-scale reforms requires the creation of a completely new system of public administration" [10]. Today, summarizing the path of independent development of our country, the past First of all, the achievements and achievements of our country, recognized by the world community, and its steady growth rates, the growing welfare of the population and the growing prestige of our country in the world community - all this is the basis of our constitution. it is no exaggeration to say that it is the lifeblood of a deep and well-thought-out goal, principle and norm. The Strategy of Actions on the five priority areas of development of Uzbekistan for 2017-2021 and the Constitution of the Republic of Uzbekistan embodies the idea that we will build a democratic society along with the rule of law. At the heart of this idea is the problem of finding a rational legal solution to the relationship between "civil society-state".

REFERENCES

1. Sh. Mirziyoyev. Together we will build a free and prosperous, democratic state of Uzbekistan. T.: O'zbekiston, 2016. 56 pages
2. Sh.M.Mirziyoev We will build our great future together with our brave and noble people. - Tashkent: NMIU "Uzbekistan", 2017, 491 pages
3. Sh. Mirziyoyev. The rule of law and the protection of human interests are the key to the development of the country and the well-being of the people. T.: O'zbekiston, 2017. 48 pages
4. Sh. Mirziyoyev We will resolutely continue our path of national development and raise it to a new level. T. O'zbekiston n. 2017 592 pages
5. Karimov I.A. Uzbekistan: independence, economy, politics, ideology. Volume 1.-T.: Uzbekistan, 1996.
6. Karimov I.A. Let us have a free and prosperous homeland. Volume 2.-T.: Uzbekistan, 1996.
7. Karimov I.A. The homeland is as sacred as a shrine. Volume 3.-T.: Uzbekistan, 1996.
8. Karimov I.A. On the path of creativity. Volume 4.-T.: Uzbekistan, 1996.
9. Karimov I.A. Innovative thinking and performance is the era. Volume 5.-T.: Uzbekistan, 1997.
10. Karimov I.A. Towards Security and Sustainable Development, Volume 6: T.: Uzbekistan, 1998.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00123.3

**DEVELOPMENT OF INDUSTRIAL BRANCHES IN THE REGIONS AND
 TO ASSESS ITS IMPACT IN THE POPULATION EMPLOYMENT**

Lutfullo Ziyadullayevich Ibragimov*; **Khamida Nasriddin'qizi Kuvondiqova****;
Bekzod Safar Safaro'gli Karshibiyev***

*Associate Professor, PhD,
 Department Social-Economic Geography,
 Samarkand State University,
 UZBEKISTAN

**Master Student,
 Department Social-Economic Geography,
 Samarkand State University,
 UZBEKISTAN

***Master Student
 Department Social-Economic Geography,
 Samarkand State University, UZBEKISTAN
 Email id: Lutfullobek@mail.ru

ABSTRACT

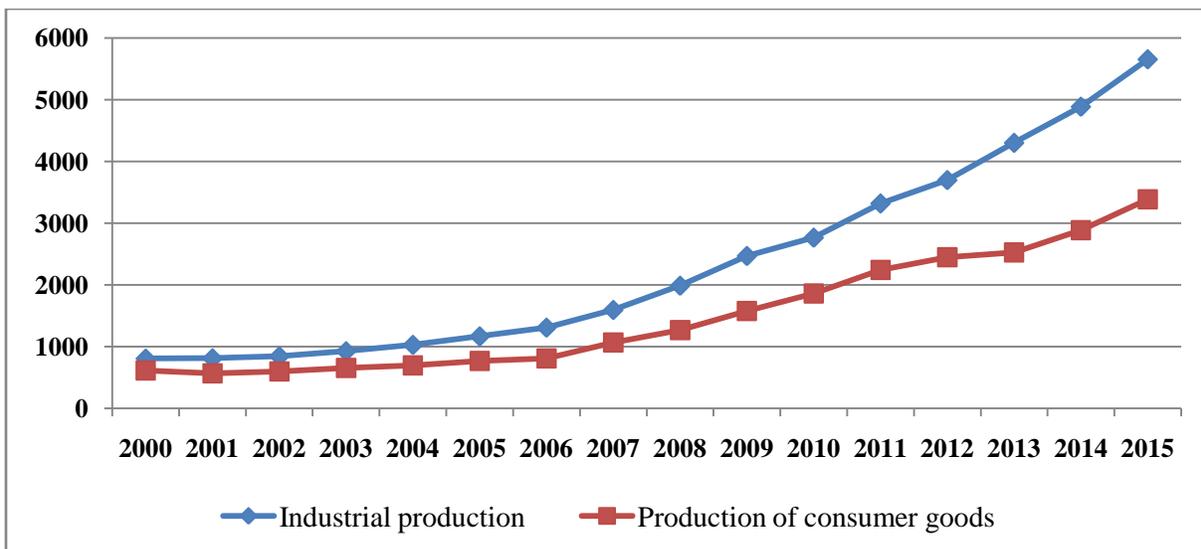
It is known that industry is one of the main sectors of the economy of the republic. This is because the industry is radically different from other industries and sectors with its value-added creation, its role in meeting the needs of the population, and its high-level production locomotive. As well as being a large manufacturing institution, the industrial sector also plays an important role in providing employment and creating new jobs. This article discusses the role of the industrial sector in the national economy, its sustainable development, the assessment of the economic efficiency of the development of the sector.

KEYWORDS: *Industry, Property, Economy, Export Potential, Innovative Projects, Socio-Economic Indicators, Key Factors, Raw Materials, Processing.*

INTRODUCTION

The development of the industrial sector will lead to the sustainable development of the national economy. The processing of all the resources extracted and planted in the industrial sector is important in the production of new products from them. As well as being a large manufacturing institution, the industrial sector also plays an important role in providing employment and creating new jobs. Industry helps to coordinate the processes of economic integration between the countries participating in the world economy and to ensure a balance between the sectors of the economy. As a result, there will be an opportunity to rationally use the natural, labor and financial resources of all countries, all the achievements of science and technology.

During the research period, that is, in 2000-2015 years the volume of industrial production in Samarkand region grew by 7 times and production of consumer goods rose by 5.5 times, while the average annual growth was 21,6% and 19,7% respectively (Figure 1). Samarkand region occupies the leading positions among the republic regions on these indicators. It should be noted that 100 percent of the silk fabrics, pack of cigarettes and cigarette products, refrigerator and freezing cameras, elevators, buses and trucks, which are produced in Uzbekistan, are manufactured in the enterprises of the region. The region industry has a large share in the production of carpets and carpet products (71,9%), raw silk (24,6%), laundry soap (14,5%), wine of grapes (14,2%), flour (12,9%), cotton fiber (7,4%) in the republic. Above-mentioned spheres are advancing rapidly comparing to other regions of the republic.



SOURCE: STATISTICS COMMITTEE OF SAMARKAND REGION
FIGURE 1. DYNAMIC OF PRODUCTION OF INDUSTRIAL AND CONSUMER GOODS IN SAMARKAND REGION IN 2000-2015 YEARS

Due to such high results, the share of industrial production in the content of gross regional product (GRP) instead of 8.6 percent in 2005, increased to 16,5% in 2015. In addition, the construction industry also increased from 4.2 percent in 2000 year to 8.6 percent. The share of trade and general catering in the content of GRP increased 2.2 times during the past years. During the past years the highest growth in the content of GRP belongs to other areas of the industry and raised from 24,7 percent to 34,6%.

The closure of enterprises which are operating at a loss and as a result of changes that are introduced with the government decision on the number of employees in the small enterprises, the number of large enterprises is decreasing on a consistent basis, it reduced from 124 to 28 in 2005-2019 years or the number of large enterprises reduced by 4,4 times. In particular, it should be emphasized that, in recent years, with the reduction in the number of large enterprises in the region, the number of small companies grew on the basis of them.

At the same time, the number of employees in the industry increased to nearly 30, 0 thousand people (Table 1). Additionally, the share of industry in GNP is also increasing.

TABLE 1. DYNAMIC OF IMPORTANT INDICATORS OF THE INDUSTRIAL DEVELOPMENT IN SAMARKAND REGION

Name of indicators	Unit of measurement	2005	2010	2015	2019
Production of industrial products (at current prices)	Billion.sum	97,8	383,6	1575,2	5652,2
The number of main enterprises	unit	124	52	40	28
The number of workers employed in the industry	Thousand people	126,9	136,2	146,2	156,8
The share of industry in GNP	%	9,2	8,6	10,7	16,5

Source: State Statistics Committee Of The Republic Of Uzbekistan

The development of various industrial sectors in Uzbekistan, the localization of the manufacture of industrial products, diversification, and modernization of enterprises is carried out through targeted state programs, which are an important mechanism of state industrial policy. Such programs are adopted as the decision of the President of the Republic of Uzbekistan or the Cabinet Ministers.

Each local government body adopts the appropriate decisions in order to develop existing enterprises within the framework of this program in their territories. During research, we tried to learn the implementation of some state programs, which are carried out in the country on the example of Samarkand region. Resolution No 2120 of the President of the Republic of Uzbekistan on February 4 in 2014 and Resolution No 31 of governor of the province on February 10, according to the decree "About localization program of production of finished products, spare parts and materials in 2014-2016 years", mainly 17 region-owned and 2 republic-owned industrial enterprises are included in 43 localization program of the project in the region.

On the implementation of this projects 131,6 billion sum of products were produced in 2015. The volume of product sales were 54,4 billion sum and 1923,6 thousand U.S.A dollars of goods were exported. The currency in the amount of 16,0 million U.S.A dollars were traded. During the implementation of the localization program, total of 147 new job places were created in 2015. According to the results of the monitoring in 2015, total of 6 projects are introduced for the production of electronic blackboard to the localization program of "Stekloplastic" LLC, bumper, breastbone for ISUZU buses, glass-fiber plastics boats for sports and relaxation, obstetrician-gynecological armchairs and sports inventories.

Along with the works done, 21 project plans, which were determined by 11 regional enterprises, were remained undone. The main reasons for this are problems in the field of convert, interruptions in natural gas and electric energy supply, the absence of contracts on the sale of the product with consumers and others associated with it. According to the Resolution No 1442 of the President of the Republic of Uzbekistan on 15 December in 2010, measures of providing priority a direction of development of the industry Program was adopted in 2011-2015 years in region. Total 216 projects included which were intent for the creation of 3962 new jobs and the total cost was 64,9 million USA dollars to the program in 2011-2015 years. In particular, 3.1 million USA dollars of investments directed to projects in the direction of production of 10 non-food and 5 food products in 2015 and as a result, 207 new jobs were created. According to the “Program of the development of industrial potential in Samarkand region in 2014-2016 years” by the Cabinet of Ministers of the Republic of Uzbekistan, date don 24 October in 2013, in 2015 implementation of a total of 472 project which is equal to 406,5 billion sum (total of them, 9,8 million USA dollars of foreign investments) and creation of 7954 new jobs were planned.

In branches section of project indicated in program, 75 of them - (15,9%) is designed to produce light industry products, 124 - (26,3%) food products, 178 - (37,7%) building materials, 34 - (7,2%) chemistry and chemical industry, 34 - (7,2%) furniture making and paper processing industry, 10 - (2,1%) skin processing and leather-footwear products, 7 - (1,5%) mechanical engineering and the production of engineering spare parts, 6 - (1,3%) the pharmaceutical industry and 4 of them (0,8 percent) is designed to produce the electrical engineering industry products. From the planned project areas-93 of them (19,7%) corresponds to Samarkand city, 61 - (12,9%) to Urgut district, 34 - (7,2%) to Kattakurgan city, 33 - (7,0%) to Samarkand district, 30 - (6,4%) to Pastdargom district, 29 - (6,1%) to Ishtikhan district, 28 - (5,9%) to Narpay district, 25 - (5,3%) to Kattakurgan district, 23 - (4,9%) to Kushrabod district and 20 - (4,2%) corresponds to Payarik district.

Great works were done in Samarkand region in the framework of the execution of the decree No 234 of the government of the Republic, dated on August 2 in 2012 “About measures on increasing the volume of production of non-food products and expanding their types in 2012-2015 years”. According to it, it is intended to increase the volume of production of non-food goods, increase the production of competitive high quality non-food consumer goods and encourage the expansion of their types, further enrich domestic consumer market more completely with them, establish new local enterprises, which manufacture ready non-food goods and modernization of existing ones, technical and technological re-equipment. 6114 tons of tread-hank (compared to the plan 104,3%), 935,3 thousand pieces of knitted products (122,9%), 648,5 thousand pieces of ready sewing products (1,2 times), 741,3 thousand pairs of stockings (2,5 times), 4166,7 thousand square meter of silk fabric (102,3%), 1857,3 thousand pairs of shoes (2 times) were produced by enterprises in 2015. Due to the execution of the state programs on the development of the industry, production of trucks and buses, refrigerators and air conditioners, educational laboratory equipments, trailers, three wheeled motorcycle, sports and medical equipments, plasticity products, sports and recreational boats, infusion fluids, sewing threads, gas stoves, electric furnaces, artificial peat and the production of other similar new type of products was launched in the industrial enterprises of region.

According to the end of 2015 year in the region, on the specialization of production, the volume of food (39,7%), light industry (24,6%) and mechanical engineering and metal processing

(16,4%) volume was great. The analysis on the structure of the industrial network in the region shows that large amounts of diversification works in this area were completed in the past. In particular, the share of the food industry decreased to 11,0% point, the share of flour-and-cereals and mixed feed industry reduced by 7.3% points for the past 15 years. At the same time, the share of branches like light industry (from 16,3% to 24,6%), mechanical engineering and metal processing (from 9,9% to 16,4%), electrical energy (from 0.5% to 1.7%), forest, wood processing and cellulose-paper industry (from 0,3% to 2,1%), chemical and oil-chemical industry (from 3% to 4.2%) in production of the gross industrial products significantly increased in region (Table 2).

TABLE 27. STRUCTURAL CHANGES IN THE INDUSTRIAL SECTORS OF SAMARKAND REGION, %

Networks	2000	2005	2010	2015
Total industry	100	100	100	100
Electric energy	0,3	7,1	0,01	2,1
Chemical and petro chemical industry	3,0	0,9	2,6	4,2
Mechanical engineering and metal processing	9,9	5,6	16,0	16,4
Forest, wood processing and pulp and paper industry	0,5	2,6	2,4	1,7
Building materials industry	3,9	4,1	4,7	4,1
Light industry	16,3	26,7	20,7	24,6
Food processing industry	50,7	35,5	45,0	39,7
Flour and feed industry	11,3	11,3	5,9	4,0
Other industrial sectors	4,1	6,2	2,6	3,3

SOURCE: STATISTICS COMMITTEE OF SAMARKAND REGION

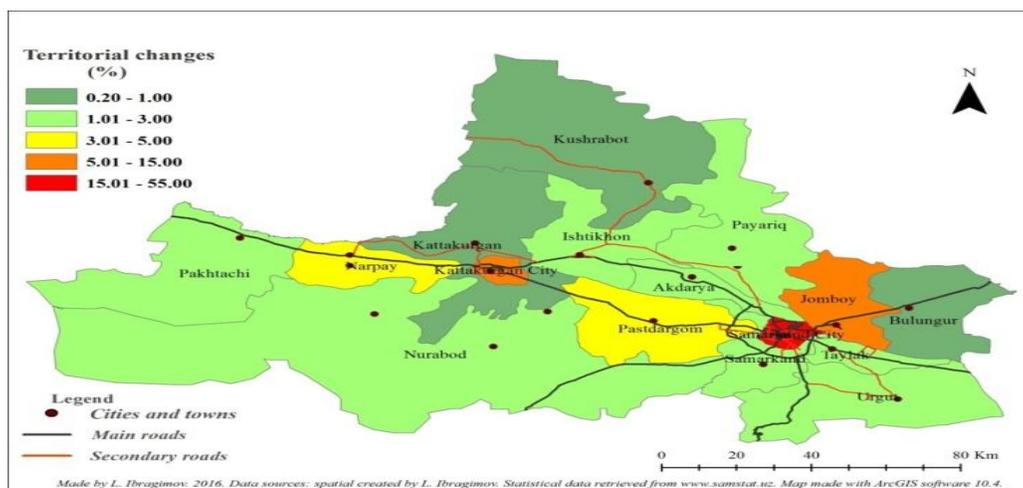
Data of table 27 testified that, although the share of food industry in gross industry of region declined in comparison to 2000 year, it still occupies the leading position among other industries. There are the canned fruits and vegetables, tomato paste and fruit concentrates, dried fruits and vegetables producing enterprises function. Companies like “ToniGren”, “Agromir”, “Bulungurlingmevalari”, “AfrosiyobMeva” also have their reputations in the foreign markets. Products which were produced by them did not stay behind with their taste, quality from the leading branded products. In 2015 production volume of canned fruits and vegetables in region was 376,6 thousand conditional jars (TCJ). 1523,7 thousand deciliter of wine grapes, 2260,1 thousand deciliter of vodka and liqueur-vodka products and 28460 thousand liter of beer were produced in 2015. The production of vodka and liqueur-vodka products increased by two times. 6-7 percent of the grown grapes in the local enterprises were processed. This indicator mainly conforms to Bulungur and Taylak districts of the region.

During the research period, the production of light industry rose to 8,3% points. For example, it should be noted that the production of cotton fiber in cotton cleaning enterprises increased by 1.4 times. The total volume of the cultivated cotton fiber processing level in region is not more than 10 percent, this suggests that there is a huge unused potential in the light industry. If cotton which is being grown in all districts of each region, is processed and brought to the state of

finished products in these districts, this will not only lead to the emergence of so many new jobs in region as well as in all regions of the republic.

During research, the significant changes in the structure of regional industrial production of the region took place. During the studying period, indicator of changes compared to the condition of 2000-2015 years. It can be seen from the information of 28-table, the volume of city in the industrial production reduced from 58,9% to 47,7% in 2000-2015 years in Samarkand region. This condition shows that not only branch content of region industry, but also the regional aspect is increasingly becoming diversified. It is worth mentioning that the activity of big industrial enterprises of rural districts of region is developing in recent years. The significant positive changes in this area were especially observed in Jomboy (from 5,8% till 12,3%), Urgut (from 1,8% till 8,4%), Samarkand (from 2,7% till 6,9%) and Kattakurgan (from 0,2% till 2,4%) districts.

The reason for this is associated with the launch of large industrial enterprises in these districts during the research period. The information about large enterprises of region is shown in 28-table in detail. Territorial changes in the industrial production of city and districts of Samarkand region are shown in this map in detail. If we give attention to the information of map, the highest indicator in 2000 (52,5%) corresponds to Samarkand city, the center of region. In the next places from it, Kattakurgan city and Jomboy district can be included which is the average indicator is from 5 to 15 % it.



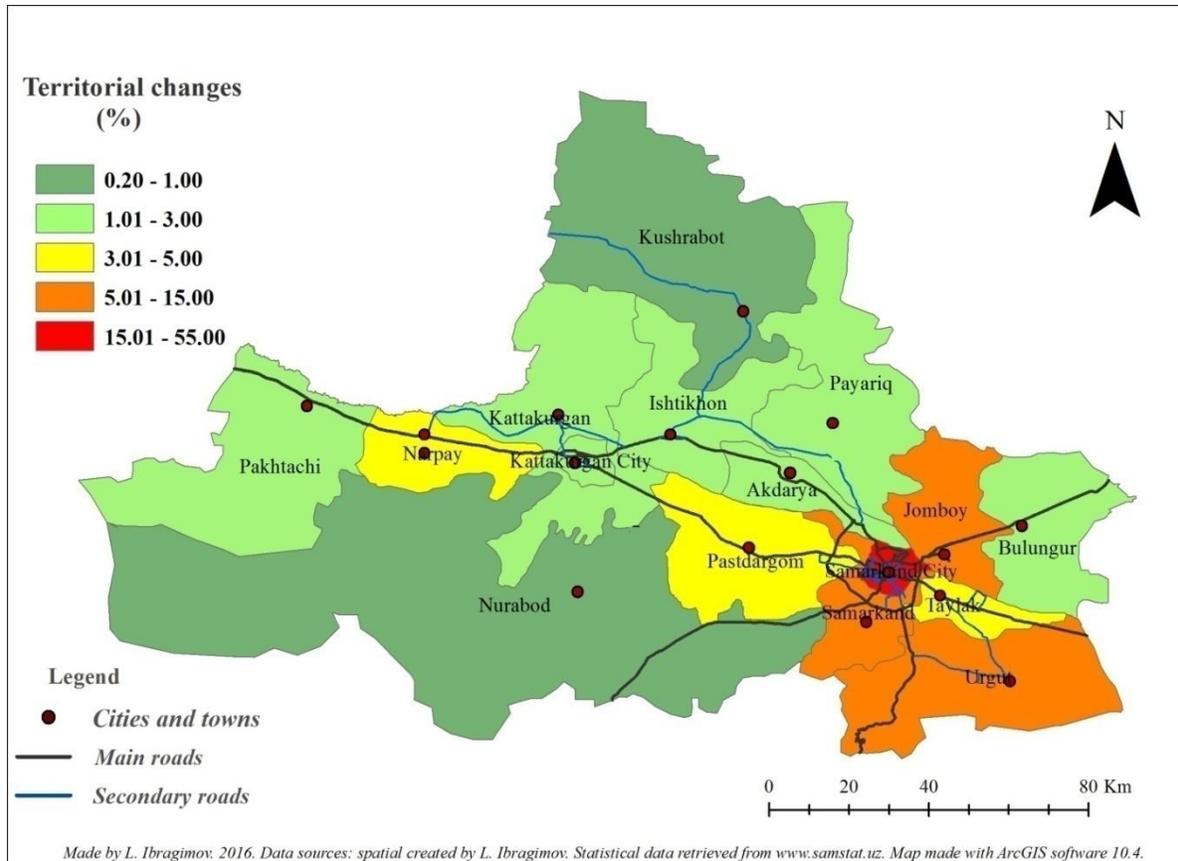
SOURCE: STATISTICS COMMITTEE OF SAMARKAND REGION

FIGURE 2. TERRITORIAL CHANGES IN INDUSTRIAL PRODUCTION OF CITY AND DISTRICTS IN SAMARKAND REGION, % (2000)

Districts which are the change level is low 3-5% are Narpay, Pastdargom, Samarkand, Payarik, Taylak, Urgut, Akdarya, Ishtikhan, Pakhtachi, Nurabod into the districts with the lowest level of change indicators about 1-3%. The rates of changes have not been districts Kattakurgan, Kushrabot, Bulungur (Figure 2).

If we look at the information of territorial changes in the industrial production in 2019, we can see the positive changes in many districts. Depending on the above criteria, changes can be seen clearly. The highest indicator decreased to 7,2 percent from the indicator of 2000 year and it conforms to Samarkand city, the center of the region. Jomboy, Samarkand and Urgut districts

included in the next average indicator of change, which is 5 percent and higher from it. Narpay, Pastdargom and Taylak enter into the districts with a low rate of change, which is 3-5 %. Akdarya, Bulungur, Ishtikhan, Payariq, Pakhtachi, Kattakurgan districts and Kattakurgan city enters into the districts with the lowest level of change, which is 1-3 percent.



SOURCE: STATISTICS COMMITTEE OF SAMARKAND REGION
FIGURE 3. TERRITORIAL CHANGES IN INDUSTRIAL PRODUCTION OF CITY AND DISTRICTS IN SAMARKAND REGION, % (2019)

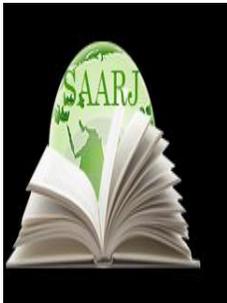
The rates of changes have not been districts Nurabad and Kushrabod districts. In recent years, many decisions were made by the government to enhance the economic and social development of the districts. The changes can be seen in the example of the area above it.

CONCLUSION

In conclusion, during the research among the regions of republic the highest indicators on the development of the industry were rated in Samarkand region. Consistently carried out structural changes, the localization of the manufacture of industrial products, diversification and the modernization works of enterprises are serving as the basis. Furthermore, the implementation of the state programs aimed at the development of industry is also becoming an important. And most importantly, events like the state policy on the development of small business and private entrepreneurship, establishment of small industrial zones and techno parks in territories are serving as the important factor.

REFERENCES

1. Ibragimov, L. (2015) “Employment of population in the study of family business”. In: “Modern view on the future of science”. International Innovation Research Center “OMEGA SAINS”. International Conference Kon-76. pp.39-42. Russia [online] Available at: <https://os-russia.com/sb-st>.
2. Ibragimov, L. (2016). Importance of studying natural and geographical potential of regions in economic-geographical research (A case study of Samarkand Region). Science and World. International scientific journal. Russia [online] № 7 (35) Vol. II. pp.111-114 Available at: <http://scienceph.ru/>.
3. Ibragimov, L. (2016). The Economic Role of the Geographical Potential of Samarkand Region. International Journal of Humanities Social Sciences and Education (IJHSSE), India[online] 3(4), pp.72-77. Available at: <http://www.arcjournals.org>
4. Ibragimov, L. (2017). Specialization of agriculture - as the solution to the problem of employment (A case study of Samarkand Region). European Science Review. Austria[online] 1 (2), pp.19-23. Available at: <http://www.ew-a.org>.
5. Resolution of the Governor. (2014). “About the localization program of production spare parts and materials, finished products in 2014-2016 years” Resolution of the Governor of Samarkand Region. [online] Available at: <http://www.samstat.uz>.
6. Soliev, A. (2003). Regional economy. 1st ed. Tashkent: University, p.37.
7. Soliev, A. (2010). The social-economic development of Uzbekistan territories. 1st ed. Tashkent: Mumtozsuz, pp.109-109.
8. Soliyev, A.(2010). The social-economic development of Uzbekistan territories. 1st ed. Tashkent: Mumtozsuz, pp.87-88.
9. State Statistics committee of the Republic of Uzbekistan. (2015). Annual statistic collection of Uzbekistan territories. Available at: <https://www.stat.uz/>
10. State Statistics committee of the Republic of Uzbekistan. (2015). Labor and employment in Uzbekistan. Available at: <https://www.stat.uz/>
11. Tursunov, R. (2015). Econometric analysis of the development trends of small business and private entrepreneurship. The journal of scientific electron of “Economy and Innovative Technologies” (No.4), pp. 41- 42. [online] Available at <http://www.iqtisodiyot.uz/>.
12. Usmanov, M. (2005). Geography of tourism. 1st ed. Samarkand: Univesity, pp.56-57.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00122.1

SOME REFLECTIONS ON AMIR TEMUR'S PERSONALITY

Raya Ruzievna Nurkulova*; Umirzok Eshonkulov**

*Associate Professor,
 Candidate of Historical Sciences,
 Jizzakh State Pedagogical Institute,
 UZBEKISTAN

**2nd Course Master's Student,
 Jizzakh State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

This scientific article describes the establishment of a centralized state by Amir Temur, his public administration, skillful military leadership, relations with European countries, as well as the material and cultural development of Amir Temur's state and his great services to his homeland and nation. Prior to independence, during the Soviet era, attempts were made to arouse hatred, not sincere respect for the personality of this great man, and our scholars who wrote the truth about him were persecuted. Indeed, during the former Soviet era, our people suffered a lot from such insults. The Uzbek people lost many of their original children as a result of the insults of the Soviet regime.

KEYWORDS: *Amir Temur, Centralized State, Historical Sources, "Power Is In Justice", "Temur's Rules", Amir Temur And European Military Leaders, Public Administration, Turkish Sultan Boyazid, Uzbek Statehood In The Time Of Amir Temur, Amir Temur And The Time.*

INTRODUCTION

Amir Temur is a person who has made an invaluable contribution to the development of the Uzbek statehood in the history of our country. Amir Temur is a brilliant figure in the history of the peoples of the world, recognized as a great statesman, a famous commander. He revived the Uzbek statehood in his time, raised it to a high level of development and spread fame around the world.

Prior to independence, during the Soviet era, attempts were made to arouse hatred, not sincere respect for the personality of this great man, and our scholars who wrote the truth about him were persecuted.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoev said, “If every nation, every state is not independent, others will be able to insult not only the peasant, not only the worker, not even the poet, not even the statesman, not to mention the human dignity” [1, p. 347].

Indeed, during the former Soviet era, our people suffered a lot from such insults. The Uzbek people lost many of their original children as a result of the insults of the Soviet regime.

THE MAIN FINDINGS AND RESULTS

Ibn Arabshah, who witnessed the life of Amir Temur, his leadership and various activities as a statesman, wrote important features about his image: “Timur was fearless, courageous, obedient to brave people, and liked the brave, courageous and brave. With their help, they conquered the locks of terrible places, and people preyed on lions, which destroyed the high mountain peaks with their blows. He was a man of sound judgment, a man of great insight, a man of unparalleled happiness, a man of greatness, a man of firmness, a man of truth” [2, p. 65].

Talented scientist and writer PoyonRavshanov gives the following information about the image of Amir Temur: “Timur is tall, tall, erect, as if he is a descendant of ancient heroes, broad forehead, large head, extremely strong and powerful, a wonderful partition (departmental) color, white-red face, but without a dot, not wheat color, strong arms and legs, his shoulders were broad, his fingers thick, his legs fat, he was tall, bald, his right limbs paralyzed, his eyes wide, his eyes light, his joy unknowable, his voice dark ... He did not like jokes and lies, he was amused, he was not fond of fun, though he liked loyalty, even if it was something that hurt him verbally” [3, p. 113].

Amir Temur was educated in a madrasah, he was educated and his worldview was comprehensive in all respects. He was sharp-witted, brave, courageous, and proud, and had a high moral character. He mastered various secular sciences and martial arts. He memorized the Qur'an and studied the science of hadith.

Amir Temur's adolescence coincided with the height of the Mongol oppression. By this time, Mowaraunnahr had also changed its historical name and become a colonial Chigatay nation. Cities and villages, mosques, madrassas, and libraries were destroyed by the Mongols, and irrigation facilities were destroyed. The oppression had exhausted the people and destroyed their homes.

In such a difficult situation, the young Temurbek appeared in the political arena of Mowarounnahr. Temurbek set himself the goal of liberating the country from the Mongols and building a centralized state.

It was Amir Hussein, the governor of Balkh, who prevented Amir Temur from achieving his great goal and was vying for the throne of Mowarounnahr. Due to the situation, in the spring of 1370, Amir Temur withdrew his army to Balkh, where Amir Hussein had settled, and crushed it. After that, Amir Temur became the sole ruler of Mowarounnahr.

Amir Temur declared himself not the khan of Mowarounnahr, but the Great Amir. He made a khan of Genghis Khan in his name. Given its ancient and rich history and geographical location, Samarkand is chosen as the state capital.

When Amir Temur attained the status of the Great Emirate, first of all, he set out to realize his great goal of building a strong centralized state.

From the very first day of his reign as ruler of Mowarounnahr, he announced plans to rebuild the defensive wall of Samarkand and build a palace. He began to create a favorable environment for the people of the country to live in accordance with the rules of Sharia. The great Amir ruled on behalf of the khan.

The history of the period of Amir Temur Ibn Arabshah in his work "Ajoib al-Makdur fi tarikhi of Taymur" Temur built several settlements around and in the foothills of Samarkand and ... Egypt (Cairo) Damascus, Baghdad. He named the sultanate after such great and central cities as Sheroz. He built a desert between Samarkand and Kesh, built a tower in it and called it TakhtiQaracha. (Ibn Arabshah, Ajoib al-makdur fi tarihiTaymur, Book II, p. 82). During the reign of Amir Temur, Samarkand became the most beautiful city in the world. Amir Temur built magnificent and beautiful historical monuments in the capital and other cities.

The history of Amir Temur's time Ibn Arabshah writes in his book "Ajoib al-Makdur fi tarikhi of Taymur" "Timur built several settlements around and in the foothills of Samarkand and built them ... Egypt (Cairo) Damascus, Baghdad. He named the sultanate after such great and central cities as Sheroz. He built a desert between Samarkand and Kesh, built a tower in it and called it TakhtiQaracha". (4, p. 82). During the reign of Amir Temur, Samarkand became the most beautiful city in the world. Amir Temur built magnificent and beautiful historical monuments in the capital and other cities.

According to the President of the Republic of Uzbekistan Sh.M.Mirziyoev, in this period Samarkand "...it has become one of the most powerful and prosperous cities in the world" [1, p. 177].

Amir Temur, through several years of military campaigns, struggles, masterful measures, diplomatic skills, freed the country from the clutches of the Mongols, put an end to political disunity, mutual struggles and established a single centralized state.

The three-circle logo of Amir Temur's state appeared with the inscription "Power is in justice". The coins read "TemurKoragon".

Amir Temur ruled the great kingdom he had built with intelligence and legal basis. His "Nine percent of government work was done by councils, events and consultations, and the rest by sword" (Regulations, p. 15) is a clear proof of this.

Timur attached great importance to holding congresses to discuss issues of state importance in the management of the kingdom, in particular, its political and economic strengthening, and to determine measures and measures. According to Sharafuddin Ali Yazdi, a number of congresses and councils held by Timur in Karshi, Samarkand, Karabakh and other places discussed the most important issues related to the economic and military situation of the council, made decisions on the necessary work and set measures.

Amir Temur consulted with scholars and scientists in solving all issues of state importance. For example, in 1403 he invited scientists to the council convened in Baylakon in the Caucasus.

At this congress, Sahibkiran said to the scholars: "Famous people of science and religion have been helping kings with their advice. My goal is to establish justice in the country, strengthen order and peace, strengthen construction in our country, and develop our state. You just have to be more discriminating with the help you render toward other people" [5, pp. 288-89].

Mavlon Abdujabbor Khorezmi and Mavlon Shamsuddin Munshi on the tour of Amir Temur. A number of scholars such as Mawlana Abdullah Lison and Mawlana Badriddin Ahmad have worked. Amir Temur paid great attention to the development of such branches of science as mathematics, geometry, handas, architecture, astronomy, literature, history and music.

Amir Temur's domestic and foreign policy was aimed at raising the country to a higher level economically, politically and culturally. He called the meaning of his life "to cure the sufferings of the nation"

Sahibkiran was a truly patriotic ruler and fought to ensure justice, peace and prosperity in the country. "Amir Sahibqiran, says Nizamiddin Shami, thoroughly examined the condition of the people, took the oppressed from the oppressor, complimented them on obtaining information about the prosperity of the country, and rewarded every class of the people with various kindnesses: the robes of the rulers were given in honor, the scribes were honored, the weak were given generosity, and the peace of the people was delighted with justice. Therefore, his blessed offspring received the grace of the mufti of God Almighty [6, p. 220].

During the reign of Amir Temur, injustice, oppression, violence and arbitrariness were eliminated and the interests of the people were protected.

Sahibkiran acted not only for Mowarounnahr, but also for the peoples of other countries under his control. He ordered his children, who had been appointed governors of the lands, to pursue a policy of justice and truth, of prosperity and progress.

Amir Temur paid special attention to the appointment of ministers in government and personnel policy.

He paid serious attention to the qualities of the person to be appointed to the ministry, such as genealogy, intelligence, awareness of the state of the army, patience, and peace-loving. "Whoever has these four qualities should be considered worthy of the ministry," he said. Let him be appointed minister or adviser, and entrust to him the affairs of the country, the will of the army and the people. Such a minister should be given four privileges: trust, attention, will and ability. " (Temur's rules, p. 75).

During the reign of Amir Temur, the ministers in charge of the state consisted of seven people. It was among these ministers that the establishment of the position of *arzbegi* was important.

Another exemplary aspect of Amir Temur's personnel policy is the establishment of the Emir of Justice, a position that has never existed in any country in his time and is rare in history.

In the Sahibkiran kingdom, such vices as injustice, oppression, violence and arbitrariness were eliminated and the interests of the people were protected.

Amir Temur also strongly urged his children, who ruled in other countries under his rule, to follow a policy of justice and truth, prosperity and development.

Every time Amir Temur returned from a trip, he would get information from the people of Samarkand and on certain days he would receive applicants. Amir Temur ruled his vast kingdom on the basis of laws (rules) and consistently applied it to life.

“I ruled the affairs of the state in accordance with the rules of the kingdom, relying on the Torah and maintaining my position and status in the kingdom”, he said.

During the reign of Amir Temur, the motto “Justice is not in power, power is in justice” was applied in all regions of the kingdom. (Temur’s rules, p. 54).

One of the most important advantages of Amir Temur in public administration is that he paid special attention to the criteria of justice, the rule of law. His Constitutions, which deal with public administration, also express the idea of adherence to the criteria of justice in every matter. Justice was the main criterion of Amir Temur's state policy.

During the reign of Amir Temur, the motto “Justice is not in power, power is in justice” was applied in all regions of the kingdom. (Temur’s rules, p. 54).

One of the most important advantages of Amir Temur in public administration is that he paid special attention to the criteria of justice, the rule of law. His Constitutions, which deal with public administration, also express the idea of adherence to the criteria of justice in every matter. Justice was the main criterion of Amir Temur's state policy.

Amir Temur, while consistently adhering to the fundamentals of the Uzbek statehood, made a significant contribution to their content management, which is “to take into account the activities of all social strata in the development of society and ensure their interests” [7, p. 178]. On this basis, Amir Temur was the first in the history of the world to divide the social structure of society into 12 classes, each of which has its own position, interests, corresponding state and society defined their relationship.

Amir Temur paid great attention to the establishment and development of trade relations between the East and the West, that is, between the East and the West. In this regard, Amir Temur showed himself as a skilled diplomat. Sahibkiran “intensified his activities in the field of establishing and strengthening economic ties with Byzantium, Venice, Genoa, Spain-Castile, France, England, in other words, with the European countries that were better known and popular at that time” [8, p. 11].

Apparently, Amir Temur was a ruler who foresaw the importance of interstate relations in the development of his state.

After Amir Temur's victory over the Turkish sultan Boyazid, his reputation rose even higher. Such a relationship has expanded even further. That is why many historical works were created in those countries and the name of the great Temurbek was glorified. In France, his statue was made of gold and displayed in museums as a “European savior”. As a great statesman, Sahibkiran took a worthy place among the famous statesmen. Although Amir Temur gave many of the states and territories that were part of his kingdom to his children and grandchildren as “exiles”, he did not give Mowaraunnahr to anyone, preserving its integrity and integrity as the

apple of his eye. The reason for this is that Sogibkiran, as a child of this country, was well aware of its sanctity. This was an example of Amir Temur's love and patriotism.

In short, Amir Temur became world famous as a great statesman of his time, a skilful commander, a master diplomat, a lawyer, a patron of science and culture.

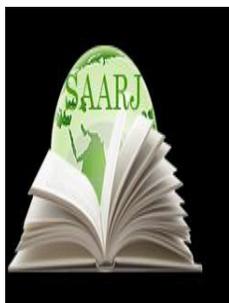
According to Ibn Arabshah, a historian of Amir Temur's time, he was recognized in his time as "the master of the seven climates, the ruler of the land and water, the jewel of kings and sultans" [9, p. 66]

CONCLUSION

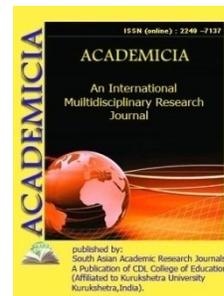
In recent years, under the leadership of President Sh.M.Mirziyoev, large-scale reforms have been carried out and are being carried out in our country. A new era has begun in the development of Uzbekistan. This is the era of renewing Uzbekistan. It is a sign that the dreams and goals of Amir Temur have come true.

REFERENCES

1. Mirziyoev Sh.M., We will build our great future together with our brave and noble people. – Tashkent: "Uzbekistan", 2017. - p. 347.
2. Ibn Arabshah, History of Amir Temur, - Tashkent. 1992, - p. 65.
3. P. Ravshanov. Amir Temur dynasty, - Tashkent: 2014, - p. 113.
4. Ibn Arabshah. Ajoib al-Makdur fi tarikhi of Taymur: Book II, - p. 82.
5. Sh.A. Yazdi, Zafarnoma, - pp. 288-89.
6. Nizamiddin Shamiy, Zafarnoma, - p. 220.
7. Usmanov K., Sodikov M., Oblomurodov N. History of Uzbekistan. Part 1.-Tashkent: "Heritage" 2002. - p. 178.
8. Muminov IM, Amir Temur's Middle Its place and role in the history of Asia. –Tashkent. "Science". 1993, - p. 11.
9. Ibn Arabshah. History of Amir Temur, book 2, -Tashkent. "Labor". 1992, - p. 66.
10. Timur's rules. – Tashkent: "G. Gulom Publishing House". 1991.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00121.X

VOCAL TIC (CASE FROM PRACTICE)

Iroda Kamilovna Rustamova; Ismigul Alisherovna Abbosova**;
 Oydin Bahramovna Kuchkarova***; Sayyora Akmaldzanovna Kasimova******

*Associate Professor,
 PhD of medicine, Department of Neurology,
 Andijan State Medical Institute,
 UZBEKISTAN

**Assistant,
 Department of Neurology, Andijan State Medical Institute,
 UZBEKISTAN

*** Head teacher,
 Department of Neurology, Andijan State Medical Institute,
 UZBEKISTAN

**** Head teacher,
 Department of Neurology, Andijan State Medical Institute,
 UZBEKISTAN

ABSTRACT

We examined an inpatient patient who was admitted to the Otorhinolaryngology Department of the ASMI clinics with complaints of involuntary movements in the form of grunting, during the day, ceasing at night during sleep. With the appointment of topiromat preparations (topepsil 100 mg / day), in addition to the taken tiapride (tiaprosan at a dosage of 200 mg / day), a decrease and disappearance of vocal tics was noted in several days. The described features inherent in vocal tics allow us to conclude that the combined use of anticonvulsants and tiapriides is effective in treating patients with extensive use of the frontostriatal systems.

KEYWORDS: *Vocal Tic, Tourette's Syndrome, Hereditary Tics In Adults.*

INTRODUCTION

Tics are one of the most common extrapyramidal syndromes in clinical practice. Tics in adults in the vast majority of cases begin in childhood and adolescence in the absence of anamnestic,

clinical or paraclinical signs of any other disease and belong to the so-called primary tics. In accordance with the ICD-10 classification, the following clinical forms of primary tics are distinguished: 1) transient tics (motor vocal tics), persisting no more than 1 year, 2) chronic motor or vocal tics (single multiple tics), persisting without prolonged remissions for more than 1 year, 3) Tourette's syndrome - a combination of multiple motor tics with one or more vocal tics (not necessarily at the same time), persisting without long-term remissions for more than 1 year.

Tics in adults most often represent chronic motor tics or Tourette's syndrome, which many authors consider to be two forms of the same disease associated with impaired maturation of the fronto-striatal-limbic systems. The basis, apparently, is a hereditary defect, which, however, has not yet been identified. Much less frequently, tics in adults are secondary in nature and are caused by perinatal brain damage, side effects of drugs (neuroleptics, psychostimulants, etc.), stroke, encephalitis or traumatic brain injury affecting the structures of the striatum, as well as neurodegenerative diseases (such as neuroacanthocytosis or progressive supranuclear palsy). The so-called neurotic (psychogenic) tics are rare, more often in patients with hysteria, but they are often mistakenly diagnosed in patients with neurothetania caused by hyperventilation syndrome or benign myoclonus of the eyelids.

MAIN PART

Despite the fact that tics, as a rule, do not disturb voluntary movements, they have an unfavorable histological effect on patients, sharply complicate their adaptation in a team, public activity. The most pronounced misadjusting effect in vocal tics. Vocal tics - spread to the vocal cords and are manifested by incoherent screams, shouting out words and various sounds, loud sighs, coughing or even grunting.

Vocal or sound tics are the involuntary pronunciation of sounds, noises, words, or sentences. Simple vocal tics include coughing, throat clearing, wheezing, squeaking, or loud screams. More complex vocal tics involve involuntary vocalizations in the form of syllables, words, and sentences.

Social maladjustment is aggravated by concomitant mental disorders: obsessive-compulsive disorder and attention disorder and hyperactivity disorder. In this regard, chronic tics should be considered a psychomotor disorder. When assessing the severity of chronic tics and, above all, Tourette's syndrome, it is important to take into account not only the nature, frequency, severity and prevalence of hyperkinesia, but also concomitant mental and behavioral disorders, the ability to self-control, the degree of social maladjustment of the patient, his ability to learn and work. With age, the severity of hyperkinesia in primary chronic tics can weaken: in about a third of patients, tics regress, in a third, they are significantly weakened, but in the remaining third they persist, although the severity may change. As the patient grows older, the ratio of movement disorders and concomitant mental disorders can also change, so each clinical observation is of interest.

Clinical observation. Patient K.A. 44 years old. Case history 9363/433. Received on 14.10.2020 at the ENT department of the ASMI clinics with complaints of involuntary movements in the form of grunting, lasting up to 5 minutes, during the day from 10 to 15 times. From the anamnesis: the patient was born to parents suffering from a malignant form of hypertension, the pregnancy proceeded without pathology, the delivery was on time. She grew and developed

normally, keeping up with her peers. According to the patient, the disease began 15 days ago, when grunting appeared for the first time lasting no more than a minute 5-6 times a day. Then the frequency of involuntary vocal tics increased, with the tick duration increasing to 5 minutes. The patient does not associate the disease with anything, but according to the patient 20 days ago there was a psycho emotional overstrain, to which she did not betray much importance. Also, the patient periodically increases blood pressure, which she reduces by taking green tea with lemon. In connection with the above, the patient went to inpatient treatment at the ENT department, where, after examination by the attending physician, a consultation with a neurologist was appointed.

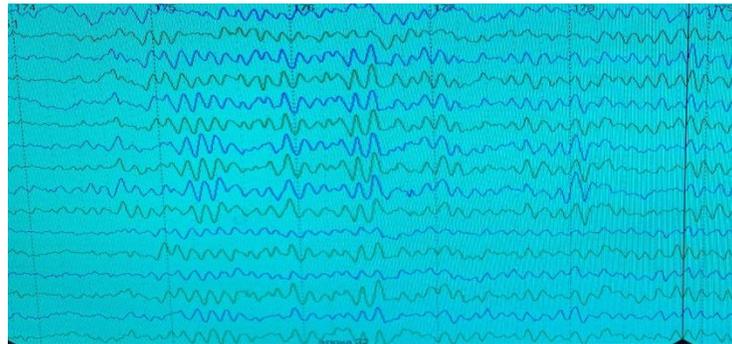
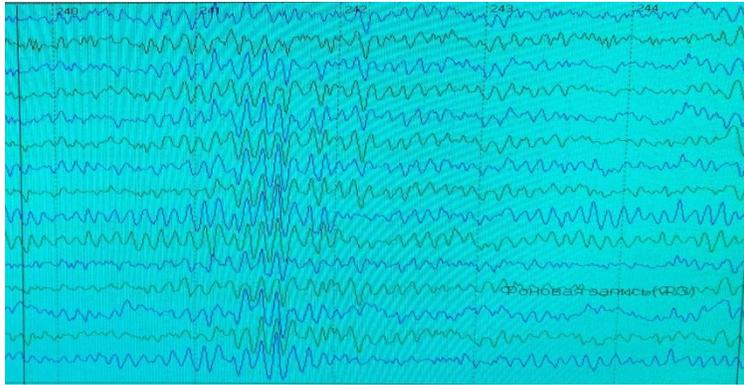
Patient of correct physique, moderate nutrition. The skin is usually colored with a tendency to redness. No bone abnormalities. The accent of the II tone on the aorta is heard, the heartbeat is rhythmic. Blood pressure - 150-100 / 140-79 mm Hg. There is vesicular breathing in the lungs, no wheezing. The abdomen is soft and painless on palpation. The tapping symptom is negative on both sides. Neurological status: the patient is conscious, oriented in place, time, self. No cognitive impairment. Emotionally labile. There are no meningeal signs. Cranial innervation - movement of the eyeballs in full, no nystagmus, no strabismus. The face is symmetrical, the functions of the masticatory and facial muscles are not impaired. The tongue is in the midline, the soft palate is symmetrical during phonation, mobile, the voice is loud.

The motor sphere: muscle strength in the proximal and distal regions is 5 points, active and passive movements in the limbs are not limited. The muscle tone of the limbs is not changed. Tendon reflexes are symmetrical and lively. Pathological reflexes such as sucking, the palmomental reflex of MarinescoRodovici, upper Rossolimo's sign are positive. Performs dynamic coordination tests without ataxia. She is stable in the Romberg position. Superficial and deep sensitivity are preserved. Pelvic functions are not impaired.

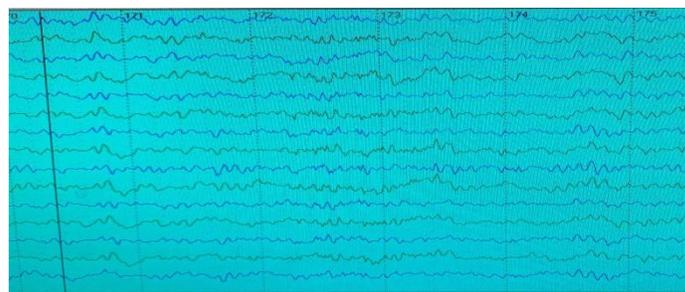
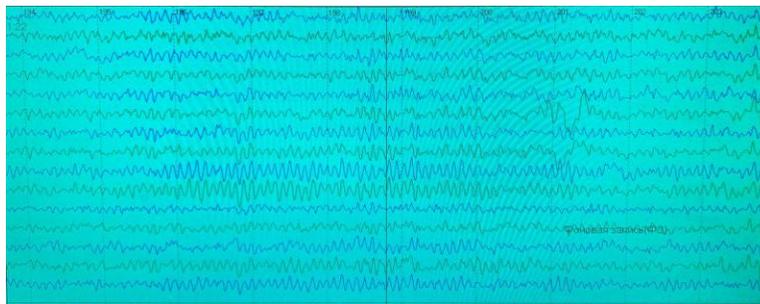
General urine analysis: color-yellow; transparency - complete, protein - traces, epithelium - 6-7-7, leukocytes - 1-3-2, mucus +, uric acid salts; rheumatoid factor - neg, C / reactive protein -; Biochemical blood analysis: calcium - 1.80 mmol / l [norm (N) - 2.02-2.60]; cholesterol - 4.8 mmol / l (N-3.7-5.2); triglycerides - 1.2 mmol / l (N-0.1-1.1); glucose - 4.2 mmol / l (N-2.5-4.7); General blood analysis: Hb-96.4 g / l; erythrocytes - 3.4 g / l; Color indicator - 0.7; Leukocytes - 6.5 g / l; neutrophils: stab-8%; Blood coagulability 335-350; segmented -74%; Eosinophils - 1%; Lymphocytes - 15%; Myelocytes -1%; ESR -12 mm / h.

ECG: the sinus rhythm is correct, the normal position of the el. heart axis, left ventricular hypertrophy, myocardial hypoxia; Ultrasound: the liver is not enlarged, the gallbladder is deformed, there are no calculi. Kidneys - clear contours, deformation of the calyx-pelvis system, amplification of echo signals. The spleen is not enlarged. Bladder, uterus without features.

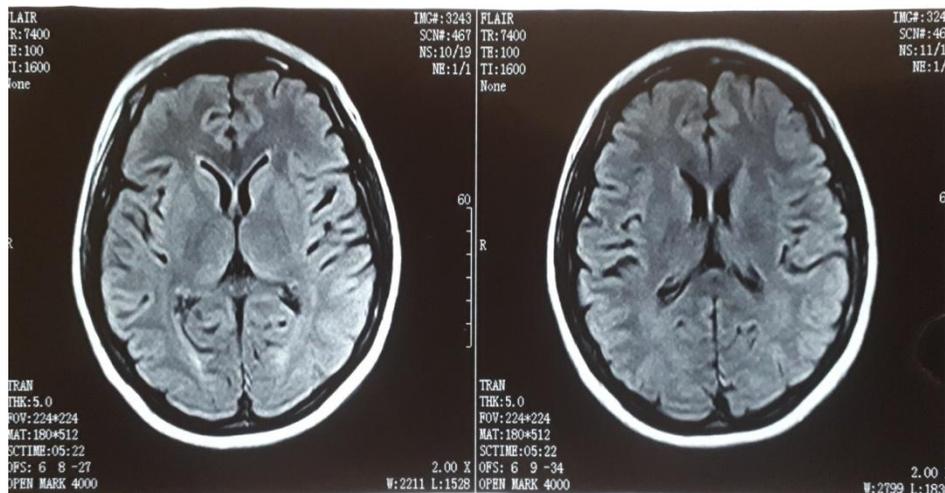
Electroencephalographic study - Interhemispheric asymmetry. Paroxysmal slow-wave activity emanating from the deep structures of the brain against a background of moderate cerebral changes. Reducing the threshold of convulsive readiness of the brain.



**EEG STUDY BY THE BACKGROUND OF THE TREATMENT IN DYNAMICS
(AFTER 12 DAYS):**



Magnetic resonance tomographic study - Indirect signs of intracranial hypertension. Signs of vascular insufficiency.



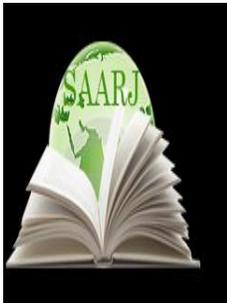
The patient was prescribed a "mild" neuroleptic - tiapride at a dosage of 200 mg per day (tiaprosan at a dose of 100 mg in the morning, 100 mg at lunchtime), after 8 days, upon repeated examination, the patient noted a slight improvement in the form of breaks lasting 10-15 minutes. Additionally, after an MRI study, topiromat was prescribed at a dose of 100 mg per day (topepsil 100 mg in the evening). When prescribing topiromat preparations (topepsil 100 mg / day), in addition to the taken tiapride (tiaprosan at a dosage of 200 mg / day), an paroxysmal course of vocal tics was noted, with their further cessation within several days.

CONCLUSION

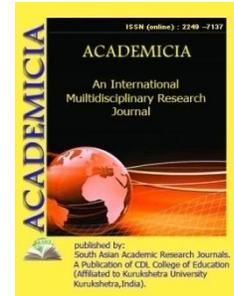
Thus, the described features inherent in vocal tics allow us to conclude that in the treatment of patients with extensive involvement of the frontostriatal systems, the combined use of anticonvulsants and "mild" neuroleptics is effective.

REFERENCES

1. Vobylova M.Yu. "Полиморфизм тиков: дифференциальная диагностика с дебютами прогрессирующих заболеваний нервной системы" :diss. PhD/M.Yu.Vobylova.-Moscow, 2006. - 132p.
2. Zenkov L.R. "Непароксизмальные эпилептические расстройства" /L.R.Zenkov. – М.:MEDpress-inform, 2007. – 277p
3. Levin O.S., Moskovtseva J.M., "Особенности клинической картины и течения тиков у взрослых." -М.:J., 2005.- 189-191p.
4. Chutko L.S "Тики и синдром туретта", 2016- 76p
5. Bogolepov N.K. "Экстрапирамидная система. В кн.: Большая медицинская энциклопедия. Т. 35. М.: Советская энциклопедия", 1964. -25p.
6. Zenkov L.R., Ronkin M.A. "Функциональная диагностика нервных заболеваний. М.: МЕДпресс-информ", 2011. -488p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00120.8

THE SYMBOLICAL MEANING OF “LOVE” IN THE GHAZELS OF ABDURAHMAN DJAMI

Sabohat Jamilovna Majitova*; Anzurat Sultanovna Khankhojaeva**

*Doctor,
 Philosophy in Philology (PhD),
 Samarkand State University,
 UZBEKISTAN

**Doctor,
 Philosophy in Philology (PhD),
 Samarkand State University,
 UZBEKISTAN
 Email id: manija_2006@ mail.ru

ABSTRACT

In the poetry of our classical poets the word “love” is expressed and concerned to as a treasury of meanings, source of inspiration and creation, factor of revealing the inner feelings, the way of expression of own perfectness and feelings through non – similar, intact models. In the ghazels of Abdurahman Djami the word “love” is also appropriately used, reflecting specific and various meanings. Our purpose is to comment the complex of meanings created on the basis of the symbol of the word “love” in the poetry of Abdurahman Djami and to understand their core notion. Therefore, realizing the delicateness expressed by the poet is connected with world – view, ethical and intellectual mind, logical thought and tender feelings.

KEYWORDS: *Love, Ghazel, Symbol, Image, Sufism, Education, Divine Ray, Spiritual Approach, Word Semantics, Word Indication and Sign.*

INTRODUCTION

In order to learn the descriptions, it is necessary, first of all to get acquainted with the lexical, abstract and vocabulary meanings of the word “ISHQ” – “LOVE” in the dictionaries, to have imagination of historical evolutions and events of the period when the poet lived. For, at the second half of the XV century in the classical literature of Eastern people we can observe the

development not only in the literature, but also in the formation of literary science. One of the greatest representatives of that time was a great poet and scientist Abdurahman Djami. The great spiritual treasure left by the poet presents him as a prominent scientist and poet. His poetry proves its characteristic features, creative specifics, wonderful poetic syntax, word choice and a talent of creative usage gathered traditions of five hundred years, charmed those who are fond of poetry. The main aim of the given article is to reveal colorful nuances expressed by Djami with the word “ISHQ” – “LOVE”.

MATERIALS AND METHODS

The article compares linguistic analysis, mathematical linguistics, statistical analysis, comparative –linguistic and semantic methods.

RESULTS OF THE RESEARCH AND THEIR DISCUSSION

When speaking about the literary condition and cultural life of Mavarounnahr and Khorasan of the second half of the XV century, all the poets, scientists – historians, among the people of science and education a separate place has Nuriddin Abdurahman Djami(1414-492)– the image of bright star, the symbol of the friendship between Uzbek and Tajik nations. As it was mentioned by the orientalist Herman Ette, this great man incarnated in his creative activity 500year history of Persian – Tajik literature and also has an important role in its further development and improvement. Looking through Djami’s poetry we can see the prove to it. Because the great poet sang from the depth of his heart and used the words properly. Before beginning to learn this this problem we worked out the concordance of the ghazels of Djami, made scientific analysis of the most frequently used words and came across some features of quite big scientific significance from the point of view of the art of the word. The given article is a result of those observations.

It is known that in Eastern classical literature, particularly in Persian – Tajik literature the word “ISHQ” – “Love” is one of the most frequently used words. Therefore, the brightest representatives of poetry skillfully used the “love”, which demonstrates peerless, great poetical talent. For, this word comes out from the depth of heart, expressing high feelings. Particularly, the word “love” had a special place in the ghazels of Abdurahman Djami, who is famous for his powerful creative legacy, delicate poetic taste, humanitarian philosophy, colorful numerous creations, ghazels having great artistic and sharp inner meaning, and who is the symbol of friendship between Uzbek and Tajik people, as it was mentioned by the researcher of Djami’s creation Alokhon Afsahzod: “The best part of Djami’s creation is based on “love”. [2,p.10]

In the three Divans of Abdurahman Djami, who was one of the perfect persons of Alisher Navoi’s ideal (“Fotihatush-shabob”, “Vositat ul-iqd”, “Khotimat ul-hayot”) the word “love” is used 1005 times. It is clear from frequent use in the poetry that it contains various, profound meanings. In the “*Dictionary of Tajik language*” the word “love” is explained as “Love is a passion of adoring, being greatly fond of somebody or something”. [4, p. 517]

Sajjodiy gives the following explanation to the word “love” in “The dictionary of development and science”:

عشق شوق مفرطو ميل شد يد به چيز ي. عشق آتشی است که در قلب واقع شود و محبوب را بسوزد. عشق دريا ي بلا و جنون الهی و قیام قلب است با معشوق بلا و اسطه.

“Love is affectionate and tender devotion. Love is a flame, placed in soul, burns the one who is in love, it is a stream of evil, divine insanity and flame in the heart”. [Sajjodiy, p. 580]

As well, in the “Persian Dictionary” of Muhammad Muin the word “love” is defined in the following way:

عشق ۱- بحد افراط دوست داشتن. ۲- دوستی مفرط، محبت تام. ضح ۱. یگی از عواطف است که مرکب میا شد از تمایلات جسمانی، حس جمال، حس اجتماعی، تعجب، عزت نفس و غیره. علاقه بسیار شدید و غالباً نامعقولی است که گاهی هیجانات کدورت انگیز را باعث میشود، و آن یکی از مظاهر مختلف تمایل اجتماعی است که غالباً جزو شهورات بشمار آید. ۲- بعقیده صوفیان اساس و بنیاد جهان هستی بر عشق نهاده و جنب و جوشی که سر اسر و جو در افرا گرفته بهمین مناسبت است پس کمال واقعی راد عشق باید جستجو کرد.

“love is: 1. Endless and unlimited fondness, deep adoration. 2. True friendship and real fondness. One of the feelings of kindness and favor, it is a very complicated feeling, physical tendency, adoration of beauty, social esteem, admiration, passion control and others. It is a very close and obscene relations, when the passion is a winner. In accordance with Sufism dogma, the basis and roots of material world are created of love and it surrounds human existence, it causes seething and activeness. Therefore, spirituality, moral and ways of perfectness should be searched from love”. [Muin, p. 859]

In the comment by Mahmud Shabustariy to the work “Gulshaniroz” (Garden of Mysteries) Lohijiy gives the following Sufism definition to the word “love”:

“بدان که عشق در این محل حقیقت مطلقهاست چنانچه شیخ عراقی در لمعات فرموده است و نزد اهل کشف و شهود جمع ذرات موجودات مظهر و مجلای آن حقیقتند”

“You should know that “love” here is an absolute truth, as Sheykh Irokiy had ordered in “Lama’ot” and (also) for the people who invent and think over, all the speck of dust and creatures are result and consequence of that Truth...” [Gulshaniroz, p. 493-494]

The above mentioned thought demands a little comment: “love” is the highest Truth, discovered by Sufism because a human being looks at the nature and everything surrounding with love, that is looks at the outer happenings and events with inner fondness, he adores all the creatures in the world. This kind of human being strives for benefaction and spiritual perfectness. He always protects good deeds, justice and fights against abomination, filth. General mood of the ghazels of Abdurahman Djami is also rescuing the people from abomination and showing the right way to the garden of benefaction. The notion of “love” is an eternity, a factor summoning the humanity to find deliverance from abomination.

The problem being discussed in the given article is a dispute of ways of analyzing the meaning and content of the word “love”. It is noteworthy, that charming magic of Djami’s words, expression of various and profound meaning, belonging to some definite source, its connection with literary, philosophical, historical events are studied, but the existence of the word as the element of poetry in general and particularly in the creations of Abdurahman Djami and the complex of meanings are not analyzed.

Our purpose is to look through the word “love” used in Abdurahman Djami’s ghazels, comparing its meanings with original, indirect and Sufism meanings at above mentioned dictionaries. This is the first problem. The second problem is to find out whether we could find all the meaning signs in created dictionaries and those whose which came to us from that period. The third

problem is to identify a new meaning and invention art, their characteristic features in the ghazels of the poet. Therefore, we turn our attention to beautiful and charming couplets of the poet decorated with “love” and look through invention creative art of the poet.

In the work of Djami “Fotihatush-shabob” we come across the word “love” in the first two rhyming lines of the first ghazel:

[Φ, 9] قلا شوش دیدم بتی ای وقت آن قلا ش خوش
کا و باخت نقد دین و دل در عشق آن قلا شوش

“I saw the one who is joyful, he has given up his belief and soul to love”.

In this couplet the word “love” deals with the word “qallos”, meaning drunkard, in allegorical meaning a careless, atheist and fearless person, in sufistic meaning a poor person who has abandoned the world. Therefore, in this couplet the word “love” is a means for a smart and drunkard person, and for a careless person it is desire and longing, but for an educated and enlightener person it is a pleasure of divine love, which raises the man beyond the wishes of material world and lights it with divine ray. Because educated and enlightener person always strives for the God, he is beyond the wishes of material world, for being a slave means having lots of necessities. And a man having lots of necessities is very poor, and there are words in Hadith – sayings of prophet Muhammad: “Al – Faqrufakhriy” – “Poverty is my pride”. Thus, “heart” here means “source of poverty”.

[Φ. 55] بیش از این تاب ملامت نیست در عشقت مرا
روی خود بنمائی تا اهد مرا دارد معاف

I can no more stand suffering from love to you,

Show me your face for me to be one of those forgiven.

In this couplet the word “love” is properly used to express wishes. But here there is also a sufistic meaning, “source of divine love” to be used appropriately. That is meaning being fond of the God, striving for meeting with Him, wish to see Him, be stricken with divine love.

[Φ. 89] تا غلام تو شد ای خسرو خوبان جامی
قاضی عشق به آزادئ او بست سجیل

To be your slave Djami would like to be free

Of all the desires of this world...

In this couplet the word “love” deals with the phrase “koziyiishq” – “judge of love” means a person – individual, a man having some power, a governor. The meaning of the phrase “judge of love” is connected firstly with the beloved one and on the other side it concerns to the God. Because the way of love is directed by the God and He is a supreme governor. It means that everyone who follows the way of the Right, he follows the way of God and he is a slave of love and The God leads him to his love. In the couplet the phrase “the judge of love” discovered by Djami meant “the source of slavery”!?

[Φ. 187] روم بر یاد او در سایه سرو چمن میرم
شهید عشق را جوز من کسی ماتم نمی دارد

If I went to his shadow to perish in his garden,
No one will weep mourning of the one like me...

In this couplet the word “love” means natural feeling of love. In literary allegorical meaning it reflects the one who is “fond of his memory, image”, “victim perished in the way of love” and thus this is the sign of such kind of expressions. If we look deeper at it, the expression “shahidiishq” – “victim of love” means the one who gave up his soul in the way of love, who devoted his life to love and fell victim to his feelings. Thus, here we can concern “victim of love” as a lyrical hero and a composition of heart and soul.

[Φ. 61] مزن ز گریه ما خنده کاب د یده ما

تر شحیست ز باران شوق و شبنم عشق

If we weep you should not laugh,

As the rain of will and rain of love are the same...

The lexical meaning of “love” expresses inner feelings, love desire, and allegorically “source of love” expresses holly tears of the man in love. Here “dew of love – the wind of love” is a metaphor dealing with tears of those in love, which is pure and sacred. In imaginary – allegoric meaning the word “love” has a meaning of pureness and cleanness, being weeping and striving for the meeting of God’s beauty. That is why the word “love” in this couplet has a meaning of “the source of pureness”, a pure and real love.

[Φ. 434] خانه من پست شد رخنه به جان رفتا د

ریخت درون سیل عشق از در و دیوار من

My house became lower, this perished my soul,

I was deep in love, and the walls of my house were destructed...

In the given couplet the word “love” has meaning sign in the second line, expressing feeling of love deep in heart and soul. Allegorically “the rain of love” is used in the meaning of blood, “to break the soul” is used in the meaning of injuring the human organ and “the rain of love fell inside” – means bleeding from that wound. Sufism gives the meaning of the shining of Divine Ray in the pure and bright heart. For, its meaning expresses light reflecting in the walls and doors of the house.

[Φ. 101] نخستین جنبش آمد جنبش عشق

حریفانه اکنون می تپد دل

The first shivering was the shivering of love

The heart of the stupid beats no more...

In this couplet the word “love” directs to the origin of a human being, his humanity, notion, the beginning and the end of his life. In the thought of the intelligence it is the original source of love, an eternal love. That “love” is a power, that is the source making the human heart bright, wake up feelings, thus being a pearl giving new spirit to the human being.

[X. 223] عشرتشان ند ارد لذت غمهای عشق

روزهای من به غمهای دگر بگذشت هیف

In the entertainment of kings there no pleasure of love suffering,

Alas, my days passed with other sufferings...

In the couplet the sign to the meaning of “love” is the expression “love is a pleasure of suffering” given in the second line, this is a sweet and unrepeatable period causing by love in the human heart and suffering giving pleasure and satisfaction. In the couple there given regrets of a person who is sorry for not living through this sweet suffering and days passed in vain. Therefore, the word “love” here means “discontentment”. In the Explanation “suffering from divine love” and the lover suffers from this grief, but this grief gives his heart pleasure, joy, delight and enjoyment, makes his love road light and assists from passion of material world. Thus, in this couplet the symbol of “love” is logically connected from the point of view of lexical and dictionary meaning.

[Φ. 212] سر عشق از دفتر گل خواند نم دستور نست

فهی آن معنی ز گفت وگویی بلبل می کنم

I need not learn the secret of love from the book of flowers

As I realize it from the talking of a nightingale.

In this couplet the meaning of the word “love” is reflected in the expressions as “secret of love”, “book of flowers” and “talking of a nightingale” and thus the meaning coming out is that “love is divine and internal secret - puzzle”. “love secret” must be felt, it does not come from the image of the beloved and it is not known, oppositely, it is vivid in the state of a lover, his wail, ailment, tune of voice, actions and feelings. Especially, “secret of love” is hidden inside the lover, there is a hint to search its notion without being charmed with beauty of the appearance.

[Φ. 62] چاک مکن سینه ام ترسم از این روزنه

بر همه روشن شود آتش پنهان عشق

Don't break my heart, I am afraid of this feeling,

Everyone would be aware of hidden flame of love.

The internal meaning of “love” in this couplet is external feeling of the lover. Allegorically there is a fear of revealing the secret of love between the lover and beloved, but in Sufism the lover keeps in secret the divine love and adores his feelings to the divine beloved that is kept is his soul. Thus, here “love” is “source of divine love, hidden secret”.

[Φ. 253] مترب بساز پرده که عشق آشکار کرد

رازی که زیر پرده نهان بود تا کنون

Musician, create a curtain, for the love is revealed,

That mystery, which was hidden behind a curtain.

In the above couple Djami hides his feelings of love, avoiding their revealing, but in this one in contrary, “love” reveals itself, being clear to everyone by the sound of voice, “disclosed love” is expressed. Allegorically it expresses craziness, in Sufism it is the highest peak of love, the state

of being of the lover, his realizing the aim of existence in love, his heart covered in love and he can hide it no more. The saying “anal Haq” by Mansur Hallodj is the main point of this couplet, it means “love is the expression of divine truth”.

[Φ. 466] جا می سخن عشق به هر سفله چه گوئی؟!

در کیسه لولی چنهی عقد لعالی؟!

Djami, why do you tell about your love to everybody?!

Why do you add an excellent pearl to gipsy's tale?! [F. 466]

Here the meaning of love is revealed in the second line “why do you add an excellent pearl to a gypsy tale” and means that “love is a source of value”. Thus, only those who know the secret of the word are able to value your meaningful, skillfully sung, charming expression of feelings.

[X. 274] به دارم سر بلندی داد آن نخل جها نارا

چه عالی شد ببین ز اقبال عشقش قدر پست من

Under the gallows he stood tall and proud,

Look, how high is the value of love and how low is my value.

Here “love” means pleasant suffering, road leading to the greatness, sign of perfectness, achieving highest position and especially “power leading to the greatness”. Awareness, self – consciousness, highness and getting greatest position through love, according to Mansur Hallodjand his great love expresses the meaning to be always “proud being in love”, and “the decoration of the world”.

[Φ. 282] بر سینه میزنم ز غمت سنگ هر که دید

گفتابه عشق سنگد لی میتلا ست این

Everyone saw, that I would beat my breast with stone,

He says: “he is suffering with a love to a cruel one!”

In this couplet the word “love” has a meaning “the source of grieves of love”, the expressions “garden of love and flower of loneliness”. By this reason the lover being deeply in grief, suffering, his heart being habitation of sorrows, he is weeping and beating himself with a stone.

[Φ. 351] انشکفته است جز گل وحدت ز باغ عشق

هر چند گاهی صفر و گاه احمر آمده

In the garden of love there is no flower but the one of loneliness,

Though there came winds and fresh breath...

In this couplet the word “love” comes in the meaning of “source of dominance” and “garden of love and flower of loneliness” are its signs. “Love garden” here is expressed to symbolize the whole world, “the flower” means getting perfection through loneliness. Thus, the meaning is that in any case: whether it is happiness or grief, the lover should stay devoted to his love and this devotion to the only divine love makes him perfect and strengthens his belief.

[Φ. 42] ز این سخن امید می دارم که من باشم غرض

عشق تو آمد بلا آرام من در عشق صبر

I have a hope in this word that if I were different

Your love became an evil, but my patience gives me pleasure. [F. 42].

The poet used the word “love” in the second line twice. The first “love” is sent to the man by the God for examining with suffering, grief and evil, it means “balo” – “misfortune”, this word is defined by Sajjodiy as “balo – grief, misfortune, suffering and examination” [8, p. 199]. Thus, “love” is a source of grief and suffer. The second use of the word “love” means patience, and challenges to be patient in any situation. Therefore, even if your suffering and examination harden if you are a real lover you must be patient. Thus, “love” here is “a source of enthusiasm”.

ای گرفتار هوس سر غم عشق طلب [B. 166]

به گمان هنر از کسب هنر باز نمئیست

You suffering from wish make demand of the secret of suffering of love,

Don't give up the profession by suspect of profession. [V. 166].

In this couple the meaning sign of the word “love” is connected with the words “wish” and “profession” and expresses the meaning of “the source of difficulty and search”. Thus, love here is research, require, you can be aware of its secrets not by desiring but through research, difficulty because love is a skill, highest profession, you can achieve it only by realizing its basis and notion.

بہترک عشق خرد جهد مکند اما [Φ. 61]

به جهد او نشود سوست عهد محکم عشق

Suffering, he will wish to give up loving,

But from this wish the love will not become weaker. [F. 61].

The word “love” in the first line means “divine secret” and in the second line “love” means “source of strong belief and faith”. “Love” and “sense” are opposite to each other and here the poet used this opposition of love and sense. Because “love” is not a product of thought but the product of feelings and heart. That is, love is a divine secret, divine fascination and ray, its definition is beyond sense. Even though love and sense fight against each other, the love of a person with strong faith is eternal.

هر دین که نه عشق است همه کفر و ظلال است [Φ. 524]

با عشق تو فارغ شده ام از همه دینی

The faith that rejects love is all sacrilege and baseness,

With your love I got rid of all believes...

In the first line “love” means “source of pureness”, it is a conviction and sect, strong belief and faith, and if look deeper it is a custom of Moslims, that serve for honesty and rejects sacrilege and baseness. In the second line the word “love” is a “source of kindness” expressing the basis of belief and sect. The belief that rejects love is sacrilege and baseness, that is why I became pure

through your love and kindness. Therefore, “love” is pure spring and water of this spring cleans everything and all sins.

[Φ. 61] بود عقیق سرشکی که ریزم از غم عشق

به چشم اهل مهبت نگین خاتم عشق

It would be rare tear from the sorrow of love,

In the eyes of loving people the precious words... [F. 61]

Here the word “love” in the first line expresses a wise word, poetical word and fancy and its sign is “precious word”. In the second line “love” is given defining with the word “nigin” – meaning rare, valuable, precious. Therefore, that word, the sorrow of love, love recognition.

[B. 131] گو پند ادب مد ه ادبیم

کاز عشق مرا ادب رسید ست

Say: don't give me lesson of politeness,

For, the love has given me politeness.

Here the word “love” means the book of good behavior, the book of good features and spirituality – “source of good behavior”. That is – do not teach me, because the love has taught me all the secrets of good behavior, I have found perfectness searching the secrets of love. In this line “love” means the book of advice, admonition. It is a lesson, a school.

[B. 110] صوفی که زوق عشق تو می آردش به رقص

مستیست کاز سرایت می در تها مل است

O, beloved, your love dances from joy,

As a drunk man who is under the inflict of vine.

In this couple the word “love” means enjoyment, desire and pleasure that leads to dance, in Sufism it is the state of heaven dance. [8, p. 404].

ذوق – مانند شرب باشد • اما شرب جز اندر احاط مستعمل نیست و ذوق مر رنج و راحت را نیکو آید •

Therefore, the lover begins to dance from joy and pleasure, and the influence of vine increases.

[X. 151] گفتی ام بشمر غنیمت های اهل عشق را

عاشقان جز دولت و صلت غنیمت نشمرند

Those who are in love, consider it to be priceless,

Those who are in love do not want another love... [X. 151]

In the couple the meaning sign of “love” is “a love treasure joining with beloved” and “the source of meeting”. It means that for those who is in love, “the source of love meeting” is the best desire. “Love” is a treasure, achieved divine ray, spiritual strength.

[X. 25] برا مد شاه عشق از طور سینا

در آن جازد علم در دیر مینا

King of love came out of the Turi Sino

There the grief struck him... [X. 25]

Here there is reference to the lines from the Koran, A'rof couple, ayat 143 [1].

فلما تجلى ربه للجبل جعله دكاً و خر موسى صعقاً

The meaning of “love” is “divine love” “king of love” – when Turi Sino became crazy from divine love and destroyed that place.

In conclusion we can say, that the use of the word “love” in the ghazals of Djami was learned and examples dealing with its dictionary, allegorical and imaginative meanings were brought. It should be mentioned that the meanings of the word “love” are represented in the poetry in different and non-similar definitions. It is proved that in the ghazals of Djami all features of natural love, allegorical love and divine love are given very skillfully and those who adore poetry can learn science of well behavior, politeness and humanitarian features. In the ghazals of the poet there is a deep root of “love” symbol and it is fed with variety of meanings and we try to find this source of feeding. As the poet mentioned, “love” is a vast sea, that gives those who search newer and newer discoveries.

[B. 55] عشق بحر بیست عجب ژرف که از موج پیاپی

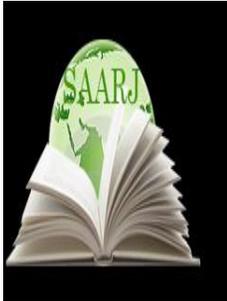
کرد مجویهای شگرف است روان از همسوها

Love is a wonderful sea with waves

It turns into large streams and flow everywhere. [V.55]

REFERENCES

1. The translation of the meanings of Koran. The author of translations and notes A.Mansur. T. 2001. p. 540.
2. A.Afsahzod. tafavvuli afkori Abdurahmon Jomiy. Dushanbe: Donish, 1981, p. 160.
3. A.Kuronbekov. “Sufism symbols in spiritual masnaviy” – Tashkent, 2011, p. 216.
4. Dictionary of Tajik language. – I – volume, Moscow, 1969, p. 951.
5. Said Jaffari Sajjodiy. Farhangi islohot va Ta'biroti irfoniy. – Tehron: 1383.
6. Muhammad Muin. Persian dictionary. – Tehron. 1386
7. Shabustariy. Gulshani Roz. – Tehron: 1382.
8. Mjitova Sabohat Jamilovna, Samarkand State University, 15, University park, Samarkand, Uzbekistan. Zip code: 140104



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00119.1

INTERPRETATION OF IMAGES AND EXPRESSIONS IN THE FORM OF COMMUNICATION

Sadulla Gaipovich Matyakupov*; **Farhod Ikromich Kenjaev****;
Muqaddas Nurumbetovna Razzakova***

*Associate Professor,
 Candidate of Philological Sciences,
 Nukus State Pedagogical Institute*
 UZBEKISTAN

**Assistant,
 Department of Distance Education,
 Nukus State Pedagogical Institute,
 UZBEKISTAN

***Teacher,
 State Specialized Secondary School in Nukus,
 UZBEKISTAN

ABSTRACT

The article analyzes the artistic study of world and human relations in modern Uzbek poetry, creative skills in the use of forms of communication, human-nature-society dialogue and the factors that create it, the harmony of image and expression on the example of U. Hamdam and G. Askarova. In the system of artistic communication, which creates a contradictory attitude towards the general criteria of literary language, the word acquires an ideological essence. However, the process of creating a clear image from an abstract concept is characterized by the fact that the image is focused on content, while ensuring internal and external harmony. The contradiction in it confirms in practice the complexity of the field of artistic speech.

KEYWORDS: *Dialogue, Communication, Image, Expression, Artistic Skill, Image, Form And Content.*

INTRODUCTION

It is well known that according to creative principles, artistic speech is regularly updated. It introduces a novelty to the traditional genre system, as well as provides a platform for different interpretations of lyrical expression. After all, the lyrical protagonist's "I" is reflected as a generalized view of being. In this sense, the scale of the image embodied in a particular space and time is universal. In this process, the transition from a life-to-life basis to an artistic interpretation allows for the establishment of emotional control, while the management of the mind realizes the artistic intention and purpose. In this sense, forms of communication in poetry seek to eliminate images of the same nature while logically reinforcing artistic expression.

In the system of artistic communication, which creates a contradictory attitude towards the general criteria of literary language, the word acquires an ideological essence. However, the process of creating a clear image from an abstract concept is characterized by the fact that the image is focused on content, while ensuring internal and external harmony. The contradiction in it confirms in practice the complexity of the field of artistic speech. For the voice of the author and the protagonist create a contradiction of denial and affirmation in the poetic discussion. In it, the creative process and the creative spirit acquire a complementary content.

The main part

Today, as can be seen in all types and genres of literature, poetry is undergoing changes and updates in terms of form and content. This is manifested primarily in the interpretation of man and his destiny, and in the artistic study of such problems, specific forms and methods of expression are emerging.

It should be noted that in poetic language, methodological specificity is focused on the conditional essence. In it, the creative inner experience and the contradiction of a certain period or a certain process come into contact. The combination of relatively high and low style principles forms the oratory guide. The development of speech skills, which grows from the general features associated with language communication, creates a harmony of internal (system of images) and external (artistic content) forms. As the literary critic **H. Umurov** noted, "*Artistic dialogue is the main requirement to interpret the situation, the imagination - to force the reader to go from its open content to its hidden essence*" [1, 66], in which the character, psyche and interests the ability to express in such a way increases. The form of speech combines a culture of image and analysis as well as interpretation.

RESULTS AND DISCUSSIONS

Today, literature, especially poetry, makes effective use of a variety of images and methods in the understanding and interpretation of human beings by creators. In this regard, the use of dialogues in poetry, and through it the dialogue between the universe and man, that is, man-nature-society, is interpreted in different forms.

Reading the poems in the selection of the versatile artist **Ulugbek Hamdam** "*The Old World and the New I*", we observe the practical confirmation of the above ideas. It artistically expresses the poet's self-conscious pains and groans through a dialogical artistic interpretation of the relationship between nature and society, the universe and man. In the poem "*If I Live Like This*" in the book, we see the following lines:

*When he was born, there was no enemy,
I said, "Everybody loves me."
Half my life
No more friends, no more enemies ...
God willing, if I live like this,
If everything turns upside down:
When I look at my old age,
If I never see an enemy, if everyone is a friend ... [2, 210].*

This poem, which is the product of a monologue, reflects self-examination, description, analysis and discussion. In the lyrical interpretation that shapes the relationship of mind and feeling, emotional experience becomes the leading factor. In this sense, the specificity of the artistic purpose and demand of the forms of verbal communication is of particular importance.

Admittedly, this poem is in harmony with the wisdom of the Eastern thinker **Abdurahman Jamiy**, which begins with *"Remember, tell me, the moment you were born."* Perhaps this resemblance has to do with the motif that exists in fiction, as well as with the view and interpretation of Life, which is considered a common blessing for humanity. Indeed, **U. Hamdam's** poetry is in harmony with the wisdom of Jami in terms of style of expression, ideological content, aesthetic effect, rhythmic tone. In both, the artist's outlook on life, human qualities and vices, life and its essence are briefly described.

"... Man lives in a mixture of melodies, melodies, forms. This turfiness took its place from the inside like rainbow colors. If a person is formed as a creator, it means that he should see all these colors of the world and not betray any of them "[2, 5-6]. In U.Hamdams' poems, the reader asks himself a variety of questions and finds specific answers to what he is doing in life.

Apparently, dialogue and monologue in poetry raise the accuracy of expression to the level of a leading method. The system of semantic-syntactic relations significantly deepens the social practice of speech influence. It is noteworthy that in this case, the rhetorical form, expressed through the individual style of the creator, paves the way for the expansion of artistic perception.

U. Hamdam's poem *"To the Gossiper"* also expresses the flaws inherent in man and his consequences in the hereafter in simple and concise lines. In it, the poet's artistic experience raises the question of the reader to examine his life, to find an answer to the conclusion (question) in this poem. Of course, these lines also reflected one of the spiritual and moral issues, which is an ancient and literary problem for mankind.

*You gossiped about him, he agreed,
You gossiped about me, I agree.
But tell me, man, life is over,
Do you agree with such a past? [2, 215].*

The dialogic expressions in many of the poems included in the selection focus on the meaning of man and the highest blessing bestowed on him, that is, the essence of life. In doing so, the poet

was able to find an appropriate expression for each situation in the poems in the artistic depiction of the feelings in his heart. As the literary scholar **B.Sarimsakov** admits, *"The harmony of feeling and mind in the artistic experience does not allow the creator to give in only to emotions, to deviate from the requirements of real life or to deviate from the requirements of universal morality ... So, feeling and the dialectic of the mind is so complex and multifaceted that its interrelationships must be taken into account when solving artistic problems"* [3, 79].

The work of the poetess **Guljamol Askarova**, who has a unique style of artistic expression and gives a new impetus to the existing traditions of our poetry, is also noteworthy. In her poems, the artistic interpretation of the attitude to life, human life and its essence encourages the reader to think deeply. In this regard, the poems written by the poet in the form of prayers, which are characteristic of classical poetry, are of particular importance.

There are a number of scientific views in our literature on the creation of prayer in lyrics. In particular, the literary scholar **S. Meli** comments on *"Munojot"* as follows: *"Divine intuition never leaves a living person. Because this intuition is present in the blood, in the creation, in the nature of man. Man is programmed, so to speak. And the highest programmer is God. Man without God, without divine intuition, is half-naked. Widespread in the classical literature of the East - "Prayer" is the embodiment of this cleverness, the testimony of the clergy in the artistic word, the testimony of the way to fill the gaps, to achieve integrity (perfection). E.E. Bertels writes about the book "Nur al-Ulum" ("Light of Knowledge"), dedicated to the life of the great Sufi sheikh **Abul Hasan Kharakani**, including: consists of short prayers in the style of So, according to Bertels, prayer is the dialogue of the soul with God"* [4, 86-87].

By nature, the creation of any poetic work is a product of dialogical thinking. After all, the poet communicates in absentia with his heart or some natural phenomenon, the law, about a particular event or topic. Addresses an existing process or event with a question, which he or she answers.

G.Askarova's poem *"Munojot"* in the collection of poems *"Privilege of masculinity"* describes the poet's supplication and gratitude to the Creator as follows:

*You will ruin what I have created for a thousand years,
You will make me prosperous for a thousand years.
How, on the Day of Judgment, these bloods were broken,
Every moment you turn, you turn around.
Sometimes I am overwhelmed with grief,
You make the heart and muscles happy* [5, 135].

Apparently, the lyrical protagonist appeals to the Creator on behalf of humanity. After all, *"I made a thousand years"*, *"I broke a thousand years"* - this is not a characteristic of a particular person. That is, in contrast to the path of the Creator, man can create as he pleases. What man has ruined will prosper by the grace of Allah. The following lines express the amazement at the continuance of impurity in human life. It is also reasonable for a person to grieve over his enemies. It should be noted that the verses of the poem *"You ruin what I made a thousand years, you make what I ruined a thousand years"* are given in **Alisher Navoi's** epic *"Sab'ai Sayyar"* in

Chapter XI on the history of **Bahrom** ("What he (**Yazdajurd**) ruined, it made Bahrom)) is synchronized with the following byte, which uses the art of tardu reflection:

Whatever he broke, he made,

It ruined everything, it ruined everything. [6, 72].

It is clear from the laws of life and human history that, whether we like it or not, evil and vices abound in social reality. To portray them realistically, the creator must have a deep understanding and be able to explain the tragic spirit of the world. The believable side of the image in prayer is the living environment and the moral consequences of humanity. Because a person always attains perfection only if he directs his talents in the right direction, otherwise he loses his identity and faith. Through the tragic situation and tone in the poem, **G. Askarova** seems to be urging people not to despair in the face of the cruelty of life.

In the following lines of "*Munojot*" such issues as gratitude of the lyrical hero, creation as a human being, continuity of generations, man's attachment to this life, urges the reader to think more deeply about his life and its essence:

Thank you for joining the ladies,

After all, what a slave you are.

Until I was built, I weave chains,

When will you be free from this bondage.

Allow hope, O God,

When I shout a thousand times, you remember one. [5, 135-136].

In the text of Munojot, the great trinity that encompasses the whole universe, man and the universe - I, You, He is the leading structural element. The order of his work is as follows: You, He, I. In this you are Almighty Allah, He is the beloved Prophet of Allah Muhammad sallallaahu 'alaihi wa sallam. "Munojot" is such an extraordinary work in which the traditional "Hamd" and "Nat" take on a new meaning, becoming a living structural member. In other words, it is as if he is resurrected, humiliated, and begins to show a new beauty "[4, 87].

Therefore, in the work of **G. Askarova** can be observed the features described above. In particular, the poem, which begins with "*My hair turned white,*" reads:

My hair turned white

Wrinkle on my face

I was not disappointed ...

You made my eyebrows black

Look me in the eye

Don't stare at me

God! [5, 267].

"It is known that works in the spirit of prayer are mainly created in the spirit of asking for forgiveness from the Creator for the sins committed in vain, summarizing the days spent at the end of life" [7, 27]. In this sense, it is reasonable that the person expressed in this prayer should not be disappointed even in old age. Because man summarizes the essence of his past life, thinks about the end, does not despair of living.

In **G.Askarov's** works, unlike prayers, poems in the form of dialogue also have a special significance. They interpret the details of the unseen communication with the Creator.

"God, I said, answer everything!"

God said, "Obey what I say!"

Stand up if you want to be prosperous forever,

Pray night and day like trees! '

O Lord, do not err in reciting,

Sado came: "Do not mistake Salawat!"

A ray came to my mind: I am pure!

God, don't mistake that one pleasure! [5, 107].

Man often becomes a slave to his own will and desire. Without realizing the good and the bad of his life, he asks the Creator for help ("Answer everything!"). Therefore, it is understood that the divine voice in the process of communication ("Obey whatever I say!") Is the main factor that leads all mankind to goodness. The lyrical protagonist's "God, don't mistake this pleasure!" His pleasures in the mortal and eternal worlds are understood in his supplication. Indeed, the eternal prosperity of both worlds is achieved through the balance of the will of Allah and His slave. For the intention in the human heart, the will, is a particle transferred from the will of God to the heart.

As the literary critic **D.Kuronov** noted, *"The creative (creative) work should be optimal for the realization of these three goals, while pursuing representative, expressive and appealing goals. It is clear that there is a typological similarity between the construction of speech and the construction of a literary work, which stems from the above objectives. Thus, the structure of a literary work can be understood and explained on the basis of models (constructions) of speech construction" [8, 58].* This consideration is particularly noteworthy. In the example of the above poem, firstly, the creative directs the possibilities of image, analysis and interpretation to the artistic goal, secondly, imagination and influence are complementary components, thirdly, grammatical content and artistic speech differences form a typological commonality, fourthly, text constructions provides. In this sense, dialogic relevance determines the specificity of poetic discussion.

G.Askarova's poem "Question and Answer" consists of only 3 lines, 4 words, in which a person's life, its essence is interpreted in the form of dialogue on a clear and deep thoughtful basis.

Where

Am I leaving? I said

God !!! [5, 267].

At the heart of the poem is a discussion of the beginning and end of man, in which the balance of form and content is recognized. Eternal thoughts (puzzles) about life, its meaning and essence, defined the basic philosophy of the poem. It is well known that the fate of poetry is in fact a torture of pain. Although the destiny of mankind is concerned with spiritual maturity, the paths that lead to it are full of contradictions and complexities. But there is a great power against evil, and that is good! The four words in the poem once again confirmed the current truth.

In this poem, the experience of the lyrical hero and the divine dialogue are clearly reflected. After all, in the words of **Rahimjon Rahmat**, *“Poetry reflects the secrets of the human heart. The mysterious side of the human heart is that it comes into the world from the beginning, conquered. That is why he does not weep for bread, he does not weep for honor. The heart is the ambassador of the unseen. He will eventually submit to the will of that unseen. Poetry is the conversation of the ambassadors within us ”*[9, 33].

CONCLUSION

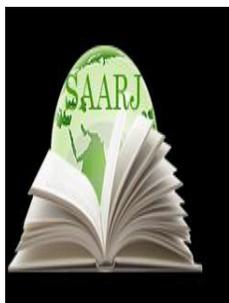
The dialogue in the analyzed poems and their underlying expressions such as man and society, forms of interpersonal conflict, as well as the self-overcoming of the person, the perception of flaws in his behavior. One of the guiding principles of our poetry is that the artist reacts to reality by communicating with the emotions that are burning in his heart, evaluating them artistically and aesthetically. It should be noted that, *“Every lyrical genre is born in the world of art with its own ideological and artistic function. Otherwise there can be no question of genre diversity. Usually, poetry comes from a vital necessity, a spiritual need. The category of genre is the various forms of this need and necessity, the form-worthy content, the form-worthy form ”*[10, 204].

In general, forms of communication in poetic expression are embodied through external monologue (observation and emotion embedded in the author's statement), internal independent narrative (mental process in the protagonist's mind), system of dialogic relations (sequence of intersubject communication). In it, the scale of depicting the state of the protagonist, either through speech or indirectly through the personality of the poet, is clearly felt. Ensuring the harmony of imagination and impression in the lyrical text is in fact linked to the position of methodological means, and monologue dialogue plays an important role in improving the dynamism of expression. Poetry restores the divine connection between heart and soul. The socio-philosophical essence of feeling, experience and feeling acquires a certain weight only in the process of analysis. The inner meaning of a word is determined by its propensity for interpretation. As the discussion provides the basis of the poem, it becomes clear that its essence is determined by the dialogic appearance of the monologue mind.

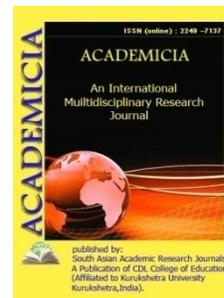
REFERENCES

1. Umurov H. (2002) Theory of Fiction. Samarkand: SamSU edition.
2. Ulugbek H. (2018) The old world and the new me. Tashkent: New generation.
3. Sarimsoqov B. (2004) Fundamentals and criteria of art. Tashkent.

4. Meli S. (2017) Comparison in the Poetics of Munojot. The role of Alisher Navoi's creative heritage in the spiritual and enlightenment development of mankind (materials of the international scientific conference). Navoi. B. 86-91.
5. Asqarova G. (2012) Male Privilege. Tashkent: Gulom Publishing House of Literature and Art.
6. Navoiy A. (1992) A comprehensive collection of works. Sab'ai is a planet. Tashkent: Fan.
7. Berdimuratova M. (2009) Muhammad Yusuf Raji Khorezmi's creative heritage. Thesis of the candidate of philological sciences. Tashkent.
8. Quronov D. (2004) Poetics of Cholpon's prose. Tashkent: Sharq.
9. Rahimjon R. (2015) Exit from the literature. Tashkent: Akademnashr.
10. Haqqulov I. (2009) Climate of creativity. Tashkent: Fan.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00118.X

REDUCTION AND PREVENTION OF ENVIRONMENTAL HAZARDS IN UNDERGROUND CONSTRUCTION

Mukhiddin Odilovich Qosimov*; **To'lg'in Ismatovich Shakarov****;
Umarali Tolqinogli Toshtemirov***

*Associate Professor,
 Candidate of Economic Sciences,
 Department "Mining, Metallurgy and automation" of the Almalyk branch "MISIS" MTTU,
 Almalyk, UZBEKISTAN

**Associate Professor,
 Candidate of technical sciences,
 Department "Mining, Metallurgy and automation" of the Almalyk branch "MISIS" MTTU,
 Almalyk, UZBEKISTAN

***Senior Lecturer,
 Department "Mining" of the Almalyk branch of the
 Tashkent State Technical University, Almalyk, UZBEKISTAN
 Email id: toshtemirovumarali77@gmail.com

ABSTRACT

The article highlights the issues of reducing and preventing environmental hazards in the construction of underground mine workings, describes the forecasting of types of modeling, such as full-scale, laboratory, logical, mathematical, sign, and also considers methods for comprehensive assessment of the environmental impact of underground construction. Underground tunneling is carried out in most cases with the use of blasting, shield sinking and punching technologies. In addition to these technologies, depending on the hydrogeological, geological and some other conditions of a particular area, various special construction methods are used. Each of them makes a negative contribution to the deterioration of the environment and reducing the environmental safety of underground construction.

KEYWORDS: *Underground Mining Operations, Rock Mass, Accident, Blasting, Collapse, Deformation, Atmospheric Pollution, Vibration, Noise, Dust Control, Sanitary Protection Zone, Forecasting, Geological Engineering Forecast, Environmental Engineering Expertise, Reclamation Technical Stage, Biological Stage.*

INTRODUCTION

The development of mankind at all times, and in the last two centuries especially, was largely determined by scientific and technological progress associated with the creation of new technologies of material production aimed at meeting human needs, which are increasing as they reach new levels of material well-being. The damage caused to the natural sphere by industrial activities and planning for safe life is becoming a global problem for humanity. Underground construction is characterized by a number of specific features determined by the natural and man-made conditions under which construction, operation and maintenance of underground facilities are carried out.

Underground construction has an impact on the environment, causing certain changes in it that threaten the health and life of people and lead to negative transformations of the Earth's ecological system as a whole. In addition, underground construction is currently characterized by a tendency to constantly complicate mining and geological conditions, which necessitate the use of special methods of construction and maintenance of workings in working condition. Since the "underground structure-rock mass" system is an extremely complex that quickly reacts to any change in one of the system elements, it is possible that a certain combination of natural and man-made factors can lead to an accident in an underground structure. Accident - sudden, General or partial damage to equipment, mine workings, structures, various devices, accompanied by a long-term disruption of the production process, the operation of the site or enterprise, or the structure as a whole. Accidents are always associated with economic losses; in some cases, they are accompanied by injuries to people.

Main part

All accidents can be divided into several groups.

1. according to the degree of damage caused and the size of the destruction: large, covering the entire underground structure and leading to the termination of its operation for a long time. Main accidents usually involve injuries and loss of life; local, resulting in the destruction of underground structures in a limited area, the consequences of which can be quickly eliminated.
2. At the time of occurrence: during the construction of an underground structure; during operation.

TABLE 1 ACCIDENTS AT UNDERGROUND STRUCTURES DURING CONSTRUCTION AND OPERATION

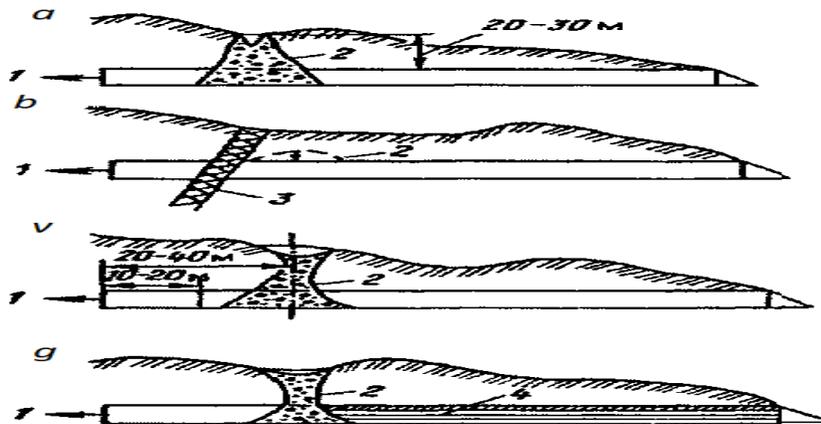
Accidents at underground structures	During construction	During operation
The most typical and frequently encountered	Rock collapse in the face, destruction and excessive deformation of the support; flooding of workings with water and quicksand; gas and smoke in	Collapse of the rock; deformation of the lining; gas contamination of the air; fires,

	the air; fires, fires, explosions, sudden breakdown of mining and construction equipment; collision or derailment of trolleys and electric locomotives; damage to temporary engineering communications and equipment	explosions, icing of the structure and roadway; destruction of portals, etc.
Scene	Bottom-hole zone; separate sections of the finished underground structure	Any place from the entrance to the exit portal

RESULTS AND DISCUSSION

Noise and vibration are two sides of acoustic "pollution" of the environment. However, if noise has a negative impact mainly on humans and living organisms, then the vibration effect is also manifested in the destructive effect on the array of rocks containing the underground structure, the earth's surface, and the intensification of geological processes. Under the influence of the explosion, the rock undergoes various types of residual deformations: from plastic to complete destruction and the formation of microcracks. During the construction of industrial facilities, there are cases when the harmful seismic effect of an explosion does not appear immediately after blasting. At the same time, a part of buildings or structures may fall into the zone of the seismic center of the explosion. Because in this zone, there are always residual deformations, and over time, under the influence of precipitation and static loads, subsidence of the soil under the foundations is possible. In such cases, deformations in the walls of buildings or structures can be very similar to deformations during subsidence.

During explosions in underground conditions, the harmful effects of seismic waves are primarily exposed to underground mine workings that fall into the zone of the seismic source of the explosion. As a result, deformations inevitably occur. Insufficient attention to measures to ensure the stability of workings and lack of proper control lead to delamination of pins and collapses of workings.



PICTURE-1. ROCK COLLAPSE SCHEMES IN AN UNDERGROUND STRUCTURE UNDER CONSTRUCTION

1-face; 2-rock fallout; 3-discharge zone; 4-tunnel lining;*a,b* - collapse in the bottom-hole zone; *v,g*-collapse in the plane of the front end of the lining.

Air pollution by gases during mining and construction works is largely due to the use of the explosive method of sinking. During blasting operations, about 8 million tons of gases are released into the atmosphere annually. Diesel equipment is also a powerful polluter of the atmosphere. At underground works, where vehicles operate in cramped conditions, the problem of local control of exhaust gases is becoming more acute, so currently the solution to this problem is to improve ventilation schemes and replace diesel cars with electric and electro-hydraulic ones. The intensity of gas release from dumps, where they are formed mainly as a result of oxidative processes, is quite high. To reduce the concentrations of gases released into the atmosphere of production and into the natural atmosphere, in addition to the selection of appropriate explosives (hereinafter referred to as explosive), intensive ventilation of explosion sites, binding of gases with water and special compounds is practiced. For dust control, a system of measures is implemented similar to those for gas control. Effective is the hydraulic paste, which significantly reduces the output of dust.

Measures to protect the atmosphere during the construction of underground structures by drilling and blasting are:

- 1) intensive irrigation of explosion sites;
- 2) use of artificial ventilation to intensify ventilation of blown blocks;
- 3) the use of low-gas explosive with zero or close to it oxygen balance;
- 4) technological methods that neutralize additives in the face or in explosive;
- 5) improving the efficiency of natural ventilation;
- 6) water face (internal and external).

Special measures directly aimed at preventing air pollution, which include the following measures: contributing to the improvement of air quality directly in the area of mining and construction works by preventing or reducing dust and gas emissions from various objects in the production process chain; providing for the capture, removal and cleaning of dust and gas emissions; has an interdisciplinary nature, for example, providing improvement of the gas balance of waste explosives. An important measure of engineering protection against atmospheric pollution is the establishment of a sanitary protection zone around a mining and construction enterprise. At this sanitary-protection zone is the area around the newly built underground facility located between the outer boundary of the sanitary protection zone and boundary of the mining site or surrounding area mining and construction companies (part), bounded by the industrial court, if the external border of the sanitary protection zone is within the site. The current practice of environmental protection is based on the regulation of impacts and the forecast of changes in the environment.

Socio-economic and urban development prospects are increasingly determined by the sanitary and hygienic state of the environment, the ability of the biosphere to compensate for the adverse impact of man-made factors, including those associated with intensifying production. Sanitary-hygienic state of the environment is normalized by setting maximum permissible concentrations (MPC) of harmful substances, approximate safe levels of influence (ASL), approximate

permissible norms (APN), maximum permissible discharge of harmful substances in the water volume of sanitary rules and norms, etc. These standards open up practical possibilities for the assessment of hygienic state of the environment during the construction and operation of any industrial facility and prospects of optimization of anthropogenic activities. Forecasting occupies an important place in the practice of underground construction and is the ultimate goal of all types of field, laboratory and office surveys.

An engineering and geological forecast is a prediction of the location, intensity, and timing of changes in the geological environment under the influence of mining, construction, or human economic activity. It is impossible to obtain a reliable engineering and geological forecast without taking into account specific anthropogenic factors acting on the studied territory. Engineering and geological forecasts for the design and construction of underground structures have a number of features in comparison with other types of man-made impact on nature. These features are mainly related to the limited amount of research and information received. Under these conditions, the predicted parameters include the composition and properties of the rock, hydrogeological conditions along the route of the underground object, the possibility of adverse geological processes (rock pressure, rock heaving, water breaks, quicksand and gas, changes in temperature conditions, etc.). Due to the complexity and interconnectedness of processes developing between underground objects and the environment, not all of them can be accurately predicted: for most of them, only qualitative changes can be estimated.

There are several types of forecast.

1. Establishing-selection of significant, but unknown before its completion or external manifestation of processes. This type includes forecasts of the geological structure, hydrogeological conditions, and geological processes within the proposed underground construction area.
2. Retrospective-explanation of the conditions of occurrence of any process or phenomenon in the past, for example, systems of karst cavities and cracks, ancient landslides, etc., the causes of disasters or accidents of existing structures.
3. Perspective-prediction of events, processes or phenomena that are not currently known and have not been observed before, but may occur in the studied rock mass or in the research area under a certain anthropogenic impact.

The long - term forecast is based on the analysis of interaction in the "underground structure-rock mass" system and identification of connections between both parts of the system, which are expressed in the development of geological processes.

By the length of the period covered by the forecast, there are: long-term forecasts for tens and hundreds of years (a period commensurate with the duration of the structure's existence and operation); advance forecasts for several years (for periods comparable to the construction time and enabling the necessary engineering protection measures to be implemented); forecasts for the next year or season (a period determined only by the capabilities of certain forecasting methods or construction needs); short-term forecasts for several months or days (make it possible to withdraw people and evacuate equipment from the danger zone in the event of a catastrophic development of the process); emergency warnings several hours or minutes before an accident to avoid loss of life. There are time-independent forecasts that are made based on an unfavorable

combination of circumstances or events that occur unpredictably and instantly (for example, a catastrophic sudden water breakthrough in a mine, earthquakes, collapses, collapses, etc.). The next step after the forecast is modeling. Modeling is the reproduction of processes and phenomena based on the laws of similarity.

There are: absolute similarity that requires all criteria to match; approximate, incomplete similarity, which makes it possible to include complex processes of engineering Geology in the field of modeling. In the practice of underground construction, all types of modeling are used for forecasting: full-scale, laboratory, logical, mathematical, and symbolic. Full-scale modeling consists in establishing the similarity of processes, phenomena, and the structure of natural complexes between the forecast object (original) and the full-scale model (analog). Full-scale models allow you to reproduce not only the state, but also situations that have changed under the influence of complex dynamic non-stationary conditions. In laboratory modeling, the similarity of the model to the original is provided in advance by the conditions of the experiment and the structure of the model. Models of this type allow us to study separately the factors that work together in the natural environment.

Laboratory modeling methods include: reproducing the stress state of rock massifs, methods of equivalent materials, mechanical models, electro hydrodynamic analogies, etc. Processing the results of mass tests of soil properties leads to the creation of statistical models, one of the varieties of logical models. The latter are abstractions of any physical models (full-scale and laboratory). Iconic models include maps, diagrams, sections, and flowcharts that reproduce nature in graphic form. An engineering and geological sign model is a generalized graphical representation of geological and hydrogeological conditions and geological processes on a site of a specific underground object. The development of specialized models is based on the identification of the "weak link" in the "underground structure - rock mass" system, i.e. on the identification of factors that have a decisive influence on the choice of technical solutions. Each specific underground structure requires its own specific information about the structure of the array that contains this structure, the nature of migration of underground water to the object, temperature and electromagnetic fields, etc. Therefore, the initial models are analyzed in relation to specific design tasks and formed into private models, where the necessary elements of the rock mass and supporting structures of the underground structure are presented in the desired form and with sufficient detail. On the basis of one or several private models, taking into account individual features of the geological structure and construction of the structure, another type of specialized models is built - a calculation model that reflects only those elements that can be taken into account by designers in the calculation schemes.

The latter represent a schematic representation of the structure with the loads and forces acting on it in combination with the characteristics determined in the calculated cross-section. The presented material allows us to conclude that one of the main aspects of the strategy for reducing and preventing environmental hazards at the design stage of underground facilities is to identify the features of interaction of the designed structures with the rock mass and the environment by conducting a competent and thorough forecasting and modeling of the interaction and interaction of all elements of this artificial ecosystem. When processing research materials on models, there is a problem of switching from data obtained during the study of anthropogenic impact at one point to the assessment of this impact on the entire array as a whole. The exception is full-scale modeling.

This creates a so-called scale effect. The scale effect is understood as changes in the nature of mechanical, filtration, and other properties of rocks, depending on the object under study. The characteristics of mechanical properties tend to constant values with increasing sample sizes, so in research for underground construction, there is a tendency to use direct and indirect geophysical and mechanical methods for determining the properties of rocks directly in the array. The same goals are served by a comprehensive environmental impact assessment (EIA) when developing and justifying a construction project. The ideology of the EIA is based on the analysis of the consequences of man-made activities in the area of mining and construction works. The construction project, when implemented, is "immersed" in the environment on a specific territory, which perceives the anthropogenic impact of the object under construction. Some of these effects is subject to regulation and may be limited to certain measures of engineering protection of the environment. However, practice shows that the MPC threshold is usually exceeded, especially in long-developed regions. Therefore, it is not enough to apply only a normative approach to solving environmental problems. Along with the use of already accumulated experience in the form of thresholds for certain types of impacts, it is necessary to identify and take into account the environmental consequences of any planned activity. At the same time, we are talking not only about changes in the parameters of compliance with the natural environment, but also about social, economic and other changes.

The expertise includes an assessment of the long-term impact of an underground facility on natural resources, natural conditions, factors of development of the national economy and living conditions of people in the area of underground construction. Engineering and environmental expertise includes three stages:

1. Review of the project design assignment and the results of surveys conducted at the site of the proposed construction. The result of this stage is an assessment of the initial data taken in the project, when calculating the expected impact on the natural and human environment.
2. Assessment of technological decisions, equipment characteristics and material properties; establishing the possibility of their application in the natural conditions of the underground construction site.
3. Evaluation of the project as a whole.

When conducting an engineering and environmental assessment of an object, it is most appropriate to have several alternative solutions for the proposed construction object. This is followed by an analysis of environmental protection measures and measures to restore the natural environment in each alternative solution and an assessment of their effectiveness.

Thus, the strategy for reducing and preventing environmental hazards in underground construction is based on taking into account all levels of mining and construction production, starting from the stage of obtaining geological information, forecasting, modeling, drawing up a construction project and ending with the selection of effective measures for engineering environmental protection during the operation of the structure. The environmental strategy also includes the study of the dynamics of development in space and time of an artificially formed ecosystem "underground object-rock mass-environment", i.e. ecological monitoring. Only a clear implementation of all stages of the environmental strategy will eliminate the risk of environmental disasters and create safe living conditions. Land reclamation is a set of activities aimed at restoring the productivity and economic value of disturbed and polluted land, as well as

improving environmental conditions. Disturbed lands of all categories are subject to reclamation, as well as adjacent land plots that have completely or partially lost productivity as a result of the negative impact of disturbed lands. Reclamation of land disturbed by legal entities and citizens during the development of mineral deposits and peat, carrying out all types of construction, geological exploration, land reclamation, design and survey and other works related to the violation of the soil surface, as well as during storage, burial of industrial, household and other waste, contamination of land surface areas, if the conditions for the restoration of these lands require the removal of the fertile soil layer, it is carried out at the expense of own funds of legal entities and citizens in accordance with approved land reclamation projects.

The technical stage includes planning, formation of slopes, removal and application of a fertile soil layer, construction of hydrotechnical and reclamation structures, burial of toxic overburden, as well as other works that create the necessary conditions for further use of reclaimed land for its intended purpose or for carrying out measures to restore soil fertility (biological stage). The biological stage includes a complex of agrotechnical and reclamation measures aimed at improving the agrophysical, agrochemical, biochemical and other properties of the soil. Thus, land disturbed during: development of mineral deposits by open or underground methods, as well as peat extraction is subject to reclamation; laying of pipelines, carrying out construction, reclamation, logging, geological exploration, testing, operational, design and survey and other works related to the violation of the soil cover; liquidation of industrial, military, civil and other objects and structures; storage and disposal of industrial, household and other waste.

CONCLUSION

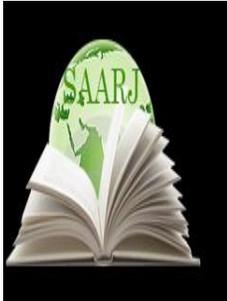
Massive land disturbance by mining industries in the world is one of the growing environmental problems over time. This is largely due to the fact that not all over the world environmental protection has traditionally not been given sufficient attention. As a result, in almost all mining industries, complex environmental problems have accumulated in recent years, the solution of which is constantly being postponed. The main anthropogenic impact is caused by solid waste and disturbed land in areas of mineral extraction, primarily open-pit mining.

Since disturbed land and the associated difficulties in restoring it are not a problem for an individual country, there is an urgent need not only for inter-sectoral and interregional, but also for international cooperation in the field of restoration and reuse of disturbed land. The program of scientific research in this area should be developed in full accordance with international standards, in cooperation with mining countries of the world. Such a scientific system approach should become an important resource in the structure of transformation of national economies. Such work aimed at protecting the environment and restoring disturbed lands deserves the necessary financial support from the international community.

REFERENCES

1. Mastryukov B. S. et al. Safety of life. - M., "Academy", 2012. -304 p.
2. Vetoshkin A. G. Theoretical foundations of environmental protection. - M.: Higher School, 2008. -397 p.
3. Umnov A. E. Protection of nature and mineral resources in the mining industry. - M.: Nedra, 1987.
4. Khrapov V. G., Demeshko E. A., Naumov S. N. Tunnels and subways. - M.: Transport, 1989.

5. Kartoziya B. A., Fedunets B. I., Shuplik M. N. etc. Mine and underground construction: Studies, for universities. - 3rd ed., In 2 vols. / - M.: Publishing house of the Moscow state mining University, 2003. - Vol. 2. - 815 p
6. Danilov-Danilyan V. I. Ecology, nature protection and environmental safety: Textbook for universities / Under the General editorship of. - M.: mnepu, 1997.
7. Khotuntsev Yu. L. Ecology and environmental safety. - M: "Academy", 2004. -480 p.
8. Malyshev Yu. N., et al. Restructuring of the coal industry (Theory. Experience. Programs. Forecast) - M. 1996.
9. Kaplunov Yu. V. et al. Ecological and economic assessment of the activities of Russian coal industry enterprises. - M. AGN Publishing house, 1996.
10. Stankus V. M., Barannik L. P. recultivation of disturbed lands as a noospheric technology. //Coal. - 1997. - No. 1



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00117.8

IS GRAPHICS IMPORTANT IN PAINTING?

Talipov N.Kh*

*Associate Professor,
 Department of “Technological Education”,
 Tashkent State Pedagogical University named after Nizami,
 UZBEKISTAN

ABSTRACT

The article is devoted to the theoretical analysis of academic painting and the basics of graphic drawing in the practical studies of fine art as well as the methodology of teaching the role of drawing in painting. Technical skills are just as important to an artist as a child in 1st grade needs to know the letters when writing calligraphy. It should not be technically difficult during the practical exercise. Free and skillful acquisition of technical skills allows the student to be fully committed to creativity, to realize creative abilities and to become a highly qualified artist-educator.

KEYWORDS: *Art, Look and Genre, Drawing, Painting, Composition, Aerial Perspective, Paint, Color and Tone, Stroke, Proportion, Volume, Layout, Harmony, Brushstroke, Light and Color Ratio.*

INTRODUCTION

Thorough mastery of the basics of fine arts helps the student to see and understand the laws of the structure of all forms in nature, to accurately describe what he sees. But these are not enough to become a skilled artist-educator in the future. Research shows that even if a student understands and remembers the basic rules of drawing from nature, there are cases when they are not able to apply the theoretical and practical knowledge they have acquired. Therefore, in addition to theoretical knowledge, he must also have performance and technical skills in the fine arts. Technical skills are just as important to an artist as a child in 1st grade needs to know the letters when writing calligraphy. It should not be technically difficult during the practical exercise. Free and skillful acquisition of technical skills allows the student to be fully committed to creativity, to realize creative abilities and to become a highly qualified artist-educator. A student who has mastered the art of drawing and technique will not be able to feel free in the

process of practical work and, as a result, will not be able to fully express their thoughts and feelings. This applies to all types of art, especially to pencil painting, which is the basis of fine art. In ancient academic schools, great attention was paid to imaging techniques. Also, when master artists were first introduced to the art of painting, students were given the task of copying master artist patterns as a task, and the main focus was on the technique of drawing. These can be seen in the manuals of Julen, A.T. Skino, V.V.Pukirev, and A.K. Savrasov. We also witness how such a wonderfully crafted work of art was created by the great artist of the East Kamoliddin Behzod, the portrait of Sultan Hussein Boikaro, the king of Khorasan, in a complete and elegant way through the technique of simple lines.

THE MAIN FINDINGS AND RESULTS

The professional skills acquired by the student not only determine the quality of his pedagogical, educational process, but also help him to show his creative abilities. Ability is the foundation of any great person's talent. Skills are the foundation of any creative work, as well as visual activity. Skills are strengthened during the exercise. Exercises should be based on a clearly designed and organized system. For example, during a pencil drawing exercise, a student should be taught to draw barcodes and to move their hands freely so that they can perform the shape and size of the object correctly, and to coordinate the movements of the fingers. Many years of scientific research, the results of pedagogical activities and examinations show that hand movement skills and practical exercises in drawing are manifested in three stages:

Training the hand in different movements and performing a series of separate exercises (circular, semi-circular, vertical and horizontal lines, etc.).

Achieving free movement of arm muscles during visual activity:

Improving the skills of hand movements on paper and developing technical skills in observing and depicting nature (depending on the nature of the task, emphasizing the necessary areas of work, drawing light lines on secondary pieces, etc.).

Teaching students to hold hands correctly and to draw should be done from the very beginning of the learning process. Then it should be taught the technical methods that should be used when painting in nature. This allows the student's creative ability to develop well.

No matter what the methodology and individual system of teaching each teacher to draw, but if the student has the right technical training, he will not take lessons under the guidance of any teacher-artist, will grow and develop into a successful artist in the future. However, the skill of the educator is defined in that he or she is able to instruct each student in accordance with his or her descriptive techniques, make extensive use of teaching methods, and instruct the student correctly. Descriptive skill is the ability of a person to perform a certain form realistically using certain methods and techniques based on previous experience. In artistic creative activity, mastery is based on prior knowledge and skills. It is always important to keep in mind that skills in working with young people are gradually developing and improving. At first, the skills are very loosely expressed in the student, and then they become stronger in the process of developing the right skills. It should also be noted that there should be a 'pattern of action' on how to correct errors when errors are made in the visual process. Well-known psychologist B.F. Lomov writes about skills and abilities: "Skills are formed on the basis of a complex mental process. Exercises are performed in conjunction with a system of skills appropriate to each type

of activity. To achieve this, a person only needs to have thoroughly mastered the necessary skills and knowledge system. Therefore, a number of documents of the government of the republic are aimed at the development of our country on the basis of comprehensive world standards. In particular, in educating young people, great importance is attached to the use of our culture, values, samples of national art, and wonderful works of art created by our ancestors and famous all over the world.

Recently, as in all areas, a number of practical measures are being taken in the higher education system, as well as in specialized secondary schools. In particular, new curricula and model programs are being developed to prepare talented students.

New scientifically based forms and methods of teaching national art to students are being developed in various universities and research institutes of the country. The role of fine arts, in particular, pen, painting and composition are of special importance in educating students in the spirit of artistic harmony, devotion to the Motherland and national art. This, in turn, determines the high responsibilities of teachers, requiring the depth and validity of special subjects taught in the faculties of higher education, specialized schools.

In the fine arts, the science of painting is as important as any other subject taught in specialized schools and provides a direct link between them. Without sufficient knowledge and skills from painting, a student will not be able to master sculpture, folk arts and other disciplines at a high level.

Regular study of the theory of fine arts is one of the main conditions for successful mastering of fine arts education. Only a student who has thoroughly mastered the rules of painting can be effectively engaged in practical creativity. "Anyone who imagines science without practice is a boatman who goes out to swim without a paddle and he can never be sure where he is going," said the great artist Leonardo da Vinci. Practice, especially in the field of painting, must always be carried out in connection with a strong theory, and without them nothing can be achieved" [1].

Painting is based on the laws of the color structure of a true form. The study of painting is a way of looking for methods of proportions, constructive construction, size, spatial structure of a colored shape in a plane. In this regard, each student must be able to perfectly describe the structure, spatial location, proportions, volume of objects and things based on the laws of perspective. The harmonious combination of color and hue in a pencil is a real painting.

The pencil in the picture must be perfect; otherwise the different paints will not simply express the construction and size of the object and the object. Even the colorful greases given to the fabric, which represent a subtle change of colors depending on the weather perspective, cannot express spatial latitude on their own. Only a pencil drawing that follows the rules of perspective correctly will make the colors look more attractive.

If a natural landscape is depicted without following the rules of perspective, the place of color, which represents latitude, becomes insignificant. Painters describe painting as follows: "It is one hundred percent pencil painting and one hundred percent painting are closely related".

The role of pencil drawing in the attractive appearance of the painting is incomparable. However, a skilled artist can also paint a work with paints without using a pencil. In the process of creative research, the artist feels that the painting is directly related to the pencil painting. That is, the spatial arrangement of objects, the accuracy of the proportions, the correct placement of colors,

the completion of the work as a whole depends in many respects on the creator. The goal of painting can be achieved only if the artist carefully masters the drawing (correct placement on paper, spatial arrangement of objects, following the rules of perspective, finding the right proportions, drawing in a methodical sequence, etc.), otherwise we analyze the vaguely solved work, no matter how attractive the colors are, it still can't be said to be quality work. Therefore, the historical experience of various art schools testifies that the perfect mastery of pencil drawing in the early stages of education lays the groundwork for further learning exercises. When the young artist Eduardo Fioletti came to study in Venice, he was asked, "What do you have to do to master painting?" he replied. Asked by Fioletti what else he would recommend to become an artist, Tintoretto replied: "Draw and draw again!" he replied that he knew that drawing was the right thing to give an artist elegance and perfection.

The great sculptor Michelangelo "saw the roots and foundations of any science" in painting (painting, sculpture, architecture). "Pencil has always been a pole and a compass that guides us, a factor that saves those who are drowning in oceans of different colors," said Charles Lebrun.

Engr wrote the following words on the doors of his workshop. "I teach pencil drawing to the students who come here, and when they leave, they become masters of painting".

"There is one thing that is the basis of all art, its painting. Those who master the art of pencil can master both painting and sculpture", said the artist Karachchi. "It's not the colors that make any shape look so elegant, it's the clearly drawn pencil," Titian said. Even in his old age, there was never a day when he didn't paint something with charcoal or chalk. "Painting, which is not based on pencil drawing, is not art, but a chaotic collection of colored spots", - said the famous artist V.E.Makovski, who always repeated. "Even a creature who does not know how to draw a pen cannot do it", said the artist-educator P.P. Chistyakov.

I.E. Repin practiced pencil drawing for 2-3 hours a day, and considered it to be the "basis of painting".

Well-known artist A.V. Vasnetsov, recalling the educational system of PP Chistyakov, recalls that "his favorite hobby was painting". A.Ashbe's school of art and pedagogy in Munich, even graduates of the Academy of Arts, teach only on pencil drawing (constructive structure of the form, color, shadow, light relationship image, grizzly), which took a long time, as a result of which the form is constructive. The relationship between construction and color is carefully mastered, followed by color.

The works created by mature artists are remarkable in that they amaze with their skillful discovery of composition, relevance of the theme, and the harmony of warm and cool colors.

Most of the famous artists are primarily mature masters of calligraphy. These include K.P.Bryullov, I.I.Shishkin, V.E.Makovskiy, V.A.Polenov, I.E.Repin, M.A.Vrubel, V.A.Serov, K.A.Korovin, M.Nabiev, R.Ahmedov, B.Jalolov, A.Mirzaev, and A.Ikromjanov.

In painting, the proportions of proportions, size, spatial qualities of the presence of a thin plastic shape play an important role. It is expedient only if the artist is able to fully reflect these aspects of nature. If these aspects are not present, the image will be assessed as poor quality workmanship.

In painting, colors must be inextricably linked with pencil drawing. That is, to start the work in color, it is necessary to mark the necessary places of nature in the pencil, forget about the conditional lines of the shape, and describe the size of the shape by means of colors.

According to D.N. Kardovski, if we say that painting is a continuation of this pencil in color, the interpretation of the form in color begins with the pencil, and in the process of creation it is corrected several times, polished with colors. Thorough mastery of penmanship is the key to creating unique paintings. P.P. Konchalovski, seeing the essence of pencil painting in painting, wrote: "The real method of painting is a paint spray, which is given by the absolutely accurate delivery of the form" [3].

CONCLUSION

The main artistic image in the art is the pencil painting. It reproduces body shape, provides information about events and people. In the pencil, the imagination, the ideas of the composition are combined. The idea of the composition appears and is expressed primarily in the form of a pencil drawing. Even the first ideas of sculptors and architects start with sketches in pencil drawing.

In artists, however, the idea of plasticity, the general idea of composition, always appears in pencil drawing.

Being a true master of the art of pencil and understanding it correctly is very important for artists in different fields: graphic artist, architect, stage designer, monumental artist and so on. If a film or theater artist has not mastered the secrets of penmanship, he cannot be considered a true creator.

Even artists brought up in authentic pencil drawing schools are valued and appreciated based on the value of the creative work created in each type of fine art.

If an artist, such as a decorator, painter, educator, or monumentalist, begins to create a work without a thorough study of the basics of real pencil painting, cannot give. Therefore, in order for students to master the art of painting, they must master the following knowledge and skills:

1. Elements of the observation perspective (horizon line, flat bodies and horizon line perspective). Constructive and perspective construction of bodies bounded by planes (cube, prism, interior and exterior).
2. Perspective construction of cylindrical bodies.
3. Shadow-light relationships in geometric shapes (distribution of shadow-light in a cube, cylinder and sphere, elements of air perspective).
4. Methods of depicting volume, space and material in pencil drawing (shadow-light properties of different materials, color relationships, the role of lines and "barcodes" in the representation of volume, space and materiality).

Students should have not only theoretical knowledge, but also practical experience in drawing: to find the proportions in the setting, to perceive subtle perspective changes, to construct and place the image on a piece of paper, to express the size of the form through shadows and light, and to work it must be completed in a holistic whole in terms of color. It is also a responsible task to make the play in different colors, because in painting the relationship of color and color is based

on a whole. Misunderstanding the essence of the color position in the description of the shape size leads to various confusions. So the most important thing is that students complete the work in pencil, achieving a coherent whole in terms of color. This, in turn, allows students to create effectively in painting [4].

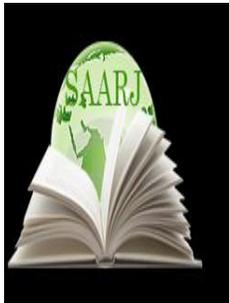
As a result of continuous practice, students are able to distinguish subtle changes in colors, to develop observation, to feel the variety, as well as to master the visual aids. As they observe the paintings of experienced artists, they are envious of their extremely elegant and attractive depictions. Therefore, students achieve their goals through continuous reading, research, and rigorous practice in order to master the art of drawing.

REFERENCES

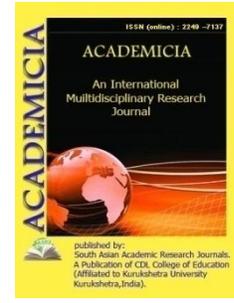
1. Masters of art about art. – Moscow. 1986. Vol 1. - p. 124
2. Abdirasilov S., Tolipov N., Oripova N., «Rangtasvir». – Tashkent. Uzbekistan, 2006, - p. 6
3. Abdirasilov S., Tolipov N. “Rangtasvir”. Textbook. – Tashkent. Innovation-Intelligence. 2019, - p. 56)
4. Baymeov B. Pencil drawing. Textbook. – Tashkent. Music, 2006, - p. 49
5. Bulatov C.S; Jabbarov R.R. Philosophical and psychological analysis of works of fine arts (monograph). Science and Technology Publishing House, 2010.
6. Talipov Nigmatjon Nozimovich; Yuldasheva Nilufar Ibrahimovna; Jabbarov Rustam Ravshanovich. Development Of Student’s Creative Abilities In The Fine Arts In The Higher Education System, The American Journal of Social Science and Education Innovations, ISSN (e): 2689-100X, published: 30 July 2020, -p. 232-238, Volume-II Issue-VII, DOI: <https://doi.org/10.37547/tajssei/Volume02Issue07-30>
7. Muratov Khusan Kholmuratovich; Abdulkhamidov Sardor Mardanaqulovich; Jabbarov Rustam Ravshanovich; Khudaynazarova Ugiloy Sharifovna and Baymurzayeva Oykaram Shodiyevna. Methodology of Improving Independent Learning Skills of Future Fine Art Teachers (On the Example of Still Life in Colorful Paintings). International Journal of Psychosocial Rehabilitation ISSN:1475-7192. March 2020. Volume 24 – Issue 5. –pp. 2043-2048.
8. Talipov Nozim Khamidovich;h, Talipov Nigmatjon Nozimovich; Yuldasheva Nilufar Ibrahimovna; Jabbarov Rustam Ravshanovich; Muratov Khusan Kholmuratovich. Development of students’ creative abilities through teaching “landscape painting”. Journal of Critical Reviews. ISSN- 2394-5125. Vol 7, Issue 6, 2020. –pp. 227-229.
9. Kozim Gafurovich Malikov. THEORY AND PRACTICE OF CONSTRUCTION OF AXONOMETRIC PROJECTS. European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 9, 2020 ISSN 2056-5852. Progressive Academic Publishing, UK Page 224-231 www.idpublications.org <http://www.idpublications.org/ejrres-vol-8-no-9-2020/>
10. Mirzaliev Zafar Eralievich, Halimov Mohir Karimovich, Malikov Kozim Gofurovich, Abdukhonov Botir Khusniddinovich. A technique for using a new mechanism for constructing axonometric projections. Young scientist, ISSN: 2072-0297 International

cientific journal, No.8 (142) / 2017 part II, - pp. 1-6 Kazan.
<https://elibrary.ru/item.asp?id=28395835>

11. MuradovShmidtKarimovich, HalimovMokhirKarimovich, Mirzaliev Zafar Eralievich, RamazanovaGavharshodSaydullaevna. Determination of the parameters of the shape and position of curves of the 2nd order. Young scientist, ISSN: 2072-0297 International scientific journal, No. 7 (141) / 2017 part II, -pp. 454-457 Kazan.
<https://elibrary.ru/item.asp?id=28395792>
12. HalimovMohirKarimovich. The role of independent work in the professional training of future teachers. Young scientist, ISSN: 2072-0297 International scientific journal, No. 4 (108) / 2016 part II, -pp. 845-856 Kazan. <https://elibrary.ru/item.asp?id=25620795>
13. JabbarovRustamRavshanovich Electronic textbook program on the subject “Applied arts and decorative arts”, 2018/11/21, No. DGU 05781, DGU 2018 0795
14. MalikovKozimGafurovich. Theory and practice of axonometry, Monograph, -pp. 64-66. 2018.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00265.2

SARCOMA OF TRUE VOCAL CORD: A RARE REPRESENTATION

Dr. Neeraj Kumar Rathee*; **Dr. Kislay Dimri****; **Mr. Suraj*****;
Dr. Hari Krishan Rathee****; **Ms. Amrit Kaur*******

*Junior Resident,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA

**Professor,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA

***Medical Social Worker,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA
 Email id: surajbba87@gmail.com|9888377989

****Senior Resident,
 Department of General Surgery,
 All India Institute of Medical Sciences,
 New Delhi, INDIA

*****Senior Research Fellow,
 Department of Radiation Oncology,
 Government Medical College and Hospital,
 Chandigarh, INDIA

ABSTRACT

True Vocal Cord (TVC) sarcoma is extremely rare neoplasm. It is malignant tumour. It comprises newly less than 1% of all TVC malignancies. Only few cases of true vocal cord sarcoma are represented so far. We report here an unusual case of sarcoma of true vocal cord.

KEYWORDS: *Rare Cancer, Sarcoma, True Vocal Cord.*

INTRODUCTION

Sarcoma is a soft tissue malignancy and true vocal cord (TVC) sarcoma is extremely rare among all neoplasm of true vocal cord and sarcoma is one of the rare neoplasms. Any age group can be affected, but most commonly adults are affected. However, both male and female can be affected, but males are more prone to risk and commonly affected.

Case Report: A 65 years old male presented in Otolaryngology department with chief complaints of change in voice for 2 months, which was insidious in onset and gradually progressive. The complaint was not relieved with any medication and not associated with history of chewing, swallowing, breathing of any foreign body. He is chronic alcoholic and smoker (1 bundle bidi per day) for last 20 years.

On examination:

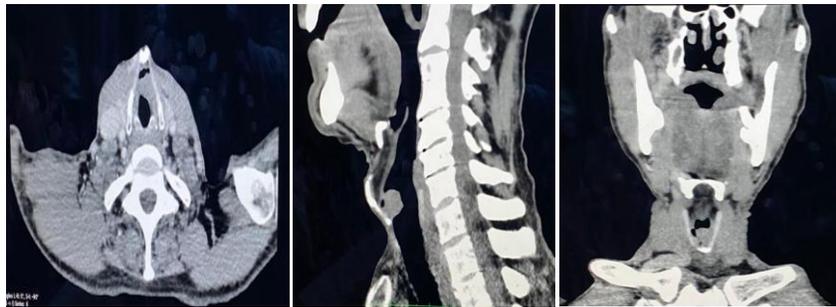
- Mouth opening adequate
- Posterior Pharyngeal Wall Clear
- Laryngeal Contour (normal)

On indirect laryngoscope:

- Base of tongue, vallecula, and epiglottis was normal.
- Polypoidal mass arising from anterior commisure and left ? false vocal cord/True vocal cord.
- Bilateral arytenoids normal.
- Cords mobile.

CECT-Neck:

A well defined polypoidal, homogenously enhancing lesion seen arising from the left true vocal cord. It measures (1.4 X 1.5 X 1.2) cm, lesion is seen abutting the left lamina of thyroid cartilage with effacement of paraglottic fat. Superiorly the lesion is going to abut the left false vocal cord.



CECT-Chest:

A few sub-centimetric soft tissues as well as calcified nodules are seen in posterior segment of right upper lobe & superior segment of left lower lobe of lung.

On Histopathology Examination:

Tumour composed of interlacing fascicles of spindle shaped cell with in distinct cytoplasm & oval to spindle nuclei. Few mitotic figures also noted. At the periphery the tumour is infiltrating the skeletal muscle bundles.

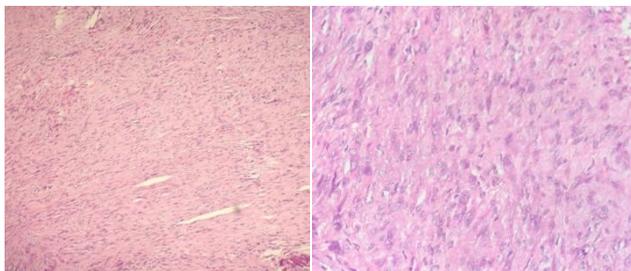


FIG 1: SPINDLE SHAPED CELL TUMOURS ARRANGED FIG 2: SHOWS MORPHOLOGY OF TUMOUR CELLS (400X) IN INTERLACING FASCICLES (100X)
On Immuno-histo chemistry:

Tumours cells shows strong diffuse membranocyttoplasmic positivity for vimentin. IHC stain for CK, S-100, SMA, EMA is negative.

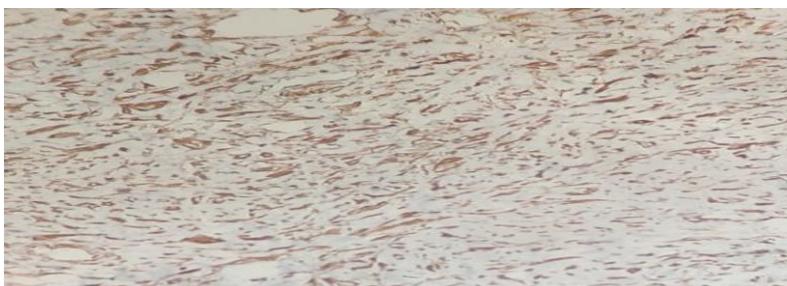


FIG 3: SHOWS IHC VIMENTIN POSITIVE IN SARCOMA CELLS.

Thus, biopsy of true vocal cord is suggestive of sarcoma.

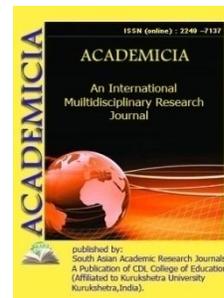
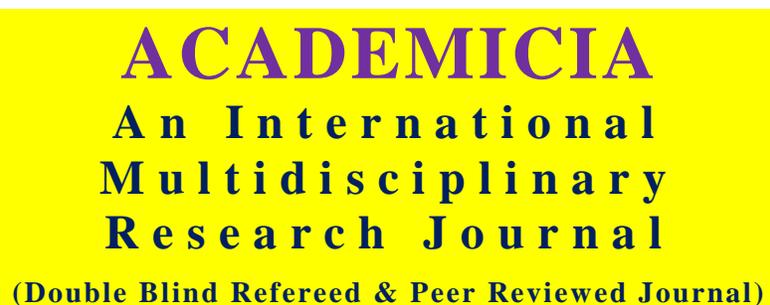
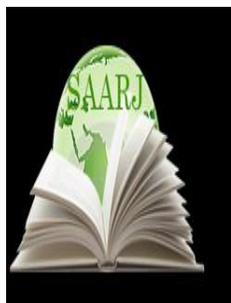
The treatment approach of true vocal cord sarcoma is wide local excision of tumour lesion, with intent to achieve negative margin followed by post operative radiotherapy. Thus main aim of treatment is to control loco-regional disease and prevent distance metastasis.

CONCLUSION

True vocal cord sarcoma in 65 years old male is a rare neoplasm and occurs in unusual site. Till date no exact treatment guideline for this true vocal cord sarcoma is known. Excision of tumour burden followed by post-operative radiotherapy is followed. So, further reporting of case in literature is of paramount important to guide the disease prognosis and treatment.

REFERENCES

1. Manish R S, Manisha M S, Aditya K. A, Malkesh D S, Sarvang M D. Functional Outcome of Limb Salvage Surgery by Megaprosthesis for Malignant Bone Umours-Mid and Long Term Follow Up. Int J Cur Res Rev. Vol 12 Issue 23, December, 2020, 189-194, <http://dx.doi.org/10.31782/IJCRR.2020.122335>
2. Meghavi R. J, Dhaval J, Mital K. The Malignant Round Cell Tumors: Histopathological Study and Immunohistochemistry. Int J Cur Res Rev. Vol 11 Issue 08, April, 2019, 01-07, <http://dx.doi.org/10.31782/IJCRR.2019.0107>
3. Sachin B. I, Chitra R. Hinge (. Core Biopsy Diagnosis of Infantile Fibrosarcoma: Case report. Int J Cur Res Rev. Vol 10 Issue 18, September, 2018, 10-12, <http://dx.doi.org/10.31782/IJCRR.2018.10183>



DOI: **10.5958/2249-7137.2021.00170.1**

THE EFFECTS OF THE NOISE ON YOUNG SCHOOL CHILDREN

Aripova Matluba Lutfullayevna*; **Atamuradova Sayyora Ali qizi****

*Associate Professor,
Doctor of Philosophy in Pedagogical Sciences (PhD),
Department of Pedagogy and psychology of Uzbek State World Languages University,
UZBEKISTAN

**Student, 1st Faculty,
Uzbek State World Languages University,
UZBEKISTAN

ABSTRACT

The article illustrates the effects of noise on the performance of young children in primary schools and the notions given by researchers on the topic. The article also investigates what groups of children are usually affected by noise during the lesson. Furthermore, the normal noise level is analyzed.

KEYWORDS: *Noise, Primary Schoolchildren, Internal And External Noise, Acoustics*

INTRODUCTION

The classroom noise is what every teacher finds irritating in his teaching years although what makes the class is noise. Many teachers are challenged by the misbehaving learners especially in the primary and secondary schools. In the comparison with adults, children and teenagers tend to make more noise during the lessons. Indeed it is good if learners make noise as they are deeply immersed to the lesson. To illustrate, discussions and debates cannot be taken place without noise, which is called useful noise. In teaching languages noise makes sense since it is the sign of the teacher's endeavors to encourage learners interact more. The more language learners are exposed to communication, the more efficient the classroom becomes, and the more quickly they absorb the language. Therefore it is evident that language instructors and learners both can benefit from the very concept "noise".

Researchers in the Department of Psychological Sciences, University of London, London, United Kingdom had a survey on whether noise can boost the creativity and the results of the survey revealed that there were no conditions where noise promoted children's creativity. In fact, they

checked the creativity of young people both in silence and in noisy atmosphere. However, some side effects of noise were observed, in particular the children who had the low selective attention, performed most poorly in the presence of noise. [1] This means teachers should be careful to arrange the special noisy stages of lessons because a certain group of children's performance may remain risky. Therefore noisy activities seem quite more critical.

Another point what has been recently investigated by Picard and Bradley came to the conclusion that exposure to noise during the class has detrimental effects on different abilities of young children. They investigated the effects of noise on the literacy, performance, mathematics and memory when high cognitive processes were involved, such as, reading, problem-solving tasks and particularly memory was the most affected[2].

In general, the noise is attributed to internal and external sources. The internal source is the noise created by students and external noise is normally caused by other sources including traffic and transportation, industrial sources, people outside the classroom. Another well-reputed noise is the rainfall noise which comes from the roof of classrooms. The survey conducted by Shield and Dockrell to find out major noise sources revealed that the main source of noise was cars outside 86% of the schools in London, 54% of schools also suffer from the noise of aircrafts. In addition, lorries (35%) and buses (24%) [3]. This explains the common situation in schools which are situated in urban areas.

Regarding the internal noise, there are other contributive sources to noise effects. They are teaching equipment, such as computers, projectors, elevators, air-conditioners and so on. However, the dominant source of internal noise is the noise of children themselves; in many cases the walls of classrooms at schools are vulnerable to transmit the noise, which results in others classes and learners being affected by the noisy activities of the other class [3]. Indeed main role of teacher and student interaction is to deliver and receive the necessary information and then this function is impaired because of the noise.

The younger the children are, the more they are affected by environmental noise as a matter of the fact that their auditory abilities do not reach the normal level till their teenager years. This maintains the idea that young children are more susceptible by the acoustic features of the classroom. What is more, 40% of children at primary schools have some sort of hearing impairment to listen to their peers and teachers because of diseases, infections[4]. Therefore, these children are easily distracted by noise and they are challenged in their studies.

There is a significant comparison between quiet and noisy classroom settings. The children's performance decreased when they were distracted by noise while in quiet classroom they perform better at intelligibility tests [5].

From the experience I had, I came to the mind that the main negative effect of noise is impairment of speech understanding. Noise not only distorts the flow of information from teacher to child, but also makes it difficult for him to communicate with classmates. Reverberation times that are too long have the same negative effect on speech comprehension as noise. The speech signal is "blurred", because of which its quiet components are perceived more difficult or not at all. Due to the long reverberation time, the noise level automatically rises as the sound field is hardly attenuated by total reflections. Noise and reverberation worsen speech understanding in children more than in adults, because the ability to understand speech well in difficult conditions is fully developed only in older adolescence. The younger the child, the

worse he understands speech in difficult acoustic situations and this is especially true for elementary school students. Another group of children who have special difficulties in understanding speech in noise and reverberation are children for whom the language of instruction is not native. For example, in Germany today, about 8% of children of foreigners study in primary school. Obviously, this is the same case in Uzbekistan. Most of the Uzbek-speaking families want their children to study in the classes in which the education is delivered in Russian. Overall, it can be expected that the effects of noise double in such classrooms where children face language problems and distractors to concentrate at the same time.

While the auditory effort in adults can be determined through subjective self-assessment, in children, dual tasks are often used to determine the auditory effort. When teaching in school, children often have to perform parallel activities, for example, listen to the teacher and take notes while doing so. In a study that examined the effect of signal-to-noise ratio on auditory effort, children were required to perform parallel task which was to notice the numbers on the screen and then repeat them. The worse the signal-to-noise ratio was, the worse the children performed the second task. So, with background noise, listening becomes more tiring; children (especially those with poor language skills and attention disabilities) need to use more cognitive power to understand what is said. This leaves them with fewer resources to complete other tasks and fatigue faster.

Educators also suffer from poor classroom acoustics. Of the more than 1,000 respondents, 75% cited noise as one of the main negative sources. Teaching in noisy rooms with reverberation can lead to increased vocal stress, resulting in increased fatigue and voice impairment. Those who teach in acoustically unfavorable classrooms are more likely to get sick.

So, the impact of poor quality acoustics in the classroom on students and teachers is well known. What are the acoustic requirements for classrooms? Based on children's research on understanding speech in noise and reverberation, recommendations have been developed for the maximum background noise level, the associated signal-to-noise ratio (SNR), and the maximum reverberation time. The Health Organization and other organizations recommend that the background noise level in an empty classroom should not exceed 35 dB. Typical measured background noise levels hover around 45 dB, with acoustic coatings reducing the noise level by several decibels. In classrooms where students are located, the noise level is significantly higher, even if no one is speaking. Typical values are 55 dB. And when children talk to each other, for example, during group work, the noise level rises to 70 dB and above. Recommendations for the desired SNR range from 12 dB for normal hearing children to 25 dB for hearing impaired children. However, in reality, these values are practically unattainable. In fact, they are much lower, namely 3 dB SNR in kindergarten and 7 dB SNR in secondary schools. Other studies cite even worse rates. There is nothing surprising in these figures, since with a typical background noise of 55 dB and a useful signal level of 60 dB (the teacher's voice at a distance of 2 m), an SNR of exactly 5 dB occurs.

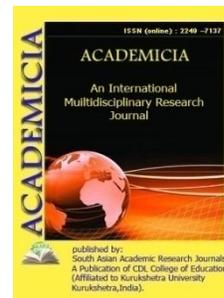
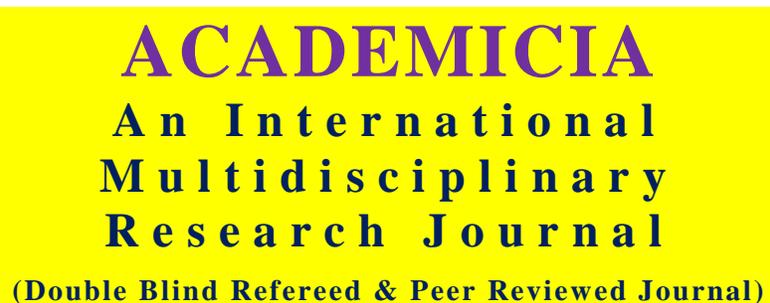
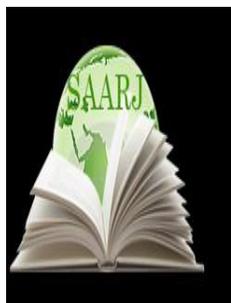
Hay measured the noise levels during various lessons in 7 schools and concluded that more experienced teachers are better at handling classroom noise. In their lessons noise levels are quite lower [6].

It is evident that noise has a strong impact on the performance of children who study at primary schools. They are not only mentally affected but they are also emotionally disrupted by noise.

Chronic noise and exposure lead children to fall behind the curriculum and get annoyed. Researches show that the levels of typical noise in the classrooms are quite high due to external factors but mostly classroom activities. Although there are certain standards for classroom acoustics, it is still unknown which level is the most applicable.

REFERENCE:

1. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00381/full>
2. Picard, M. and Bradley, J.S. (2001) Revisiting speech interference in classrooms, *Audiology* 40, 221-224.
3. Shield, B.M. and Dockrell, J.E. (2003) External and internal noise surveys of London primary schools. Accepted for publication in *Journal of the Acoustical Society of America*.
4. Nelson, P.B. (2003) Sound in the Classroom – Why children need quite, *ASHRAE journal*, February 2003, 22-25.
5. MacKenzie, D. (2000) Noise sources and levels in UK schools. *International Symposium on Noise Control and Acoustics for Educational Buildings, Proc Turkish Acoustical society, Istanbul, May 2000, 97-106.*
6. Hay, B. (1995) A pilot study of classroom noise levels and teachers' reactions. *Voice*, 4, 127-134.



DOI: **10.5958/2249-7137.2021.00169.5**

YUSUF IDRIS - AN EGYPTIAN NOVELLIST REFORMER

Sultanova Inobat Usmonovna*

*Teacher,
Department of French Language and Literature,
Karshi State University,
UZBEKISTAN

ABSTRACT

The work of Yusuf Idris plays an important role in modern Egyptian literature as a novelist and playwright. It is noted in this article that all the new events in the social life of Egypt, all the moods of social thinking have found artistic confirmation in the plot of Idris's short stories. It has also been studied that it brought Egyptian novelism to a new level, its artistic and expressive style.

KEYWORDS: *Egyptian Literature, Novella, Storytelling, Modern, Drama, Dramatism, Personality Psychology, Life And Man.*

INTRODUCTION

For a number of historical reasons, Egyptian literature was in a state of delay in its development in the twentieth century, lagging behind world literature. At the same time, it was not until the 19th century that Egyptian literature emerged from the general scope of Arabic literature. This process related to the formation of independent nation-states on the territory of the Arab countries has not yet been completed. Like a number of other literatures, Egyptian literature developed rapidly, forcing it to catch up with advanced European literature.

As noted by the writer Ulugbek Hamdamov, Doctor of Philology, "The modernist mood, which today covers almost the whole world, has not bypassed the Arab world, which has lived in the tradition of dreams for centuries. This is natural, of course. After all, sooner or later, the world's societies will experience moods that are close to each other. In any case, the history of literature, including the history we know, more or less known, testifies to this. The mood of a modernist, postmodernist society did not arise in vain, in fact. Recently, scientists have been talking about materialism, metamodernism. One end of such evolution is closely linked to the natural

consequences of the globalization process, which is spreading rapidly around the world, covering almost all aspects of our lives” [1].

Generally, the 1940s and the post-war years were the period when the first signs of a new, ideologically based literature and literary criticism emerged in Egyptian literature.

One by one, collections of short stories by al-Sharwaqi, al-Khamisi, Yusuf Idris, Mustafa Mahmud, Lutfi al-Huli, Mahmud Saadani, Muhammad Sadki and other young authors began to appear in the prose.

The work of Yusuf Idris plays an important role in modern Egyptian literature as a novelist and playwright. Yusuf Idris' first collection of short stories, “The cheapest nights” was published in 1954. The events of the work are based on the impressions of childhood and adolescence in the countryside and regional cities - Damietta, Mansur. His medical practice at the hospital in Kasr al-Aini gives the writer rich life material. What did Idris choose from that impression, meeting, acquaintance, conversation? There are no dramas, murders, deaths in his stories. The writer reflects the simple lives of people, and therefore collects the most typical conditions that make up their daily lives.

Idris, a brilliantly talented life artist, is considered by Egyptian critics to be the best Egyptian novelist. Idris was one of the first representatives of the realist school in Egyptian post-war literature, made a great contribution to the development of the realist style. His method of composition, the choice of means of artistic expression, the elaboration of the spiritual descriptions of the heroes raised the Egyptian novella to a new level and became a well-known school for the next generations of young novelists.

Idris's contribution to the development of the language of modern Egyptian literature is also significant. By carefully choosing the means of language, Idris seeks to bring the language of the work of art closer to the language of live speech. To do this, the author adds phrases of spoken language to the text, sorts out the lexicon according to what is most often used in spoken speech, and builds the sentence so that it can give a lively speech tone. Because of this, Idris is able to make every word weighty, every sentence wide-ranging and impressive, saving as much conciseness and artistic means as possible. His work is a step forward in the creation of an Arabic literary language that is essentially closer to a new kind of living spoken language.

In Egyptian storytelling, both in the Enlightenment realism of the 1920s and in the new realists of the 1950s, the plight of the people was portrayed, while suffering, death, murder, and suicide were described in detail. The reader's imagination was shaken by this physical and endless mental anguish that befell the “The little man”.

Yusuf Idris was able to show the drama of life in a completely different way. He saw the real drama in the daily lives of ordinary people in their poverty, a cup of tea - an untouchable blessing, the death of a child was a simple event, a life in which children did not feel what childhood was. This is what the writer tells about without any advice, without giving in to external pathos, keeping the norm. But at the heart of this composure lies a tremendous emotional impact. There is no doubt that there is a resemblance between the style in Idris's early stories and Chekhov's early short stories. Egyptian critics have repeatedly acknowledged that Idris was close to Chekhov [2:86]. The writer himself denies any imitation in his work and admits that there is a “Czech tone” in his first stories. Indeed, the stories “to Asyut” and

“Funeral” are reminiscent of A. Chekhov’s “People with micked ideas” and “Untidy”. It is well known that Chekhov easily found plots in his stories. He said he could write about a simple ashtray. Idris also finds nourishment in simple things.

The range of themes of Idris's work is very diverse. Urban and rural life, the diversity and versatility of human behavior, social relations with the individual, the problems of the social system, the historical destiny of Egypt - a range of important topics for Idris, and so on. The protagonists of most of his works belong to the type called “The little man” in world literature.

As a writer and a human being, a sharp sense of the modern spirit of Idris, all the new events in the social life of Egypt, all the moods of social thinking urge him to respond quickly. Due to Idris’s high degree of sharpness, many important aspects and contradictions of modern Egyptian reality are interpreted in his work, especially in vivid and sharp forms.

After the 1952 year’s revolution, a stream of neorealists emerged. They wrote about the people for the people, they sought to activate the citizens, to awaken the class consciousness. Their topics are also related to this: separate stages of the struggle for national independence, the mass protests of the peasants against the tyranny of the peasants, the emergence of the workers' movement were due to the birth of a new hero in Egyptian literature - the struggling hero.

In Idris's work, the attempt to generalize observations on reality in the 50s, to show the connection of personality psychology with the social environment, the depiction of the connection of the human spiritual world with the moral norms prevailing in society is striking.

The novella genre plays a key role in Idris’s work. Emphasizing the contradictory and complex nature of Idris's work, on January 1966, on the occasion of the awarding of the “Republican Breastplate” to the critic Fathi Halil Idris, he described his work as a "complex equation" of Egyptian literature.

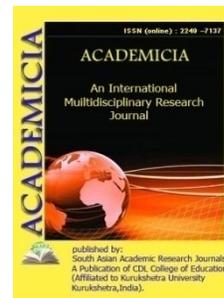
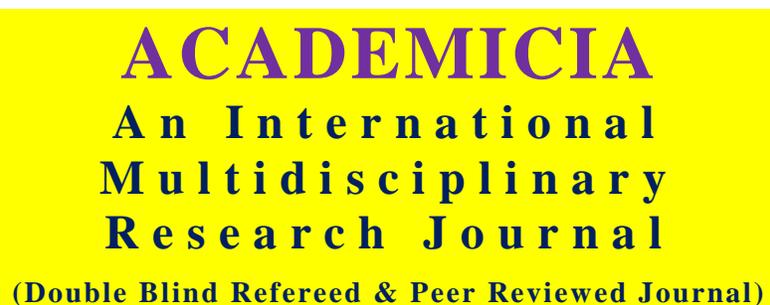
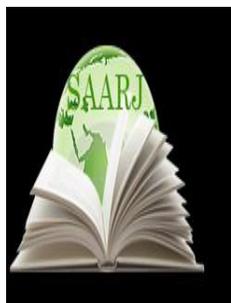
Two of his dramatic works have received special attention from critics:

“Porcelain” and “Secular Comedy”, as these two works provide materials for the analysis of Idris’s philosophical views on life and help to understand his attitude to various aspects of Egyptian reality. The theme of “The little man” carrying the “burden of the world” is interpreted as a strange phenomenon in the short story “Co-worker”. For little people who fear freedom, it is much easier to exist without going beyond the line set by the owners (because it is not to live) to decide their own destiny, to choose their own path. Slavery, soaked in blood and soul for thousands of years, will take thousands of years to get rid of dependence. But many “The little people” can't even do that. Through simple everyday scenes, psychological novels and realistic stories with sharp plots were created, which reflected all the “details of life” and poisoned the remnants of the past in the minds of Egyptians.

The Egyptian “modernists” were the first to discover the inner world of the common man for themselves and their students. The authors tried to emphasize the humanity of their heroes. The idea of humanity at the heart of these efforts is the most important feature of Egyptian literature, which testifies to the modernity and vitality of literature.

REFERENCES:

1. Ulugbek Hamdamov. A look at Arabic poetry in the era of globalization. // Comparative literature: past, present, future. Collection of articles of the Republican scientific-practical conference. Tashkent, 2020 –P. 139.
2. Kirpichenko V.N. Yusuf Idris M., 1980, p. 86.
3. Yusuf Idris. “Poor wretch” // “World literature” magazine, 2017/9, 149 pages.
4. Kuronov D., Rakhmonov B. Essays on the History of Western Literary Critical Thinking. Textbook-chrestomathy. - Tashkent, 2008.
5. Ulugbek Hamdamov. World literature: modernism and postmodernism. Tashkent: “Academic publish”, 2020. - 288 p.



DOI: **10.5958/2249-7137.2021.00168.3**

STATIC FLAT IN ITS HISTORICAL DEVELOPMENT

Ashurova Oyistakhon Yuldashevna*; Sobirjonov Khusniddin Nodirjonugli**

*Assistant,
Fergana Branch of the Tashkent,
Medical Academy, Tashkent, UZBEKISTAN

**Student,
Fergana branch of the Tashkent,
Medical Academy, Tashkent, UZBEKISTAN

ABSTRACT

A flat foot often accompanies many diseases and deformities of the musculoskeletal system, and is a local manifestation of dysplastic syndrome. On the other hand, flat feet can cause the formation of disorders of the musculoskeletal system: deformation of the joints of the lower extremities and the spine. Flat feet are characterized by a drooping of the longitudinal arch and an increase in the length of the foot. The article deals with static flat feet in its historical development.

KEYWORDS: *Syndrome, Flatness, Hallux Valgus, Musculoskeletal System, Pathological Condition, Health Of Children And Adolescents.*

INTRODUCTION

Among the deviations in the health and physical development of children and adolescents, a significant place is occupied by functional and pathological changes on the part of the musculoskeletal system (ODA), including various forms of postural disorders and static deformities of the arch of the foot in the form of longitudinal flat feet, which is detected in most children and 20% of the adult population [8, p. 773, 12, p. 1264]. According to the British Medical Journal, flat feet are compared with a variety of appearance: “Our legs are no more similar than our faces” [14, p. 598].

A flat foot often accompanies many diseases and deformities of the musculoskeletal system, and is a local manifestation of dysplastic syndrome. On the other hand, flat feet can cause the formation of disorders of the musculoskeletal system: deformation of the joints of the lower extremities and the spine. Some authors also found a significant risk 3–6 times more of injury in

people with low arches than in healthy people with pronounced arches. The term "flat foot" includes a large number of deformities that differ in etiology, pathogenesis, pathological anatomy, clinic, methods of treatment, but, despite this, they are all designated by the same term. In Russian-language literature, it is customary to use the term "longitudinal flat feet" [13, p. 282].

Flat feet are characterized by a drooping of the longitudinal arch and an increase in the length of the foot. The longitudinal arch is flattened (the scaphoid bone is located closer to the floor, sometimes protrudes into the medial side), the foot is in contact with the floor with almost the entire area of the sole and is in a state of pronation, there is a hallux valgus deformity of the ankle and talocalcaneal joints. In this pathology, there is a hallux valgus, subluxation under the talus, abduction and supination of the forefoot relative to its hind foot, which lead to a decrease in the medial longitudinal arch of the foot. At the same time, a number of authors emphasize that the planovalgus feet should be considered as a separate nosological unit and it is not entirely correct to talk about the hallux valgus of the foot with flat feet. It is necessary to distinguish physiological flat feet, which is manifested in children aged 4 to 6 years and the ability at this age to self-correction and "non-physiological" (mobile) in older children, associated with a decrease in the arch in a standing position. Closest to this term in the domestic literature is the term "static flat feet" [2, p. 45].

Longitudinal flat feet are divided into flexible and rigid, i.e. "Hard" (English interpretation) [14, p. 599]. This differentiation of the two forms is important for both prognosis and treatment of flat feet. Flexible flat feet are caused by structural changes in soft tissues, while rigid flat feet are caused by changes in the bone system and soft tissues. Clinically, they differ in that the rigid remains without load, and the flexible manifests itself only under load. In addition to this circumstance, the most flexible flat feet can function well, only a small proportion of children complain of pain after physical exertion. Since most flat feet are functional, treatment is usually not needed. The use of orthopedic insoles for shoes by this contingent can only reduce the wear of the sole of the shoe and suggest some relief of the foot under static loads. However, there is no reason to believe that long-term use of shoe insoles will change the natural arch of the foot.

Until now, an outdated concept of the arch of the foot with the allocation of the longitudinal and transverse arches is used, while many authors reasonably consider the arch of the foot to be a single formation [3, p. 6]. The formation of static flat feet is a complex biomechanical process that is not limited to flattening of the arches of the feet. Bones with muscle attachment points make mutually mediated movements, the result of which is, among other things, heel pronation and supination of the forefoot. The head of the talus, followed by the "fork" of the ankle joint and the entire lower leg, rotate inward. There is an overstrain of the muscles that attach themselves with the "crow's feet" to the inner condyle of the tibia, as well as the outer rotators of the thigh. Proceeding from this and according to the data of modern literature, pathological changes in the foot, accompanied by a decrease or complete absence of the longitudinal part of the arch, should be defined by the term planovalgus deformity of the foot and be considered as a multicomponent deformity, consisting of the following elements [7, p. 56]: 1 - plantar flexion of the talus, calcaneus, excessive pronation in the subtalar joint; 2 - horizontal displacement of the head of the talus inwards and vertical downwards in relation to the scaphoid; 3 - shortening of the outer and lengthening of the inner column of the foot; 4 - supination of the forefoot in

relation to the hind one. In addition, there is: 1 - overstretching of the tendon of the posterior tibial muscle and its functional failure; 2 - shortening of the Achilles tendon.

When determining this pathological condition, clinical and radiological data are taken into account, characterizing only the inner part of the arch of the foot. However, this does not correspond to those complex multiplanar changes in the anatomical structures of the foot that take place in reality. According to the studies of V. Mosca 1998, with a flat foot, due to the close relationship of all three anatomical and functional parts of the foot (hind, middle and forefoot), changes cannot occur only in one of them, the deformity is always combined. And this is observed with flat feet even with small deviations, clinically defined as a decrease in the longitudinal arch.

The problem of early diagnosis of injuries and diseases of the feet is relevant when choosing methods of prevention, treatment and assessment of their effectiveness. In domestic orthopedics, the angle of the arch of the foot is measured, which is formed when two lines intersect between the plantar surfaces of the calcaneus and the first metatarsal bones. Normally, the apex of this angle corresponds to the talo-scaphoid joint and is equal to 120–135 °, the arch height is > 35 mm. When changing these parameters depending on the size of the angle and the height of the arch, 3 degrees of longitudinal flat feet are distinguished [6, p. 60]:

- 1st degree - angle 130–140 °, height 35–25 mm, there are no deformities of the bones of the foot.

- 2nd degree - angle 141-155 °, height 24-17 mm, there may be signs of deforming arthrosis of the talo-navicular joint.

- 3rd degree - angle > 155 °, height <17 mm; the presence of deforming arthrosis of the talo-navicular and other joints of the foot.

According to the literature, currently there are many different techniques to assess the height of the arch of the foot and the degree of its flatness. Among the existing methods for diagnosing foot pathology, the following are distinguished: visual assessment of the foot, podometry, planto-contourgraphy methods, goniometry, radiography, ichnometry, dynamometry (registration of support interactions), video recording and myotonometry methods. Visual techniques are considered to be the simplest and most common techniques. As a rule, they are used in professional examinations, they consist in examining the medial (inner) arch of the foot and the plantar surface of both feet, as well as determining the shape of the foot, which belongs to one of three main groups: curved (flat-curved), regular (normal) and flat ...

The results of this method depend on the complaints and feelings of the subject. Functional tests are also used: 1) lever test of the first toe, 2) Streeter test, 3) test of active plantar flexion of the toes, 4) test of active spreading of toes, 5) determination of shortening of the Achilles tendon, 6) possibility of simultaneous passive correction of foot deformity [9, p. 3]. Registration of support reactions is a classic method for studying the motor function of the lower limb, used in the vast majority of studies.

To study the reactions of the supports, strain gauges of various operating principles are used, which are built into insoles or inserted into shoes. In addition, the registration of support interactions is carried out using special strain-gauge dynamometric platforms with further computer processing of the research results. Video recording methods allow diagnostics in a

dynamic mode when the subject is moving. The advantages of these methods are obvious, however, the disadvantages include the high cost of special equipment, the complexity of the ambiguity in calculating the derived parameters and their use in mass professional examinations, associated with significant costs.

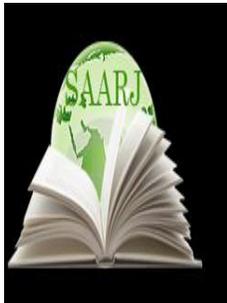
The study of the anatomical and biomechanical features of the foot deformity allows one to proceed with a reasonable and timely correction. Treatment of patients suffering from symptomatic mobile flat feet is carried out by non-surgical and surgical methods. It is necessary to correct life habits and wear appropriate shoes. A number of authors point to the effectiveness of conservative treatment, which improves metabolic processes, blood circulation and microcirculation, strengthens the muscles and ligaments of the foot and holds the arch, such as: physical - physiotherapy exercises, massage, physiotherapeutic procedures [3, p. 12, 4, p. 96, 7, p. 56, 9, p. 8]. Orthopedic insoles of individual production have a more pronounced corrective effect due to a more even distribution of the load, which is proved by preliminary testing using computer diagnostic equipment [4, p. 96, 5, p. 26]. With the ineffectiveness of conservative treatment of mobile flat feet, in some clinical situations, surgical correction may be required. There are a number of methods of surgical treatment of planovalgus deformity of the foot, allowing to restore anatomical compliance and biomechanics of the hindfoot with positive outcomes [2, p. 49, 11, p. 131]. The terms and methods of conservative or surgical treatment are debatable among orthopedic traumatologists, but everyone agrees that it is much easier to prevent flat feet than to cure [1, p. 50, 4, p. 99].

Thus, the prevention of foot deformities should be carried out already from the moment of standing and the first steps of the child in comfortable shoes with a spacious toe, a dense back and a low heel. The development of the longitudinal plantar arch in schoolchildren depends on age and weight, which are the main predictors of flat feet.

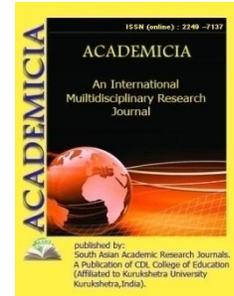
REFERENCES:

1. Bolshakov, OP, Kotov IR, Polyakova EL Possibilities of holographic interferometry in the early diagnosis of flat feet in children / Orthopedics, traumatology and reconstructive surgery of children. Volume III. Issue 1. 2015. P. 50–56.
2. Kenis, VM, Lapkin Yu. A., Khusainov R. Kh, Sapogovsky AV Mobile flat feet in children (literature review) / VM Kenis, Yu. A. Lapkin, R. Kh. Khusainov, A.V. Sapogovsky // Pediatric Traumatology, Orthopedics and Reconstructive Surgery. 2014. Volume 2. Issue. No. 2. P. 44–54.
3. Komacheva, O. A. Correction of flat feet in children 5–7 years old by means of adaptive physical culture using the game method / O. A. Komacheva: Author's abstract. Smolensk, 2012.24p.
4. Lashkovsky, VV, Marmysh AG Pediatric and porous pediatrics - modern approaches to the diagnosis and treatment of foot diseases / VV Lashkovsky, AG Marmysh // Surgery news. Volume 19.No. 2. 2011. P. 94-100.
5. Logacheva, GS, Malinovskaya EV Experience of rehabilitation of children with musculoskeletal disorders in a preschool institution / GS Logacheva, EV Malinovskaya // Medicine and education in Siberia. 2014. No. 5.P. 26.

- 6.** Marmysh, A.G., Gorbuzov V.N., Boltrukevich S.I., Anosov V.S. Possibilities of pedobarography in the diagnosis and orthopedic correction of longitudinal flatfoot / A.G. Marmysh, V.N. Gorbuzov, S. I. Boltrukevich, V. S. Anosov // Journal of Grodno State Medical University. 2010. No. 2. P. 59–64.
- 7.** Features of foot formation in schoolchildren / SI Boltrukevich [et al.] // Zhurn. Grodn. honey. University. - 2005. - No. 4. - P. 55-57.
- 8.** Cowan DN. Foot morphologic characteristics and risk of exercise-related injury / D. N. Cowan [et al.]. Archives of family medicine. 1993; 2 (7): 773-777.
- 9.** Carr JB2nd, Yang S, Lather LA. Pediatric PesPlanus: A State-of-the-Art Review. Pediatrics. 2016 Mar; 137 (3): 1-10 doi: 10.1542 / peds. 2015-1230. Epub 2016 Feb 17.
- 10.** Chang, J. H. Prevalence of flexible flatfoot in Taiwanese school-aged children in relation to obesity, gender, and age / J. H. Chang [et.al.]. Eur J Pediatr. 2010; 169 (4): 447–52.
- 11.** Kim JR, Park CI, Moon YJ, Wang SI, Kwon KS. Concomitant calcaneo-cuboid-cuneiform osteotomies and the modified Kidner procedure for severe flatfoot associated with symptomatic accessory navicular in children and adolescents. J OrthopSurg Res. 2014 Dec 5; 9: 131. doi: 10.1186 / s13018-014-0131-2.
- 12.** Nachbauer, W. Effects of arch height of the foot on ground reaction forces in running / W. Nachbauer, B. M. Nigg. Medicine and science in sports and exercise, 1992; 24 (11): 1264-1269.
- 13.** Mosca, V. S. The Child, s Foot: Principles of Management / V. S. Mosca // J. Pediatric. Orthopedics. - 1998. - Vol. 18, N3. - P. 281-282.
- 14.** Solomon, L. Apley's System of Orthopedics and Fractures. Warwick, Nayagam, - 2010, 993 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00167.1

**SCIENTIFIC AND THEORETICAL ASPECTS OF KHOREZM
 FOLKLORE CEREMONIES**

Sabirova Nasiba Ergashevna*

*Doctor of Philosophy in Philology, (PhD),
 Public education employees of Khorezm region Retraining and Raising their Experience,
 Regional Center Department of "Methods of teaching languages",
 UZBEKISTAN

ABSTRACT

This article deals with the folklore of Khorezm ceremonies, poetic symbols related to the wedding ceremony. Also, the symbols used in the songs related to the child are primarily related to the concept of child, infertility, child concepts are involved in a separate analysis. In particular, it is noted that the use of the symbols "apple" and "light" has other meanings.

KEYWORDS: *Cradle Wedding, Hair Wedding, Youth Wedding, Remnants Of Ancient Ceremonies, Games Such As "Oshiq", "Pachiz", "Oltin Qoboq".*

INTRODUCTION

Traditions of Karakalpak folklore have been evolving for centuries. Each historical and cultural region of Karakalpakstan had its own unique features reflected in the music and dance art of Karakalpak people. Musical art of Khorezm has very deep roots. In the Bronze Age Khorezm was inhabited by the population professing one of the oldest religions - Zoroastrianism. Some customs and cultural traditions of this religion were maintained by the population of the modern Karakalpakstan to this day. This is especially felt in the culture of Khorezm which is known to have become the homeland of Zoroastrianism.

METHODOLOGY

The article is based on fieldwork data to study the construction of social identity in contemporary Khorezm. The data were obtained through established qualitative methods such as participant observation, open-ended interviews and group discussions. After a brief theoretical look at debates on social identity in relation to 'cultural contents', the article presents Khorezmians and

their cultural background and provides a brief introduction to the occurrence of stanzas that differentiate the genders of children.

Research

It is well-known that as long as a person is married and living as a couple, he always struggles to leave his offspring. Infertility has long been condemned as a symbol of bad luck. This is confirmed by the motives in some epics. In the epic "Ediga", Tulumkhoja was expelled from the palace for his infertility and expelled from the people of Kungrad. These poems in the epic confirm this:

"Yurtga yetar befarzandning shumlig'I, Kasofatdir asli o'zi bo'ldig'I, maqbul emas yaxshi yomon qilig'I, bu dargohda anga davron bo'lmasin" [1, 171] Here in these stanzas, the hatred for the unbarren people is expressed, it is enough the cunningness of the unbarren, they bring on bad luck, their goodnesses are considered as badnesses as well, there is no place for them in our tribe and motherland.

In folk songs, the image of a child refers to a variety of objects, plants and animals. First of all, the cradle is mentioned as a symbol of the child:

"Mo'ralasak mo'ringizdan tutun chiqar, bizga degan qatlamingiz butun chiqar, butun chiqsa shu xonadon xayrli eshik, shu eshikka buyursintilla beshik." [2,36]

If we look at your house, smoke will come out of your chimney. If all goes out, this house is a good door, Let this door be a golden cradle [2,36]. It should be noted that in folklore, when the concept of the cradle is mentioned, epithets such as "gold" is added to it: "To'rida oltin beshik darpanadi, yo Muhammad ummatina, yo Ramazon." [2,44]

Results

These epithets are actually said not to the cradle, but to the child inside it. Because a child is more valuable than gold. Some songs refer to the image of birds, especially the nightingale, as a symbol of the offspring, the child: "Tomga sepdim sedana, Terib yesin bedana, uyingiz bulbulxona, xayrli bo'lsin to'yxona" [2,115]. I have sprinkled some grain, may a nightingale eat it, Your house is a nightingale house, let your wedding place be a good one.

In the symbolic interpretation of the object, expressed by the word "nightingale", the main emphasis is placed on various behaviors and characteristics of the child, such as crying, laughter, noise. The proverb "Bolali uy bozor" "Home with children is akin to market" is more in line with these characteristics. Because the child is seen as a descendant, the symbols associated with it come side by side with the symbols associated with the family. For example, the symbol of the "lamp" is associated with the symbols of children and family in the songs: "Qora guzzim qorasi, qorong'u uyim chirosi, xafa ko'nglim binosi, alla bolam allayo" [3,67] It is an extract from national lullaby song. Here in the above stanzas says "the apple of my eyes, the bright light of my house, the encourager of my discouraged soul, may you sleep, my baby" [3,67]

The light in the apartment symbolizes the continuity of life, the survival of the family, and at the heart of it is the concept of a child. The songs contain symbols associated with boys and girls. It is known that from an early age there are types of games for each gender, based on which the symbolism is exaggerated. This situation is especially well covered in the genre of epics, which depicts the life of the people in a broader sense. The episode of the birth of the figurative hero: Go'ro'g'li in the cave is given. People throw a doll and a toy which is called "Oshiq" (this toy

is for boys) into the mouth of the grave to determine the gender of the child who is playing near his mother's grave. The child takes the toy oshiq and plays. It is determined by his actions that he is a boy [4,20]. So, the symbolic toys associated with the training of each sex are also reflected in folk art, including songs: "Oltin oshiq o'ynagan, o'g'linhg bo'lgay, yor-yor, kumush qoshiq o'ynagan, qizing bo'lgay yor-yor" [5,81].

Here in these stanzas the following is said on a verbatim basis. Is the child plays with the golden toy oshiq, he is a boy, and if the child is playing with the silver spoon, it is your daughter" [5.81].

Playing "Oshiq" is a typical activity for boys, which used to be one of the most active games. At the heart of this game is the goal of preparing children for hunting, as well as for military training. This is because the player has to knock down the opponent's target from two to three meters or ensure that he is in the required position when shooting the target, which requires extremely strong accuracy, dexterity and intelligence and the ability to take landmark from the players. So, the game "Oshiq" is not just a voluntary exercise of time, but a training that is based on a vital need. In ancient times, this game must have been one of the symbolic-ritual games played during the test-initiation ceremonies performed before the transfer of children from one age group to another (e.g., from childhood to adolescence, from adolescence to youth). The ethnographer G. P. Sneryov [6,155-205] confirms this fact that the remains of such ancient ceremonies in the Khorezm oasis were preserved until the 60s of the last century in the form of games such as "oshik", "pachiz", "Oltin qoboq". For this reason, in the folk songs of the Khorezm oasis, the detail "Oshiq" has become a symbolic expression that defines a boy. Now, as for the term "spoon" in the above song, the plate has its own meaning as a household item and is a symbol of the family in the literary text. A girl's playing a spoon is a symbolic symbol of her preparation for family lessons and her future destiny. After the birth of children "soch tuyi" (hair wedding) and yosh tuyi (youth wedding) will be held. Songs expressing love and care for children are sung during these ceremonies. Even in those songs, there is a tradition of using symbolic images and expressions that differentiate boys and girls. The following song is performed when songs for boys are sung: Yoshina yosh qo'shilsin, oshina osh qo'shilsin, uyli yigit bo'lganda, boshina bosh qo'shilsin [7,11]. Here it says: May he grow, may he have food for food, when he has his own house, may he become shrewd guy [7,11].

While "osh" in this song is a symbol of sustenance and wealth, boshina bosh "head-to-head" means the desire to marry and be married, as we mentioned in the previous chapter. In the gods and love songs sung to boys, they are a symbol of family support and strength.

Beglar begin sarvari, Otangni bel kamari. Kamarni tig', javhari, ko'zim nuri gavhari [8,7]. This stanza says "the king of kings, wear your waist belt, you are the apple of my ear [8,7].

The phrase "waist belt" in the song is a symbolic sign of the boy's strength. The symbolic gestures in the songs of God and love for girls refer to exercises that are appropriate for her gender:

Bolam bolam bor, olma bo'lar, anor bo'lar,

Bir kun kelib oyxona ko'p yigitlar zor bo'lar

O'yna-o'yna o'yna oy

My baby will be an apple and pomegranate

One day many men fall in love with her

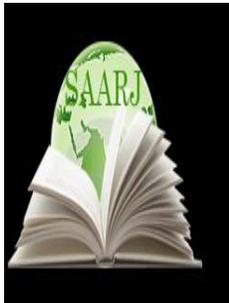
In the general content of the song, in addition to the emphasis on the girl's marriage, there are other meanings, such as the use of the symbols "apple" and "pomegranate". Thus, the symbols used in the songs about the child are connected with the concept of the child, as well as with the gender of each child. In short, in the development of ceremonial folklore in Uzbek folklore, many traditions, ceremonies, their verbal components are forgotten, the prevention of extinction of the ethno-folklore process and the scientific study of the processes that are on the verge of oblivion are the content of our future work.

CONCLUSION

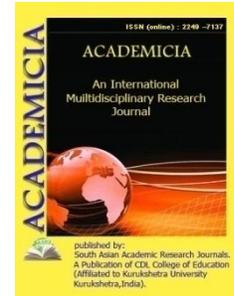
A study of the culture of the Khorezm people and their ancient Khorezmian ancestors must focus on traditions and customs and rituals of Khorezm people. Of special interest are the various types of dress and headdress of Khorezmians-Khivans, which differ from those of other Uzbeks. Khivan dwellings, in particular the estates-khauili, based on the medieval model, have preserved the specific Khivan characteristics.

REFERENCES:

1. Oshiqnoma (Khorezm dostonlari). Book II. - Urgench: Khorezm Publishing House, 2006.
2. Hopes of the great month: songs "yo ramazon" (compiled and published by M. Juraev and Sh. Shomusarov). - Tashkent: Movarounnahr, 2001.
3. Masterpieces of Khorezm oral creativity (prepared by Y.Zohidov, P.Bobojonov). - Urgench: Khorezm Publishing House, 1993.
4. "Gorogly": Khorezm friends (publisher S. Ruzimbaev). - Urgench, Khorezm Publishing House, 2004.
5. Khorezm oral masterpieces (publishers Y. Zohidov, P. Bobojonov). - Urgench: "Khorezm" publishing house, 1993. - 81 pages.
6. Snesev G. P. Tradition mujskix soyuzov v eyo pozdneyshem variante u narodov Sredney Azii // Polevye issledovaniya Xorezmskoy ekspeditsii v 1958—1961 gg. (pamyatniki srednevekovogo vremeni etnograficheskie raboty). - M., 1963.
7. Immaculate heart (children's folklore). Publisher H.Ruzmetov. - Urgench: "University", 2003.
8. Khorezm treasury (prepared by Sabir Ehsan Turk). - Urgench, "Khorezm", 1996.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00166.X

FEATURES OF THE ORGANIZATION OF FAMILY PSYCHOLOGICAL CORRECTION IN CHILDREN WITH DISABILITIES BEHAVIORAL DISORDERS

Baronova Komila Edgarovna*

*Assistant Teacher,
 Bukhara State University,
 Russian Language and Literature Department,
 UZBEKISTAN

ABSTRACT

On the basis of practical activities in psychodiagnostic, psychocorrectional and psychoprophylactic directions, positive and negative changes in the behavior of each student were identified, such as positive and low intelligence, dominance, restraint, sympathy, trust, calmness, independence, conformity, indecision, rudeness, suspicion, anxiety, subjectivity.

KEYWORDS: *Adaptation, Self-Acceptance, Acceptance Of Others, Emotional Comfort, Internality, Desire For Dominance, Socio-Psychological Factors, Family.*

INTRODUCTION

In the world of psychology, research is conducted to study changes in children's behavior in terms of age, socio-psychological factors, family, and parental relationships. In particular, in the current era of globalization, special attention is paid to the scientific and theoretical justification of the socialization of each age group, the psychology of primary school children, various changes in character, crisis situations, leading motives.

In the world of psychology, there are two approaches to the psychological correction of the child's mental development: psychodynamic and behavioral. The main task of correction in the framework of the psychodynamic approach is to create conditions that remove external social barriers to the development of intrapsychic conflict.

In our country, much attention is paid to "psychological monitoring of personal, mental and social development of students of different ages, identification of psychological defects in learning, prevention of any negative deviations in their mental development and correction of

students 'inability to adapt to the social environment of an educational institution, research is conducted in the field of organization and implementation of rehabilitation measures" . "Today, the most pressing issue on the agenda is the education of our young generation, our children. We must never forget one fact: a parent, a child left out of the public eye, brings only anxiety to the family, not joy and benefit. Therefore, raising children and working with young people should remain the most important and urgent task for us. "In this regard, it is necessary to further deepen the study of the behavior of children of primary school age, the study of socio-psychological factors that cause changes.

The problem of family psychological correction is of particular importance due to the fact that the personality in the family is aimed at eliminating the unhealthy socio-psychological environment in the system of relations.

Analysis: Our main goal is to make a certain level of socio-psychological conclusions by comparing children of two different categories ("n1" and "n2") of the same age. In this context, we sought to assess personality traits in accordance with the Kettell criteria in a group of conditionally acceptable children of healthy (n1) type, and through this assessment to develop a certain level of practical recommendations.

It is well known that the capabilities of the Kettel method and analytical developments on each of the 16 factors in it are available in many scientific literature. Therefore, in the course of this analysis, we found it necessary to interpret the methodology by combining data reflecting empirical results on these factors into 3 generally accepted components, without focusing on each of the 16 factors.

The following criteria are presented below:

- I. Factors that characterize the emotional-volitional components: C; F; G; I; Q; Q3; Q4;
- II. Communicative factors that express the components: A; H; E; N; L;
- III. Cognitive factors expressing components: B; M; Q1; Q2.

Therefore, the main task of selecting these criteria is to provide a comparative assessment of the behavior of primary school students, based on these components by separating the personal components formed in the personality of healthy (n1) and unhealthy (n2) children. Also, using these assessments, an attempt was made to formulate certain assumptions about the strengths and weaknesses characteristic of this category of children. (table-1; figure-1)

TABLE-1 COMPARATIVE-TYPICAL INDICATORS OF THE MANIFESTATION OF PERSONALITY COMPONENTS IN PRIMARY SCHOOL STUDENTS

Components									
Criteria object	Emotional and strong-willed		Communicatio n		Cognitive		Total		
	a	б	A	б	a	б	a	Б	T
n₁=58	26	32	33	25	30	28	30	28	p<0,01
%	44,8	55,2	56,9	43,1	51,7	48,3	51,7	48,3	p<0,03
n₂=55	17	38	18	37	27	28	21	34	

%	31,9	69,1	32,7	67,3	49,1	50,9	38,2	61,9	p<0,05
---	------	------	------	------	------	------	------	------	--------

As can be seen from the table and figure above, in the healthy group of children ($n_1 = 58$), as well as in the unhealthy group of children ($n_2 = 55$), the scale of indicators differs in that they are manifested at different levels. This suggests that there is a tendency to study each child or group individually and respond to it on that basis.

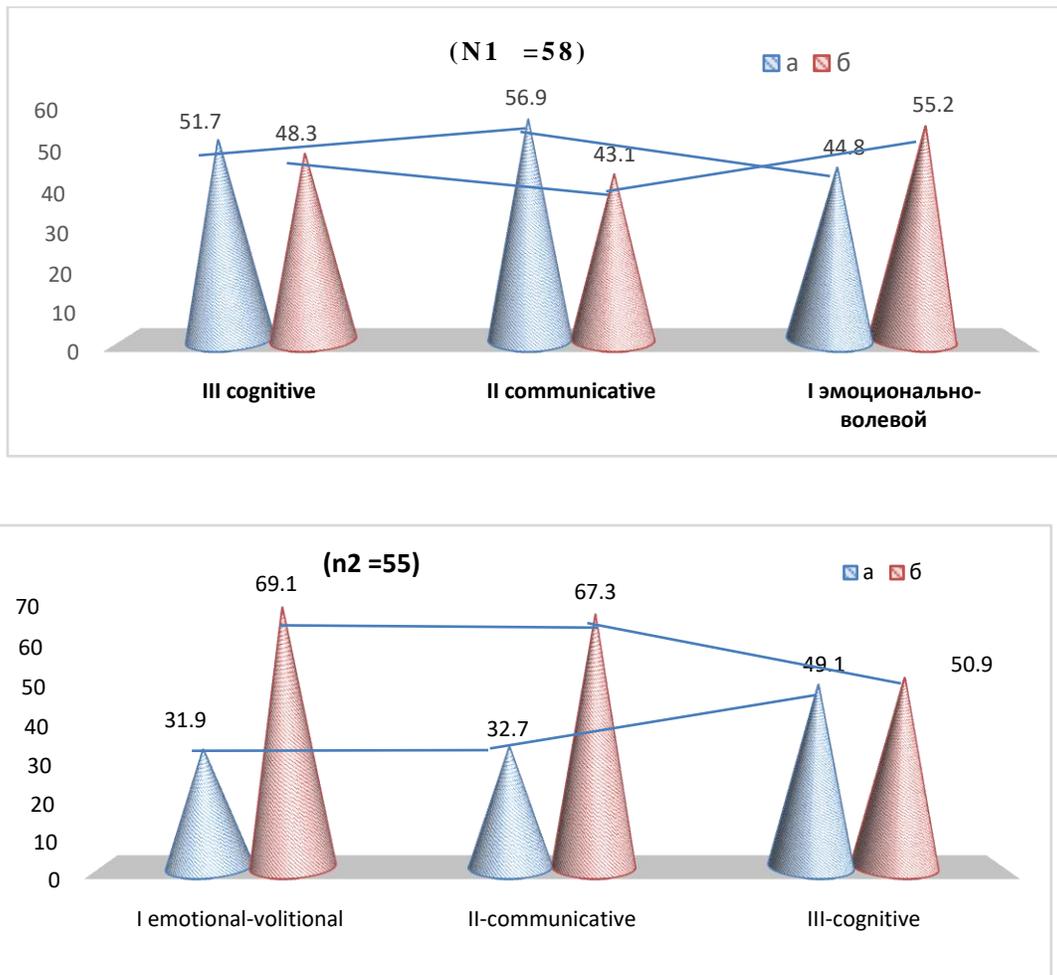


Figure-1 Comparative and typical indicators of the manifestation of personality components in primary school students

In particular, the manifestation of factors of the emotional-volitional component ("C"; "F"; "G"; "I"; "Q"; "Q 3"; "Q 4") indicates that in the group $n_1 = 58$, this indicator reaches 32 people, that is, 55.8% compared to indicators of a certain degree of adequacy ("a"), that is, 44.8% compared to inadequate ("b"). At the moment, it became known that the scale of these indicators is in the group of 17 people, (30.9%) adequate and 38 (69.1%) "inadequate" indicators in the group of unhealthy children ($n_2 = 55$). That is, in a healthy group of children (n_1), in more cases than in an unhealthy group of children (n_2), emotional stability, mental overstrain, responsibility, perseverance, a little calm, self-control are "indicators of adequacy" (that is, if these qualities are manifested above average) of highly active qualities. And in the group of unhealthy children

($n_2=55$), we see that the indicators of non-compliance with these qualities (criterion "b") are more pronounced (Table.1), which indicates an even greater social need to organize more correctional work in the emotional and volitional sphere with children in whom certain behavioral disorders are observed.

In the manifestation of the factors ("A"; "H"; "E"; "N"; "L") communicativeness" selected as the second component by the Kettell method, we see a certain degree of discrepancy in the members of both groups (" n_1 " and " n_2 ").

In particular, in the group of healthy children ($n_1 = 58$), "a" -the norm of adequacy indicators are 33 people (56.9%), the result of which is associated with personal relationships in healthy children, "initiative"-A; perseverance-H; leadership-e; diplomacy-H; self-confidence-J is another confirmation of the relatively high severity, and in unhealthy children it can be observed that the indicators of this factor are manifested at a relatively low level. More precisely, the scale of adequate indicators of communication (criterion b) was only 18 (22.7%) in the group of unhealthy children ($n_2 = 55$). Non-communicative indicators were recorded in 37 children (67.3%).

The next stage of our research is the methodology of socio-psychological adaptation (k.Rogers, R. Diamond), the analysis of which is devoted to the results obtained on its basis.

These experiments mainly involved students of primary school age (58 people). Of these, 30 are boys and 28 are girls. The average age of the subjects was 10-11 years. The selected group included children with learning and behavioral difficulties. Most students are from single-parent families. The parents of many of them do not have a permanent job. Most children fall into the so-called "dangerous group". In most cases, these children tend to develop personality disorders. It is distinguished by the fact that most students have a relatively pedagogical and social backwardness.

Thus, the manifestations of primary behavioral disorders in the respondents were analyzed on the basis of indicators of adequacy ("a") of the level of socio-psychological adaptation and inadequacy ("b") of the level of socio-psychological adaptation.

When processing the results of the survey of social and psychological adaptation (k.Rogers, R. Diamond) obtained data confirming the presence of signs of maladaptation in students of the study groups.

In particular, the average total scale of indicators associated with the manifestation of adaptation factors ($n_1=58$) is to some extent adequate ("a") for 40 students, that is, 69.0%, compared with the sum of inadequate ("b") indicators, that is, 18 students, who make up 31.0%. It was found that the scale of these indicators in the group of unhealthy children ($n_2=55$) is in the range of 27 (49.1%) adequate and 28 (50.9%) "inadequate". That is, in the group of healthy children (n_1) adaptation was higher than in the group of unhealthy children (n_2), and in the group of unhealthy children ($n_2=55$) there was a high degree of adaptation (that is, these qualities are above average) indicators (criterion "b") — more pronounced, which indicates an increasing social need to organize more corrective work in the field of adaptation with children with certain behavioral disorders.

According to the self-acceptance indicator, the healthy group ($n_1=58$) consisted of 39 members, that is, 67.2%, compared with adequate ("a") indicators, and 19 members compared with

inadequate ("b") indicators, that is, 32.8%, while the scale of these indicators was 21 students in the group of unhealthy children ($n_2=55$) compared with adequate ("a"), that is, 38.2%, which is inadequate ("b") and 34.8 students, or 61.8%.

According to the indicator of acceptance of others, the number of members of the healthy group ($n_1=58$) was 36 students compared to adequate ("a"), that is, 62.1%, and 22 students compared to the number of inadequate ("b") indicators, that is, 37 students is 9%, while the scale of these indicators in the group of unhealthy children ($n_2=55$) is 20 people, that is, 36.4%, compared to adequate ("a"), which is inadequate ("b") and 35.6 students or is 63.6% and of course, this separates it.

The results of the measure of emotional comfort in the group of healthy children ($n_1=58$) 39% from adequate ("a"), that is, is 67.2 per cent, and 19 students compared to the number of inappropriate ("b"), that is, at the same time, the scale of these indicators amounted to 17.9 students that is, is 30.9 percent, compared with adequate ("a") indicators in the group of unhealthy children ($n_2 =55$) inadequate (b) 38 students, or 69.1% of the total number.

The results of the internality index (the level of subjective control) show that in the group of healthy children ($n_1=58$), there were 30 students compared to the indicators of adequate ("a"), that is, 51.7%, and 28 students compared to the number of inadequate ("b") indicators, that is, 48 students. At the same time, in the group of unhealthy children ($n_2=55$), the number of indicators reached 33% compared to adequate ("a"), that is, 60.0%, which is inadequate ("b") compared to 22 students, or 40.0%.

The result in terms of the desire to dominate in the group of healthy children ($n_1=58$) were 40 students in comparison with indicators adequate ("a"), that is 69.0 per cent, and the figure was 18 students compared to the number of inappropriate ("b") indices, i.e. at the same time in the unhealthy group of children ($n_2=55$) data rate criterion, amounted to 42,0 students i.e. 76.4% compared with adequate ("a") measure that is inadequate ("b") and 13.6 students, or 25.6 percent.

Evaluating the average overall results for the 6 identified indicators, we can see that 63.8% of the 58 healthy children tested showed "adequacy" and 36.2% "inadequacy". At the same time, we see that 49.1% of the 55 unhealthy children tested tend to show "adequacy", and 50.9% have an average overall "inadequacy" (Table 2).

Comparative analysis of the results obtained by the method of socio-psychological adaptation

№	Criteria	$n_1 = 58$			$n_2 = 55$		Total $n_1 + n_2 = 113$	
			n	%	n	%	N	%
1	Adaptation	A	40	69,0	27	49,1	67	59,3
		B	18	31,0	28	50,9	46	40,7
2	Self-acceptance	A	39	67,2	21	38,2	60	53,1
		B	19	32,8	34	61,8	53	46,9
3	The adoption of other	A	36	62,1	20	36,4	56	49,5
		B	22	37,9	35	63,6	57	60,5

4	Emotional comfort	A	39	67,2	17	30,9	56	49,5
		B	19	32,8	38	69,1	57	50,5
5	Internality	A	30	51,7	33	60,0	63	55,7
		B	28	48,3	22	40,0	50	44,3
6	Striving dominance for	A	40	69,0	42	76,4	82	72,5
		B	18	31,0	13	25,6	31	27,5
Total (the average)		A	37	63,8	27	49,1	64	56,6
		B	21	36,2	28	50,9	49	43,4

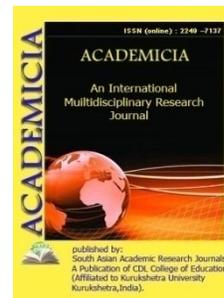
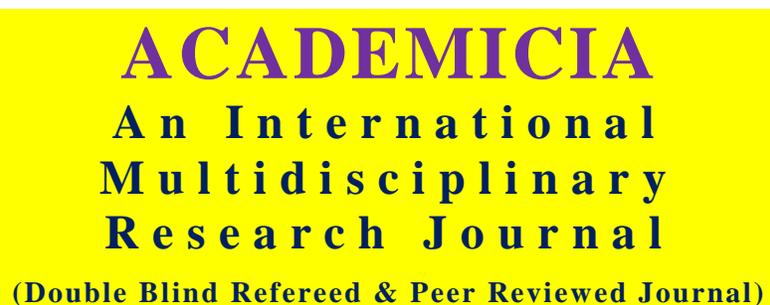
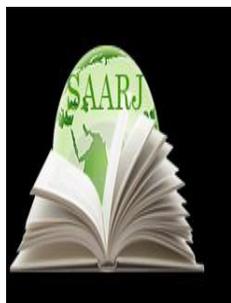
Based on the general conclusion of the results of this correlation analysis presented above, it can be said that such methods of parental relations as social approval and symbiosis lead to an increase in the flexibility of children with behavioral disorders, a decrease in the level of stability and dominance, allowing more rational and constructive behavior in frustrating situations, as well as behavior control. And the manifestation by parents of the features of emotional rejection and authoritarian hypersocialization to one degree or another negatively affects the process of mental adaptation in children. And this requires a certain level of social and psychological dialogue and training with the parents of children who have behavioral disorders .

According to the analysis, after applying a certain level of psychocorrection program, a number of positive results were noted in eliminating family problems in most parents, such actions as the desire to show sympathy for the child, a warm emotional attitude were revealed.

The results of family psychocorrection conducted with children and their parents in experimental institutions showed that the understanding and acceptance of their children by parents in general, respect for individual psychological capabilities in it, the ability to allocate their time to children, support their interests and aspirations, led to a decrease in "small bad luck" to the study of symbiosis of relationships. As a result, parents form a sense of understanding of the child, the correct perception of his behavior. Parents should be companions to their children in correcting shortcomings, and instill a sense of confidence in their child. This is of vital importance because the individual in the immediate family serves to ensure that the relationship is manifested on the basis of certain socio-psychological requirements.

REFERENCES:

1. Bitko A. A. Assertiveness: understand another, achieve your own. – M.: Personnel Management, 2007. No. 7. – p. 24-28. (1. Bitko A. A. Assertiveness: understand another, achieve your own. - M.: personnel Management, 2007. No. 7. - P. 24-28.)
2. Varga.A. L. Systemic family psychotherapy. Brief the sectional course. SPb:Speech, 2001. - 144 p. (.Warga.A. L. Systemic family psychotherapy. Brief the sectional course. SPb:Speech, 2001. -144 p.)
3. Rubinstein S. L. Being and consciousness. - Moscow: Nauka, 1957 – - 216 p. (Rubinstein S. L. Being and consciousness. - Moscow: Nauka, 1957. - 216 p.)
4. Matichuk.I. I., Psychological assistance to children with developmental problems.– St. PETERSBURG Speech, 2001– 220 p. (Matichuk. I. I., Psychological assistance to children with developmental problems. - St. PETERSBURG Speech, 2001-220 p.)



DOI: **10.5958/2249-7137.2021.00165.8**

APPROACH WITH PEDAGOGICAL METHODS IN THE FORMATION OF PROFESSIONAL CULTURE OF PRE-SCHOOL EDUCATIONAL ORGANIZATION EDUCATORS

Umarova Feruzabonu Boburkizi*

*Master of Pre-school Education of Samarkand State University,
UZBEKISTAN

ABSTRACT

The article highlights the need for a highly professional culture for the comprehensive formation of knowledge, skills and skills of pre-school teachers and the pedagogical methods of the formation of this culture. To do this, the educator must first immediately express his attitude to pedagogical situations that consist of trainees of different character, often changing in the group community and give him a fair assessment. As a result of thinking and feeling, testing in marriage, universal and national-moral qualities, rules, norms become the moral virtue of the educator himself.

KEYWORDS: *Eloquence, Colloquial, Colloquial Culture, Skill, Eloquence Skills In The Activity Of The Educator, Pedagogical Etiquette, Pedagogical Courtesy, Speech Correctness, Speech Accuracy.*

INTRODUCTION

The first of the methods that shape the professional culture of the teachers of the organization of pre-school education is pedagogical etiquette.

When talking about etiquette, one can understand the features of relations between people on the basis of traditions, traditions, human qualities, a set of moral qualities, a special style of living conditions with the dictation of socio-economic system. Decency is also regarded as the practical behavior of people, the treatment-relationship. The manners of the educator are the sum of the professional and moral characteristics that manifest themselves in their relations with the teachers, colleagues, parents, heads of the organization of preschool education, clarifying the laws, principles, functions, concepts, requirements and criteria of universal and national morality in the educational process.

The manners of the educator are most often manifested in the interaction of the educator and trainee. However, it is worth noting that such an approach is somewhat limited perspective. After all, the professional ethics of the educator is not only manifested in the process of communication with the trainee, but also expressed as a first-rate need for all his activities. In other words, the concept of pedagogical etiquette refers to the vital system of the educator's worldview. The content of the concept of instructive manners covers not only morality, but also economic, political, legal aspects. It is desirable to analyze the related concepts in two directions in the formation of the qualities of the educator as a component of moral education-upbringing: the first is the attitude of the society to the educator person; the second is the attitude of the educator person to the society.

The essence, the main content of the etiquette of the educator is expressed in moral qualities, which are important for pedagogical activity. Universal and national - moral qualities are very necessary for all people, for all professions, including for pedagogical educators. The educator should master universal and national moral qualities and apply them in practice, compare them with his worldview, ideology and moral experience. As a result of thinking and feeling, testing in marriage, universal and national-moral qualities, rules, norms become the moral virtue of the educator himself. These are combined with the teacher's outlook, thoughts and opinions, which determine its role and role in the conditions of building a society based on the market economy.

The norms of the manners of the educator should be turned into the personal opinion, moral virtues and virtues of each teacher. Morals and adjectives are noticeable in the process of training of the educator, in his educational work, in dealing with listeners, parents and other people, in relations, in everyday life, in moral interaction with his personal example.

The main qualities of the educator's manners correspond to the concepts of universal and national-moral qualities, and clarify them somewhat in a way related to pedagogical activity. Moral qualities such as humanism, patriotism, national pride, internationalism, justice, doing well, duty, dignity, responsibility, conscience, honesty, purity, perseverance are analyzed in connection with pedagogical activity in pedagogical manners. To do good to educators, pedagogical duty, pedagogical honor, dignity, pedagogical responsibility, pedagogical conscience, perseverance and fairness, honesty, purity, honesty of the moral image of the educator are important qualities of pedagogical ethics. Their deep and thorough mastering is of great practical importance for the future educator.

The second is pedagogical delicacy: It is an incredibly difficult process that an educator can inseparably integrate into the environment of trainees. But his pedagogical activity is conducted directly among trainees. Strengthening relationships with a sense of trust and friendship requires serious psychological preparation from the educator. To do this, the educator must first immediately express his attitude to pedagogical situations that consist of trainees of different character, often changing in the group community and give him a fair assessment. He is obliged to correctly perceive the behavior of the trainee, to foresee situations, to use educational techniques in his place, to show feelings of oppression, patience, nobility and generosity, humanity and kindness arising from our national traditions and way of life with the trainee. These tasks are a necessary condition of the so-called pedagogical delicacy, which is entrusted to the educator and which he must adhere to. Pedagogical delicacy means that the educator must adhere to a sense of normality or rules of conduct and decency, which manifests his moral and

spiritual appearance. Pedagogical delicacy is a means of organizing the interaction of the educator with the trainees. Psychologically considered, delicacy is a collection of personal human qualities embodied in the stable imagination of a person in one mould.

In educative behavior, pedagogical delicacy is not a process that ends up being formed within a certain period of time, its factors are also continuously bleached as a result of the development of society:

- ❖ pedagogical delicacy the process of improving the bleaching in the entire pedagogical activity of the educator;
- ❖ pedagogical delicacy, as a rule, does not have a completed form, but is constantly enriched with the evasion of human qualities;
- ❖ the educator can change the components of pedagogical delicacy depending on the social environment and the way of life of people, traditions;
- ❖ the educator needs to constantly strive to deeply master the delicate edges of pedagogical delicacy;
- ❖ pedagogical delicacy the educator must maintain in a certain balance that in interaction with each educator comes into the most favorable form for himself.

The educator achieves pedagogical delicacy with a fair assessment of each situation in the process of education and upbringing, with the fact that the educator embodies such characteristics as perception of the behavior, perseverance, self - control, patience, sensitivity, conscience. Pedagogical delicacy requires constant search, creativity. The educator, who is in constant creative search, will acquire research skills and skills, will be able to freely think about the problems of Science, Ethics and psychology of upbringing.

So the future educator must enrich the rules of pedagogical etiquette and morality with his worldview and moral experience. The educator should try to penetrate to a certain extent into the system of communication of the trainee with adults and learn their internal rules. This is done on the basis of the fact that by talking with the trainees, they learn about observing their relationship with peers and adults, together analyzing various events and problems in their life, knowing their views on the events that occur in their environment. It will have the opportunity to learn about the hidden phenomena and events that occur in her nurturing team, which can never be seen from outside. As a result, the educator can also attract the trainee himself in solving the tasks facing him in the educational process.

To achieve positive results, the educator must win the trust of the trainees. In order for the educator to "gain or gain the trust of friends", the educator should be able to use the opportunities of pedagogical femininity in his place. When the relationship of mutual trust is established, they ask for help from the educator in the difficult moments of upbringing, they think with him their own thoughts. Mutual trust even in informal relationships gives the educator the opportunity to see the inner world of the educator, which he sometimes does not understand. As a result of the use of pedagogical delicacy in relations with the educator:

- ✓ the educator is well aware of the character of the trainee, his inner world, so that in the relationship with the educator there are opportunities to be kind;

- ✓ the educator will be close to each other sincerely with the trainee, in some moments he may pass by without hearing what they say, which he should not hear, it is indecent to listen to what other people say;
- ✓ the educator is entrusted with the task of understanding the nature of leadership in the daily work of the educator's team, positively resolving some unpleasant events that occur in the team.

It is natural that any specialist should have examples of manners and morality, but pedagogical politeness and decency are skills that absolutely require special effort and manners. Because these qualities are formed only over the years in an educator with pedagogical abilities and talents.

One of the important features of morality and decency in pedagogy is described as the desire of a person to have a stable, close relationship with the surrounding people. This aspiration ensures that the educator can quickly communicate with the educator and the surrounding people and achieve the set goal. Of course, this process does not happen at once, especially psychological knowledge from Young Educators, tactfulness in communication with people, caution is required.

In the professional pedagogical activity of the educator, the qualities of sociability are manifested in intense, successful communication with the children's team. First of all, the educator should have a clear understanding of his professional-pedagogical quality and what it is and what its components consist of.

The third is the educator's speech technique and culture: Speech literacy is the art of independent thinking, the correct, fluent expression of the product of thought in oral and written forms in accordance with the conditions of speech. The formation of these skills depends primarily on the skill of studying the richness of the Uzbek language, finding out the meaningful forms of words and their contradictory meanings, studying the importance of punctuation marks in determining the content of written text, its meaning edges, syntactic and grammatical relations, choosing meaningful words from the purpose of speech styles, clearly distinguish the main and auxiliary.

Our advice to educators is that they do not always forget what they say is not always necessary, and how to speak is always necessary. The most valuable idea, Idea, application, too, if expressed skillfully, loses its value. Hence, the clarity and clarity of thought ensure that the expression also happens. According to the interpretation of the wise, the clarity of language, word, speech is the consequence of the fact that thought, even contemplation, and is so; and the obvious thought dictates that the expression of its form is also obvious. When the speaker cannot clearly imagine what it is, it speaks of confusion; an ambiguous expression is just a manifestation of such an idea.

Simply, that is, to imitate (follow) the vowel, which is spoken by everyone, clearly, easily understood and remembered, at first it seems very easy; but in reality there is no more difficult work. When a certain thought comes to the brain of the educator, he speaks clearly, but if this thought is absorbed into his mind, then he speaks more clearly. Errors in the mind of the educator, inaccuracies make mistakes in speech, they, in turn, make mistakes in the work, in practice, distract the educators. The beauty of the language of the educator is, first of all, in its

accuracy and content. Simply put, there is no idea, idea or doctrine that cannot be explained clearly. Consequently, accuracy is the main quality of speech.

The language of the educator, the simpler the question, the more obvious, the more the word is used in its place, the stronger, more attractive and reliable the speech. As there is a lot of meaning in the owners of great minds with little words, the master speaker, master pedagogue also applies the proverb "let's say a little, let's say a word". If you speak competently, you will never say much, if it goes away, then the best speech is also one of the best qualities to follow in proverbs that will make the listener tired.

Correctness of speech. The correctness of speech mainly emphasizes two norms and dictates the observance of the grammatical norm. In order to correctly understand the meaning in the process of speech, we will need to pay attention to the correct use of the word syllable, the word accent in the sentence. To distinguish the grammatical forms of the construction of speech it is necessary to master the rules of constructing a sentence for the correct expression of speech, to have a good understanding of the relationship between the predicate and the suffixes, the possessive-fractional compatibility, the ways of connecting the second-order parts to them, since the arrangement of the words according to their meaningful.

Accuracy of speech

Accuracy is also one of the main communicative qualities of speech. If the correctness is considered to be a necessary sign of the language factor only in the occurrence of speech, when it is said that speech is accurate, it is also necessary to refer to factors, which serves its formation, which is outside the language. Initially stands for the attitude of language and thought. Because the proportion between nature and phenomena and its reflection in speech is the same accuracy as it is.

The logic of speech

The logic of speech is closely connected with its main attributes-accuracy and accuracy. Because both the speech that is not formed correctly from the grammatically, and the lexical unit that is chosen without success to express the thought, are natural to cause a violation of logic. Violation of logical consistency can lead to the complete inability of the thought expressed by the listener, sometimes completely incomprehensible. As a result of neglect in the formation of speech, sometimes there is even a lack of logic.

Purity of speech

When we say the purity of speech, then it is understood whether to follow the norms of the literary language in the use of language elements. A good, exemplary speech should be formed in accordance with the current language of Uzbek literature, its requirements, should contain elements of various unusual and unusual languages. Because it must correspond to the cultural level of the Uzbek people, who have rich spiritual and moral values and live today in the period of independence and communicate with the world community on an equal footing.

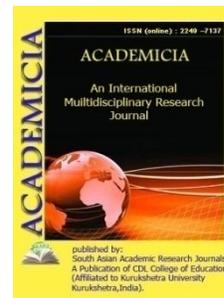
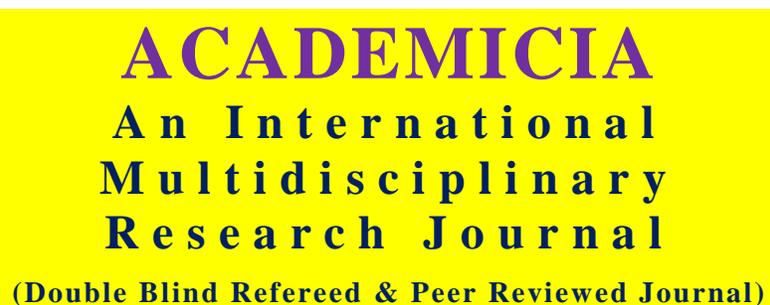
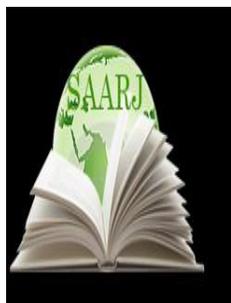
Impressiveness of speech

In the performance of speech, in addition to providing him with information about a particular event, another goal is set as a task to influence the mind and psyche of the listener. Therefore, impressiveness is considered one of the main attributes of speech, both correctness and accuracy,

and logic and purity will be aimed at influencing the interlocutor, the listener. While the language factors are in the first place in these listed characteristics, with the use of all of them, the sensitivity also covers factors outside the language in a wide range.

REFERENCES

1. Law of the Republic of Uzbekistan "On Preschool Education and Upbringing". Tashkent, December 16, 2019.
2. Babaeva D.R. Theory and methods of speech development. Textbook. . – T.: TDPU, 2018.
3. Fayzullayev Sh.N. METHODOLOGY OF PREPARING CHILDREN FOR SCHOOL (for preschool students) textbook. Samarkand, Samdy edition, 2020.-140p
4. Fayzullayev SH.N. "Effects of reforms: EXPERIENCE, SKILLS, TECHNOLOGY" // Preschool education, Tashkent. 2018, 12, pages 2-5.



DOI: **10.5958/2249-7137.2021.00164.6**

CHANGE IN PHOSPHOLIPID COMPOSITION AND ACTIVITY PHOSPHOLIPASE A2 IN HYPERGLYCEMIA

Rasulova Vasila Batirovna*; Babazhanova Shahzoda Sharipovna**

^{1,2}Tashkent Pharmaceutical Institute,
Tashkent, UZBEKISTAN

ABSTRACT

The article presents data on the study of the activity of membrane phospholipase A2 of liver mitochondria, as a result of this, as you know, there is a change in the permeability of biomembranes. In the dynamics of hyperglycemia, in the body of animals, the hydrolytic activity of phospholipase A2 changes in proportion to the increase in blood sugar. The materials of the article allow us to understand the patterns of changes in the phospholipid composition, their metabolites and the activity of lipolytic enzymes of mitochondrial membranes in hyperglycemia. Here, too, the sugar-lowering and membrane-correcting effect of tincture from leaves and walnut kernels has been studied.

KEYWORDS: Membrane, MX Mitochondria, PC - Phosphatidylcholine, PE - Phosphatidylethanolamine, CL - Cardiolipin, PI - Phosphatidylinositol, PS - Phosphatidylserine, FC - Phosphatidic Acid, Fl - Phospholipase, FFA - Free Fatty Acids, Alloxan Diabetes.

INTRODUCTION

Lipids, as biologically significant membrane compounds, are powerful biological effectors, regulators and mediators involved in almost all important physiological processes, including the immune response, transmission of neuronal information, regulation of vascular and muscle tone, homeostasis of the internal environment of the body, inflammation reactions, ischemia [11; 19;] and play the role of intercellular mediators [17; 18].

Phospholipases are regulators of the phospholipid composition of membranes, capable of reversibly modifying their structure and functions [1; 14; 21]. In the light of the above, the functions of membrane phospholipases, which are actively involved in lipid metabolism and the formation of various lipid bioeffectors, are of particular importance. Endogenous phospholipases are mandatory participants in many functional processes [14]. In particular, the activation of

phospholipase A2 results in the accumulation of FFA, which increases the permeability of biomembranes [3]. Pl A 2 hydrolyzes the fatty acid from the sn - 2 position of the membrane phospholipids. In vivo, the sn - 2 position of phospholipids often contains polyunsaturated fatty acids, and when released, they can be metabolized to form various eicosanoids and related bioactive lipid mediators [15]. The remaining lysophospholipid can also play an important role in biological processes [21]. On the other hand, the activity of the phospholipases themselves, as well as the direction of the reactions catalyzed by them, are largely determined by the structural state of the membranes [1].

This suggested that phospholipases are endogenous regulators that maintain membrane homeostasis and regulate their functional activity under changing physiological conditions [12]. In relation to phospholipase A2 of the liver mitochondria in diabetes mellitus, the data obtained by various scientific groups are contradictory. Thus, some researchers [4; 5;] have shown that the activity of phospholipase A2 of the liver mitochondria increases in alloxan diabetes, while other authors [20] note a decrease in its activity in diabetes. Information about changes in the activity of various phospholipases and lysophospholipases during hydrolysis of individual fractions of phospholipids and lysophospholipids of the liver mitochondria of animals in a state of hyperglycemia has not been found in the scientific literature.

The direction of changes in the activity of various phospholipases of mitochondrial membranes at different stages of hyperglycemia remains unexplored. Clarification of these issues, in our opinion, will allow us to understand the essential mechanisms of the pathogenesis and etiology of diabetes mellitus at the subcellular level and to determine possible ways to preserve or restore the structural and functional integrity of biomembranes, in particular, mitochondrial membranes in this pathology. This is all the more important because, in comparison with the enzymes that provide phospholipid synthesis, lipolytic enzymes are a rapidly reacting system to various external influences [6;8;]. The regularities of changes in the phospholipid composition, their metabolites, and the activity of lipolytic enzymes of mitochondrial membranes are of practical interest for analyzing the features of molecular pathology of biomembranes in various physiological, stress, and pathological conditions of the body. There are also convincing data on the use of raw walnut oil for the correction of phospholipid composition in the pathology of exogenous fibrosingalveolitis. The author confirms with experimental data the restoration of the lung surfactant and the increase to the normal level of the basic phospholipid composition [7].

MATERIALS AND METHODS

The experiments were carried out on male rats weighing 160-180 g. Diabetes was induced by a single intraperitoneal injection of alloxan hydrate (Chemapol, Czech Republic) at the rate of 15 mg per 100 g of body weight [2]. The studies were carried out on the sixth day after the administration of alloxan [16]. The hydrolytic activity of phospholipase A2 was determined by

the intensity of hydrolysis of mitochondrial phospholipids and their fragments using incubation media containing 0.25 M sucrose, 10 mM Tris-HCl buffer, pH 9.5. Incubation was carried out for 1 hour, as the hydrolysis of total phospholipids and individual fractions - phosphoditylcholine (PC), phosphatidylethanolamine (PE), cardiolipin (CL), phosphatidylserine (PS), phosphatidylinositol (PI) and the formation of free fatty acids (FFA) and lysoform phospholipids. The phospholipase A2 activity was quantitatively determined by phosphorus, which was expressed in $\mu\text{g PH} / \text{h per mg protein}$.

To study the sugar-lowering and membrane-correcting effect, a tincture of leaves and kernels of a walnut was used. For the experiment, the animals were divided into 3 groups. The first group consisted of healthy animals. Their blood sugar content was 3.8 ± 0.8 mM. The second group consisted of animals with moderate experimental diabetes, the blood sugar content of which was 10.4 ± 1.4 mM. The third group (treated) included animals with moderate experimental diabetes and received a tincture of walnut leaves and nutritional supplements with walnut kernels for 30 days.

RESULTS AND DISCUSSION

According to the data obtained, in the norm, the most preferred substrate for phospholipase A2 is PE, rather than PC and CL. These results are consistent with the data of the authors of other works [4; 13;]. In the dynamics of hyperglycemia in the body of animals, the hydrolytic activity of phospholipase A2 changes in proportion to the increase in blood sugar.

Changes in the activity of phospholipase A2 in relation to the hydrolysis of individual fractions of phospholipids in the dynamics of hyperglycemia were as follows: the activity of the enzyme during the hydrolysis of PC decreased by 23.7; 46.7 and 70.0%; with PE hydrolysis - by 40.0; 57.3 and 71.8%, CL - by 30.6; 52.2 and 71.3%, respectively, of the normal level. The formation of private household plots decreased by 30.0; 49.0 and 69.3%, LPE - by 39.8; 58.5 & 79.9%; LKL education - by 26.0; 51.4 and 72.8%, respectively.

Thus, hyperglycemia in the body of animals leads to a change in the hydrolytic activity of the liver phospholipase A2 MX, and these changes correlate with an increase in blood sugar levels.

TABLE 1. ACTIVITY OF PHOSPHOLIPASE A2 (MG PH / MG PROTEIN HOUR) MX LIVER OF HEALTHY AND DIABETIC ANIMALS (M □ M, N = 10-12).

Hydrolysable substrates and hydrolysis products	Phospholipase A2 activity ($\mu\text{g} / \text{mg protein. Hour}$)			
	HEALTHY ANIMALS	Diabetic animals, degree of diabetes		
	Контроль	Easy	Average	Heavy
FH	16,5±1,4	12,6±1,3*	8,8±0,9***	5,0±0,7*****
LFH	11,4±1,3	8,0±0,9*	5,8±0,6***	3,5±0,3*****
FE	22,0±1,9	13,2±1,7**	9,4±1,0***	6,2±0,9*****
LFE	17,4±1,7	10,6±1,4**	7,1±0,9*****	4,5±0,1*****
KL	15,8±1,3	11,9±1,4*	7,8±1,2*****	4,4±0,6*****
LCL	15,4±1,2	11,4±1,5*	7,5±1,2***	4,2±0,1*****
Sfl	54,3±4,6	37,7±4,4**	26,0±3,1*****	15,6±2,1*****
Slfl	44,2±4,2	30,0±3,8**	20,4±3,7*****	12,3±0,5*****
SZhK	35,5±1,8	29,7±1,0	25,4±0,9	21,0±0,7*
Bloodsugarcontent, mm	3,8±0,8	7,6±1,2**	10,4±1,4***	14,0±1,6*****

Note: SFl (PC, FE, CL) - the sum of phospholipids and SLFl (LPC, LFE, LCL) - the sum of lysophospholipids.

According to the data obtained, the activity of Fl A2 in diabetic animals is reduced in comparison with healthy animals. In this case, the amount of hydrolyzable substrate (PC, PE,

CL) decreases, and the formation of lysoforms of these phospholipids also decreases. To correct this pathological condition, natural remedies were used in the form of a tincture from the leaves and kernel of a walnut. The results obtained indicate the achievement of a somewhat normal hydrolytic activity of Fl A2 in diabetic animals (Table 2).

TABLE 2: INFLUENCE OF CONSUMPTION OF WALNUT KERNELS AND TINCTURE FROM ITS LEAVES ON THE ACTIVITY OF FL A2 (MG PH / MG PROTEIN HOUR) OF RAT LIVER MITOCHONDRIA IN ALLOXAN DIABETES (M□ M; N = 810).

Lipids Their meta- hurt	Phospholipids A2 activity ($\mu\text{gRn} / \text{mg protein hour}$)		
	Healthy animals	Diabetic Animals	Treated Animals
Sfl	56,7±4,9	27,3±3,4	42,7±4,4*
Sflf	45,1±4,5	20,3±3,1	32,4±4,3*
FH	17,8±1,6	9,1±1,0	14,2±1,4**
FE	24,2±2,1	10,3±1,1	16,8±1,8**
LFE	18,3±1,9	6,9±1,0	10,6±1,7
KL	14,7±1,2	7,9±1,3	11,7±1,2*
LCL	14,3±1,1	7,2±1,4	10,9±1,3
SZhK	37,4±5,1	24,6±4,2	30,6±3,8
Sugar inblood, mm	3,8±0,8	10,4±1,4	6,7±1,2*

In treated animals, there is an increase in the amount of hydrolyzable substrate. For example, the hydrolysis of PC, PE, and CL increases by 28.7, 26, 9, and 25.9%, respectively, relative to the index of diabetic animals. Education Lysoform the above phospholipids also increased accordingly. Thus, in treated animals, the number of LPH, LFE and LCL increases by 37.6, 20.0 and 25.9% compared to the indicator of sick rats. At the same time, the level of FFA increases by 16.0% compared to the indicators of diabetic animals. Based on these changes, it can be assumed that the hydrolytic activity of Pl A2 increases in animals that received tincture from walnut leaves and kernels. This indicator is close to the indicator of healthy animals.

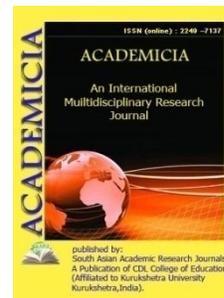
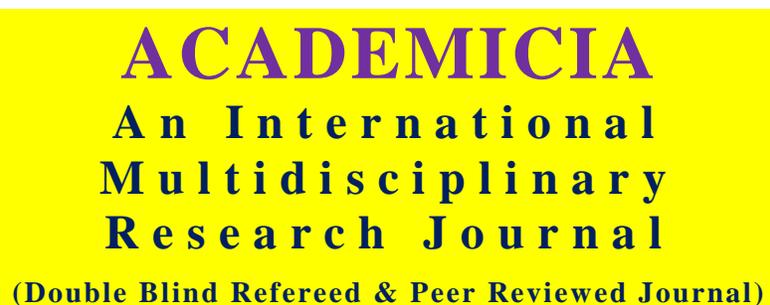
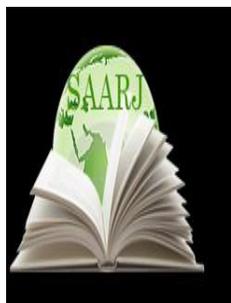
CONCLUSION

Pathological processes or any types of damaging effects cause responses from the cell, and mitochondria are most susceptible to external influences. Minor changes in the parameters of the medium and weak forms of pathology lead to changes in the structure of the MX membranes, which dramatically reduces their stability. As follows from the above data, in alloxan diabetes under conditions of hyperglycemia, there is a decrease in the content of fractions of PC, PE, FS, FI and an increase in the content of CL, FC, LFC, LFE, LCL, FFA, in the liver mitochondria, correlating with the severity of the pathological process. Tincture of walnut leaves reduces the sugar content in the blood and improves the absorption of glucose by the body. The drink promotes the resorption of infiltrates. The natural preparation is also recommended as a

strengthening agent for beriberi, exhaustion, anemia and helps to improve metabolism [9]. The use of natural preparations from walnut (tincture of walnut leaves and kernels) makes it possible to restore to a certain extent the phospholipid composition of biomembranes and normalize the hydrolytic activity of

REFERENCES:

1. Almatov K. T. Enzymatic transformations of phospholipids of mitochondrial membranes. - 1993.-P. 30.
2. Baranov, V. G., Sokoloverov I. M., Gasparyan E. G., Yarasheski J. A., Nikitin A. I. Experimental diabetes. L.: Nauka, 1983. S. 240.
3. Gogvadze V. G., Pustovidko N. N., Zhukova A. A. Involvement of phospholipase A2 in the induced products of lipid peroxidation risorse - Institute of liver mitochondria in rats //Biochemistry.-1990. - Vol. 55. - vol.12. - p. 2195-2198.
4. Ishankhodjaev T. M., V. T. Bornikov Phospholipid composition of the membranes of liver mitochondria in rats with alloxan diabetes. // 4 all-Union Symposium on the biochemistry of lipids: Abstracts. Kiev. - 1983. - p. 142.
5. Karagezyan K. T., Evsenin L. M., Adonts K. G., etc. Study of phospholipid-phospholipid ratios and dynamics of free-radical lipid oxidation in biological membranes in alloxan diabetes // Vopr. med. chemistry. - 1982. - Vol. 28. - issue 1. - p. 56. - 59.
6. Rasulova V. B., Rakhimova N. M. The activity of lipolytic enzymes of the liver mitochondria in alloxan diabetes. physiology". Theses of the dokl. nauchno-prakt. konf. - Kazakhstan, -2001. - p. 280-282.
7. Rasulova V. B., Ergashev M. S., Almatov K. T. Changes in the phospholipid composition of the membranes of the endoplasmic reticuloma of the liver in exogenous fibrosingalviolitis and its correction with plant preparations.// "IzvestiyaVUZov". Tashkent, 2001, no. 2-4, pp. 83-86.
8. Rasulova V. B., Bagdasarova E. S. Study of the sugar-reducing and membrane-correcting effect of tincture from walnut leaves and kernels in hyperglycemia. "Infection, immunity and pharmacology". - Tashkent, 2020. - No. 2. pp. 128-134.
9. Rivera R. and J. Chun. 2008. Biological effects of lysophospholipids. The Reverend Physiol. Biochem. Pharmacol. 160 25–46. [PubMed] [Google Scholar]
- 10.Or additional records, 2001 or additional records I. Black walnut against cancer. // Timoshka Publishing House. - St. Petersburg. - 2001. - p. 155.
11. OiMarzo V. 2-Arachidonoylglycerin as an " endocannabinoid": the importance of a previously unrecognized metabolite.- 1998. - Vol. 63. - issue 1. - p. 16-26 .



DOI: **10.5958/2249-7137.2021.00185.3**

STUDY OF A FOREIGN LANGUAGE IN A TECHNICAL UNIVERSITY IN THE SYSTEM OF HUMANITIES EDUCATION

Sharopova Shaxlo Kaxramonovna*

*Teacher,

Bukhara branch of Tashkent Institute of Irrigation and,
Agricultural Mechanization Engineers, Bukhara,
UZBEKISTAN

ABSTRACT

This article reveals the issues of learning a foreign language in technical higher education institutions, its content, the interpretation of a foreign language in the daily activities of students in communicative-linguistic activities in the form of speech-communicative communication, collective learning.

KEYWORDS: *Modern Higher Education, Technical Higher Education Institution, Foreign Language Learning, Communicative, Person-Centered Technology, Student.*

INTRODUCTION

The main feature of modern higher education is its humanitarian and personal orientation, when a special place is given to the formation of value-semantic formations of the individual and his spiritual and cultural growth. An essential part of the cultural process is the development of the values of world culture, which requires the study of foreign languages, knowledge of the language of other countries. The change in attitudes towards the study of a foreign language is also associated with the processes of globalization, the expansion of Uzbekistan's ties with other countries, a turn towards humanitarian values. In these conditions, knowledge of a foreign language makes it possible to expand intercultural communication, encourages people belonging to different cultures to contact and conduct dialogues. In light of this, knowledge of a foreign language is a prerequisite for the professional development of future specialists in the system of higher education.

At the same time, there is a contradiction in higher technical education at the level of special and general cultural training. The principle of professionalization presupposes a narrow subject focus, study and immersion in the essence of the science that is the basis of specialization. In the

paradigm of higher technical education, there is currently no unambiguous answer to the question of the optimal combination of general cultural and special training. In the standards, there is an unjustified narrowing of the block of humanitarian disciplines, which contradicts the general trends in the world educational space focused on humanization.

A radical turn towards man as an intrinsic value sharply outlined the problem of changing the technology of learning foreign languages.

The modern method of teaching a foreign language is focused more on cognitive, gnostic models. Today, it is objectively required to operationalize humanistically oriented education in the process of learning foreign languages at a technical university, to create a personal developmental environment, to develop innovative models of the educational process and corresponding pedagogical technologies.

The study and analysis of practice showed that the motivation of students in the process of learning a foreign language at a technical university is focused more on professional activity and to a lesser extent on personal self-determination and self-development. The needs of students in communicative and linguistic activities in the study of a foreign language are not fully realized, which can be explained by the insufficient implementation of personality-oriented education technologies in the practice of teaching at the university.

The content of the technologies of student-centered education is enriched by including in the content of education universal human, national and regional cultural values; filled with life problems of students; the practical orientation of learning a foreign language as the language of the specialty and colloquial and communicative communication in everyday life (regional, specialized, everyday topics).

The procedural part of technologies in the study of a foreign language is implemented through the use of collective forms of work between students, the organization of business, role-playing games, discussions, disputes, debates on problems of real life and future professional activity; organization of interpersonal communication, dialogue, polylogue; creating a favorable emotional background for activating the internal sources of personality self-development; diagnostics of the personal growth of each student; psychological and pedagogical support.

In accordance with this model of personality-oriented technologies, the leading place in our work on teaching students of a technical university a foreign language is occupied by processes that stimulate self-determination and self-realization of students and ensure their professional and personal development.

Firstly, the study of a foreign language is based on a system of values of a professional and personal orientation: professional competence and the need for self-realization and self-expression, culture and creativity, mutual understanding and tolerance, spirituality and morality. For this purpose, situations are created for the discussion of professionally oriented texts for students of various specializations, but with the emphasis on cultural, value and humanitarian aspects. Thus, the special text "Ecology Today" is considered by students in terms of improving their knowledge in the field of their future profession and allows them to assert themselves in a personal relationship to life's problems.

Secondly, the content component of the technology of learning a foreign language was filled with personally significant content. The offered classes are devoted to specific topics related to

both the enrichment of the general culture of students and the strengthening of professional interests. The texts contain dialogues aimed at developing both monologue and dialogical speech. Assignments wear creative nature and are aimed at the formation of professionally significant skills and abilities of working with literature in the specialty.

In the process of preparing and conducting debates, attention is paid to the development of logical and critical thinking; ability to work in a team; tolerance for different views; self-confidence and the ability to evaluate the consequences of actions and beliefs. Since the debate is a popular form of life creation, each time in the process of preparing for a debate, we encouraged students to take responsibility for enriching their knowledge and expanding their abilities, to achieve higher indicators in basic studies and mastering a foreign language, develop critical thinking, and develop a sense of self-confidence.

Thirdly, in the process of learning a foreign language, students are tasked with independently designing an individual program of professional and personal development through mastering the technologies of self-knowledge, self-esteem, introspection and forecasting.

Fourth, in the process of learning a foreign language, students need help and support from teachers in order to ensure the transition from object to subjective behavior, which manifests itself in value self-determination, self-creation, adaptation in the process of professional and personal self-development.

The content of a foreign language course at a university usually includes regional, specialized, and everyday topics.

The humanitarian orientation of teaching the English language is carried out in our experience due to the fact that we strive to "bring" these problems to the level of personal values (professional competence as a personal quality, as an opportunity for self-realization in life, work, society, orientation in special knowledge as an opportunity to participate in international projects, etc.).

Teaching students a foreign language using personality-oriented technologies allows you to determine the conditions for their influence on the processes of professional and personal formation of future specialists.

These conditions include the following:

- The study of a foreign language is filled with personally meaningful content, capable of generating personal meanings of teaching, profession, life;
- The mechanisms of professional and personal development of students are updated (self-knowledge, self-esteem, self-affirmation, etc.);
- The implementation of the principles of cultural conformity, professional competence, individualization is ensured;
- the priorities of the humanitarian and personal approach are implemented in the construction of training sessions, when a student acts as a subject, and the goal is associated with the prospects of his professional and personal development as a future specialist.

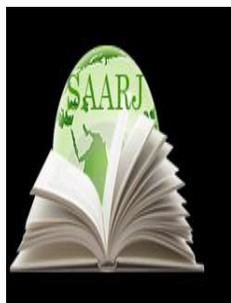
The use of student-centered technologies in the study of a foreign language at a technical university enhances its humanitarian functions if it is carried out:

- Integration of personal and professional orientation in the study of a foreign language;
- enriching the content of studying a foreign language through elective courses of a cultural, social, professional plan;
- Wide use of communicative-personal-activity forms and methods of teaching (dialogue, debates, role-playing and business games, etc.);
- Stimulation of students' independent work;
- Implementation of an individual and creative approach to students in the study of a foreign language;
- the organization of situations of reflection, allowing to comprehend learners and educators all parameters of the learning process and their actions to organize it;
- Tracking the level of professional and personal development of students.

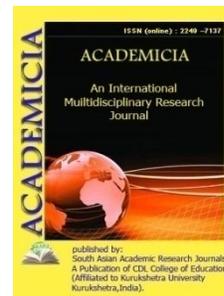
Personally-oriented technologies for studying a foreign language at a technical university allow the student to become a true subject of activity, create conditions for defining meanings, values, choosing ways of professional and personal development, which determines the quality of humanitarian education of specialists.

REFERENCES:

1. Yuldashev J., Yuldasheva F., Yuldasheva G. Interactive education quality assurance. - T .: 2008. - 150 p.
2. Ismailova Z.K. Pedagogy. Textbook. - T .: Finance and Economics, 2008.
3. Kazakova O. A. Business communication: a tutorial / O. A. Kazakova, A. N. Serebrennikov, E. M. Filippova. - Tomsk: Publishing house of the Tomsk Polytechnic University, 2013 .-- 132 p.
4. Kashnitskiy V. I. Formation of the communicative competence of the future teacher: abstract of thesis. ... Cand. ped. Sciences / V.I.Kashnitsky. - Yaroslavl, 1996 .-- 22 p.
5. Lazareva LV Development of communicative competence among students - future managers in the conditions of an economic university / LV Lazareva // Bulletin of TSPU. - 2010. - No. 12. - P. 154-159.
6. Leontiev A. N. Activity. Consciousness. Personality / A. N. Leontiev. - Ed. 2nd. - M.: Politizdat, 1977 .-- 522 p.
7. McClelland D. C. Testing for competence rather than for "intelligence" / D. C. McClelland // American Psychologist. - 1973. - No. 28. - P. 1-14.
8. Fly High English: 7-Classbook / Authors: L. Jurayev, M. Abdullayeva, L. Matskevich, R. Ziryanova, H. Tuhtarova, L. Tsoy, S. Khan, L. Kamalova, K. Inogamovaa- T . "Yangiyul Poligraph Service", 2007–152p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00184.1

EVALUATION OF THE DEGREE OF CRYSTALLIZATION OF BIOLOGICAL FLUID (SALIVA)

**Karabayev Mukhammadjon Karabayevich*;
 Ergashev Erkinjon Abdusattor-ugli**;
 Gasanova Nigora Muxtorovna****

**Professor,
 Doctor of Physics and Mathematics,
 Department of Physics, Fergana State University,
 Fergana, UZBEKISTAN*

***Fergana State University,
 Fergana, UZBEKISTAN*

ABSTRACT

Biological fluid is a complex tool that reflects the dynamic stability of the internal environment of the body, however, oral fluid can have different, physicochemical and biological properties under the influence of various factors and is one of the indicators of the body's reactivity. Numerous scientific findings have led us to conclude that human biological fluid (saliva) is a unique substance with great potential for use in basic research and medical diagnostics.

KEYWORDS: *Biological Fluid, Crystal, Facies, Mineralization*

INTRODUCTION

Biological fluid is a complex tool that reflects the dynamic stability of the body's internal environment, however, oral fluid can have different, physicochemical and biological properties under the influence of various factors and is one of the indicators of the body's reactivity. An important argument for the use of fluid in diagnosing the functional state of the body is the simplicity of the process of obtaining biological fluid.

Numerous scientific findings have led us to conclude that human biological fluid (saliva) is a unique substance with great potential for use in basic research and medical diagnostics.

The widespread use of physical changes in the evaporation of biological fluids and methods for estimating the solid phase in laboratory diagnostics, as well as the availability of information, is one of the current problems under study.

The purpose of the study

Currently, the method of evaporation and crystallization of biological fluids for diagnostic purposes is widely used, and great attention is paid to the study of the prospects of analysis. Increasing the use of biological fluid (saliva) in clinical analysis can help speed up the diagnosis of the disease.

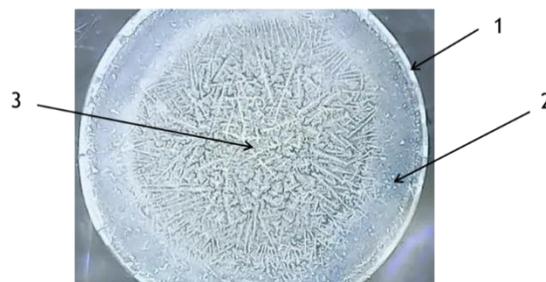
Typically, when using this method, the physical processes that take place during the evaporation of a certain amount of biological fluid (saliva) in the form of droplets and the solid phase precipitation that occurs after evaporation. (facies) morphology is studied. Biological fluid (saliva) can be a source for studying human DNA and clinical analysis in the body because the composition of certain molecules in saliva reflects their concentration in the blood. Using saliva for various laboratory tests, especially in children and the elderly, is much simpler, safer, and cheaper than using blood.

The main directions of research on the evaporation and crystallization of biological fluids (saliva) (the disappearance of the liquid system during the transition to the solid phase) depend on the substances present in the liquid and their quantities. is to study the possibility of informing the process of intermolecular composition of biological fluids, which occurs during the dehydration process.

Research method

Every day, a person excretes 1-1.2 liters of biological fluid (saliva). The main constituents of saliva are water, mucus, proteins and inorganic substances. Human saliva contains 99.4% water and 0.6% various substances (dry matter). The dry residue contains about 0.2% inorganic and 0.4% organic matter. Inorganic substances in biological fluids (saliva) contain sodium, potassium, calcium, and other trace elements. Organic matter in biological fluids (saliva) consists mainly of proteins and salts.

The following method has been developed to study the structure of the solid phase of biological fluids. Biological fluid with a volume of 1 mm^3 - 10 mm^3 is dropped horizontally on a flat glass. The diameter of one drop is in the range of 2-5 mm, and the temperature is observed at a temperature of 22°C and without changing the relative humidity. Methods for estimating the solid phase of a biological fluid (Figure 1 - vertical view) are widely used in laboratory diagnostics.



1. Peripheral zone
2. Middle zone
3. Central zone

Object of inspection. The object of our examination was a sample of biological fluid (100% biological fluid (saliva)) in the human body, one drop of which was instilled into a glass bottle using a pipette, and over time, the processes that take place in it. the volume of liquid evaporating from its surface and the formation of shaped elements (facies) were monitored using a usb microscope (horizontal and vertical) connected to a computer. The study identified two

types of microcrystallization of saliva. The first type is characterized by the presence of large dendrites, mainly in the central zone. In the second type, crystal-like aggregates or needle-shaped crystals were observed, which can be seen across the field or in peripheral areas.

From the observations, it is clear that the variation of the facies allows the experiment to be carried out using evaluation criteria. According to him, the evaluation criteria are divided into types of facies, measured in the range of 0 to 5 points, which allow to determine the changes that occur in the body and the processes that take place in it.

5 points - dendrites, which have a definite shape and extend in all directions, are located mainly in the center of the fascia, and the surrounding organic matter is small.

4 points - dendrites that have a definite shape but do not extend in all directions are located in the center of the fascia, around which and between the dendrites a certain amount of added organic matter is formed.

3 points - in the center of the fascia there are small individual dendritic crystalline-prismatic structures, around which and between the dendrites are formed a certain amount of added organic matter.

2 points - Apparently, there is a lot of organic matter in the form of single crystals of a flat but different shapes across the entire area.

1 point - There are many structures that are irregular and come in different shapes across the entire area.

0 points - complete absence of crystals in the field.

The result of the inspection

The assessment of saliva mineralization potential was performed taking into account the entire area of the facies and was expressed by the following average score depending on the crystal forms identified.

0 - 1 point - very low mineralization potential of saliva,

1.1 - 2 points - low salinity potential of saliva,

2.1 - 3 points - potential for useful mineralization of saliva,

3.1 - 4 points - high mineralization potential of saliva,

4.1 - 5 points - very high mineralization potential of saliva,



Saliva crystallization type 5 points (600x)



Saliva crystallization type 4 points (600x)



Saliva crystallization type 3 points (600x)



Saliva crystallization type 2 points (600x)



Saliva crystallization type 1 points (600x)

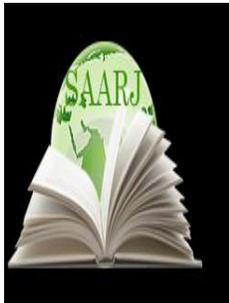
CONCLUSIONS

There are processes similar to the crystallographic method for studying biological fluids (saliva), which are now evolving at a very rapid rate. The main directions of research on the crystallization of biological fluids (saliva) are to determine the level of facies formed during crystallization:

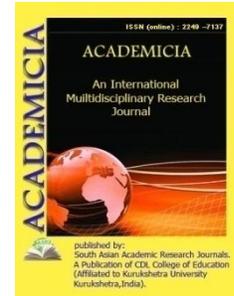
The transfer of biological fluid to the solid phase is the formation of a high-level structural order. The transition from a biological fluid state to a stable order, ie a facies, provides new qualitative information about the state of the system. During the transition to the solid phase, it is more convenient for the liquid system to disappear, to convert information, to analyze the solid phase of the biological fluid.

REFERENCES:

1. Barer, G.M. Variability of crystalline aggregates of the oral fluid in the norm / G.M. Barr, A.B. Denisov, T.M. Sturova // Russian dental journal. -2003.
2. Barer, G.M. Kristallshographic method for studying saliva / G.M. Barr, A.B. Denisov. - M .: VUNMTs Roszdrav, 2008



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00183.X

“TELEGRAM” AS A MODERN SIMPLIFIED AND RAPID MEANS OF DISTANCE LEARNING USING MULTIMEDIA FORM

Ilona Israilova*

*English Teacher,
 Tashkent Medical Academy,
 UZBEKISTAN

ABSTRACT

The article deals with modern solutions to the problem of building distance education in the scope of “Telegram” messenger. It shows the means of the given communicative app that are easily transformed into educational platform. The whole process of modeling the lesson is illustrated, in this perspective, followed by all the advantages of this method. This article will be appropriate both for urgent organization of distance learning in any of the area and for institutions with limited resources.

KEYWORDS: *Telegram Channels, Telegram Groups, Distance Learning, Simplified Education, Online Tests, Studying During Pandemic, Multimedia*

INTRODUCTION

The World Health Organization declared COVID-19 a global pandemic on 11.03.20 as the new coronavirus. According the Centers for Disease Control and Prevention (CDC) A pandemic is an epidemic that’s spread over several countries or continents and affects a large percent of the population [1]. As Dr. Tedros Adhanom Ghebreyesus noted “We have never before seen a pandemic sparked by a coronavirus. This is the first pandemic caused by a coronavirus. And we have never before seen a pandemic that can be controlled, at the same time.” [2] Cambridge online dictionary defines the word uncontrolled as existing or happening with nothing able to stop it. In this regard, the Government of the Republic of Uzbekistan immediately took all precautions as soon as the first case of infection was detected in Uzbekistan. The first case was registered at 6:00 on March 15, and on the same day at the meeting held by Prime Minister Abdulla Aripov, all universities, secondary schools, kindergartens and all educational organizations of Uzbekistan announced to be closed on the occasion of coronavirus spread on March 16 [4]. Literally, everything happened overnight, just the day before the students left their

educational institutions with different aims, work programs and homeworks, and the next day everything breaks down for an indefinite period. “Desperate” times require “desperate” measures. Since we didn’t have any similar precedents, it was urgently necessary to take action to prevent a gap in education. Continuity of education is one of the highest priorities of our country, which is spelled out in the Law "On Education" of the Republic of Uzbekistan: "The education system of the Republic of Uzbekistan is unified and continuous" [5]. At present, the problem of lifelong education is relevant because, it is associated with the objective need to constantly master new technologies. Thus, if we are not ready to accept and recognize it, very soon we will be on the sidelines of not only professional, but also social life [6].

Accordingly, an immediate decision was made to continue the educational process remotely. It is a form of studying in which the interaction of the teacher and students and students among themselves is carried out at a distance and reflects all the components inherent in the educational process. The United States Distance Learning Association defined distance learning in 1998 (Roblyer & Edwards, 2000) as "the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance [7]." Alexander Pop outlines the great flexibility for students. “Remote access to distance learning courses helps students worldwide to study from the comfort of their homes, or while on the move. Students remain independent and it empowers them to organize their own schedule. As an added bonus, they get to develop their time management skills by managing a learning calendar[8].

Digital technologies demolish or reduce the distances that separate people and communities from educational opportunities, and thus represent a major delivery mechanism for distance learning [9]

In an emergency response to the situation, the first platform that immediately came to mind to create easy access for distance learning was “telegram” messenger. “Telegram” may be fairly considered among the most popular messaging system in the world. It was founded by Pavel Durov in 2013, gaining lightning fast popularity in just one day in Uzbekistan. This is a messenger that captivated the hearts of people by the fact that all messages, files and photos are sent instantly at the time of sending, which was a big problem for the mobile app that everyone used before. Messages were sent for a very long time in other apps, files could be loaded for days, and telegrams entered our lives at the right time eliminating all these shortcomings. Thus, in just a couple of days, people “moved” to the telegram. It is no an exaggeration to say that absolutely every resident of our country, regardless of gender, age and social status, has a telegram application on its electronic device. Even the people who meet the first time, by default, know that the companion has telegram and while talking they use the expression "I will send you it via telegram" instead of "Do you have telegram?" If we narrow down the scope of using of “telegram”, within the university, it is officially used by the administration, teachers and students both among themselves and to transfer the information from the administration to teachers and from teachers to students and vice versa. Consequently, as soon as the question arose about the emergency preparation of distance learning in a pandemic, the question of which platform would be used was no longer aroused.

MATERIALS AND METHODS

Firstly, telegram platform allowed us to create a channel which subsequently contained the theoretical part of the lesson according to the calendar thematic plan.

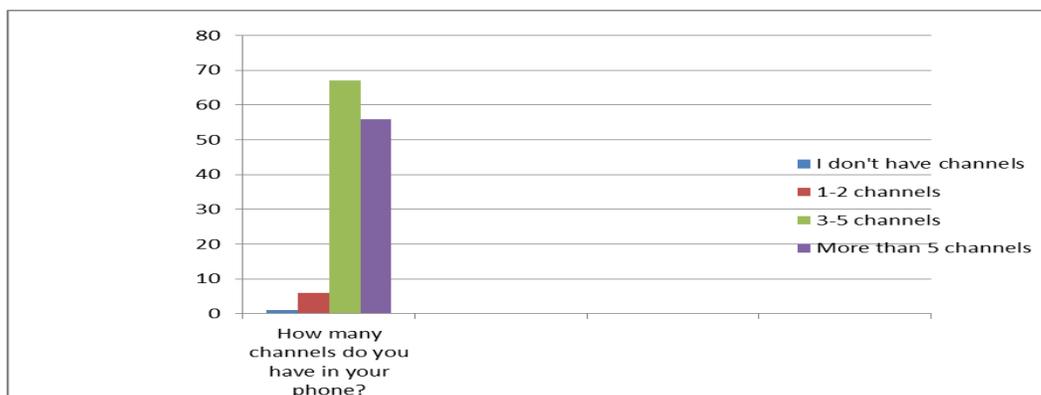
A channel is a one-way communication between an administrator and subscribers. The administrator exposes any information according to the purpose of the channel, and subscribers, in their turn, have access only for reading the material. Thus, creating a channel, we got the illusion of a lecture. Distance learning began from lesson 7 according to the calendar-thematic plan, since quarantine found us after 6 weeks of studying of the second semester.

It was decided to use the channel as a lecture base, since this profile is gaining immense popularity in Uzbekistan.

Country	2018	2019	Growth
Russia	57 784	133 846	x2.3
Ukraine	3 765	12 210	x3.2
Belarus	548	1452	x2.6
Uzbekistan	6 512	26 904	x4.1
Kazakhstan	865	11 671	x1.9
Kyrgyzstan	242	489	x2.0
Iran	23 350	44 542	x1.9

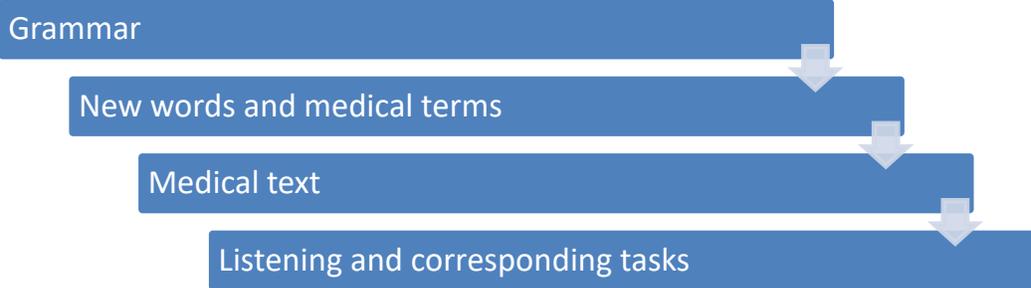
(Telegram Analytics [10])

According to the statistics of the official website of “Telegram Analytics”, we can see that for 2019, the Uzbeks showed an increase in the number of channels by 4 times, which has no analogues among all other countries. Almost every person in our country is subscribed on average to 3-5 channels. According to a survey among 130 TMA students we have the following results:



We can see that telegram channels are the daily routine of TMA students, which they use in parallel with their affairs on absolutely any topic, thereby creating an educational base through this platform it was not introduce any kind of shocking unusual effect, but on the contrary, the communication started in a “general” way that is convenient for both students and teachers. The above statistics is not limited to students only.

The channel follows a clear lesson sequence, that is, a regular traditional lesson consists of the following components:



As for compulsory tasks of the lesson, they are numerated and highlighted successively.

- Grammar is explained in the most understandable form with clear examples and visual aid.
- The medical texts and terminology of the relevant topic of the lesson is highlighted separately and the words are written out in a column.
- Corresponding tasks from listening and the audio file itself.

Then, the enumerated assignments that students should perform on the basis of the topic covered to get a grade for the lesson

1. Learn a grammar rule
2. Learn new words
3. Read and translate new text
4. Listen to the audio and perform tasks on it

In the channel, as an exception to the traditional lesson, additional material on the topic with visual aids and a link to different tests for improving the topic acquisition were included. Video materials with subtitles are provided for improving audio and reading skills. However, these tasks are voluntary and remain at the discretion of the student.

After the lesson, a test is set to practice and train the knowledge gained. The test is created using the “Quiz bot” and set directly in the channel. All students who take part in the training test instantly find out about their result as well as statistics of all respondents, and the number of correct answers to those who passed the test by this time is available to all participants. This is a motivational key to learning, and students are also preparing for what they can expect in final test.

The model of one lesson is finished, then, the next lesson goes directly to the channel following the same circle.

Along with this, there was created the next platform in a telegram called “group”.

“Group” in a telegram is a function that allows to add up to 200,000 users and everyone can write in a group and maintain communication an unlimited number of times. Telegram groups are created to unite people of some sort of common commune. This may be a topic of discussion that interests even unfamiliar participants, for example, “Helping lonely old people during a coronavirus pandemic,” or most often this group includes people who are connected by some kind of common social factor, for example, these may be:

Former (current) classmates (groupmates), work colleagues, parents of children (of kindergarten, schools, courses, etc.). In the present realities of our country, if someone is interested in some kind of activity, then he is necessarily have telegram group of associates to exchange and receive information (of course, if a person is not isolated from society and lives in the forest, but shows any kind of social activity).

Telegram group, for today, is the fastest and most convenient way of informing and receiving information, starting from the official announcement that, for example, “the lessons have been transferred” and this message instantly gets the whole class, ending with informal communication up to “what kind of blouse anyone will wear”.

In our conditions, the group was created to connect students with their teachers because the “channel” has only one-sided communication, and now everyone can speak in the group. A distinctive feature of this model is the presence of direct interaction with the teacher. Moreover, the group allows to use one of the most important functions - an open quiz, which in our context is used to create tests for assessing students. The quiz has a test format. It is impossible to revote for participants once they chose the option. However, it is more convenient than much traditional tests since the result is shown right away for both the teacher and the student, and the teacher at the same moment can see in the test the results of the number of correct answers are and list of students who answered correctly and vice versa. Furthermore, student can immediately see if he answered the question in the right way and what answer is actually correct. If the student answered incorrectly, it would immediately show him and the correct answer will be indicated. In this regard, it will cause emotions and contribute to better memorization of the words. According to Cognitive Social Psychology, information is perceived better when it is received on the basis of emotions. “Emotional events, like those that trigger a fear response, can enhance a person's memory of related pieces of information acquired prior to the emotional moment” [11].

Elizabeth A. Kensinger in her article researched different points of view, studied it from medical perspective and came to conclusion “Though the theories differ from one another in important ways, they all share the central tenet that some aspects of an emotional experience are remembered well because of their arousing nature, while other elements may receive no mnemonic benefit and in fact may be more likely to be forgotten” [12]. Thus, at the same moment we get the effect of working on errors, which is much more effective than traditional tests. In traditional tests, students, answering questions, do not immediately recognize the answer, and after the test is over, most students simply don't remember most of the questions to find the right answer at home, and the rest of the students are simply not interested in it. With the help of online quiz in a telegram, all kinds of students are interested because at the given moment they have the goal of successfully answering questions in order to get a satisfactory mark. And if they answer incorrectly, they immediately see it.

An example of test in a telegram, in its original form, when the answer is still unknown (answers are presented for translation in their native language):

Translate the word "Platelet"	
1.	Кровяная пластина (platelet)
2.	Коленная чашечка (patella)
3.	Череп (skull)
4.	Сосуды (vessels)

An example of test when the student answered a question wrong by choosing the kneecap option, while the correct answer is a platelet:

Translate the word "Platelet"	
✓	1. Кровяная пластина (platelet)
✗	2. Коленная чашечка (patella)
3.	Череп (skull)
4.	Сосуды (vessels)

DISCUSSION AND RESULTS

Thus, it became possible to clearly differentiate the goals and objectives in our telegram platform. The channel was used for the lecture part of the lesson. That is, the teacher posted all the necessary information about the lesson. Since English at the medical university is held once a week, the entire lecture part of the lesson, which will be checked in the future, was also laid out once a week. In addition, interesting quizzes, additional material and videos corresponding to the theme of the week were uploaded throughout the week. This form of making up a lecture lesson proved to be very effective with a number of advantages:

1. The student is able to choose a convenient time particularly for him to study the theme
2. The student's time is not limited to one lecture hour, and if something is not clear to him, he can re-read it and return to the topic an unlimited number of times until he finally comprehends the material
3. Some students during the traditional lesson are embarrassed to ask questions and as a result the topic is not fully assimilated. "Although learners may be eager to ask questions, the act of uttering a question publicly to the scrutiny of others may discourage them from doing so, as this may render them vulnerable to embarrassment, censure, or ridicule" [13]. This issue has been resolved with a telegram online.
4. Since digital technology is used, all the information has already been printed and the student does not need to waste time copying it into a notebook, but simply copy it to some storage or simply forward it to favorites

Students using the channel receive the material that they need at the same time where everything is very clearly dispersed and there are no unnecessary or distracting factors that take place in a

traditional lesson. After conducting an online survey among students, we received positive reviews:

What kind of lesson do you prefer?

- a) Traditional, in-class lesson (24 -15%)
- b) Distance lesson with the help of telegram (118 – 73%)
- c) Distance learning with the help of other messengers (8 – 5%)
- d) Distance lesson with the help of other WEBs (11 – 7%)

Thus, we have discovered that studying via telegram is leading not only in comparison with in-class lessons but also among any other online learning platforms.

Specially designed for online learning platforms have a number of disadvantages that make distance learning inconvenient activity. In order to enter the site first and foremost it is necessary to have a good Internet connection, however in different locations the connection quality may vary, what creates certain difficulties. Moreover, to enter the site is it necessary to deal with different tabs and numerous questions immediately arise: identify functions for finding something, what to do, how to give a lecture, how to pass a test, how to download a task, how to find out the result, etc. All these require various manipulations and a qualitative internet connection. Moreover, every time a student needs to go to the browser, to the site, enter the login and password. Too many manipulations in a seemingly simple matter may discourage students from studying. Furthermore, it is worth considering the most common problem of sites – from multiplicity of the user, ordinary sites begin to load for a long time, crash and even stop working.

As for the telegram, people 24 hours a day are almost online in Uzbekistan. In order to visit any channel, practically no manipulations are required, because it is equivalent to correspondence with a friend. Notifications of any new information on the training channel comes instantly and in order to open and read it, it takes only one click. The exceptions of unnecessary bureaucracy, and user friendly system motivates students to learn. Moreover, telegram is simple in allowing users to access accounts from multiple devices. They can use a tablet, phone, computer and any other digital device convenient for them. They can even be online at once in all of them, there are no unnecessary restrictions in the telegram, at the same time it is considered the safest messenger against pirated Internet interventions and attacks.

As a result, each teacher, just by informing every monitor of his groups, was able to collect 100% attendance

CONCLUSION

Summing up, we can emphasize that telegram has entered the life of Uzbekistan as one of the most necessary tools, from small to large. In this regard, it would be a mistake not to use this fact in the interests of education, especially if the issue is urgently resolved in a pandemic. Telegram has proven to be a reliable, convenient and multi-functional platform for distance learning.

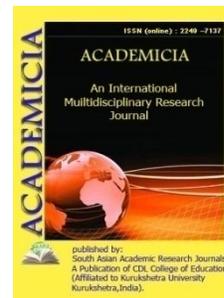
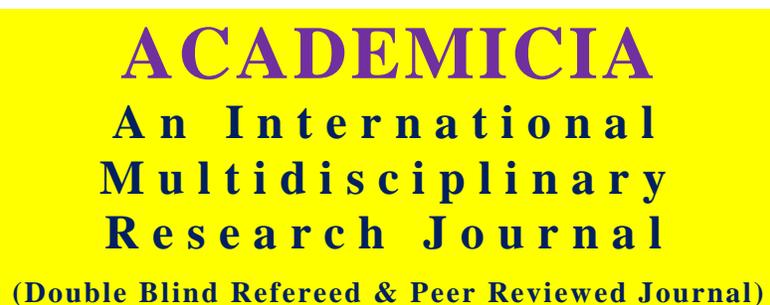
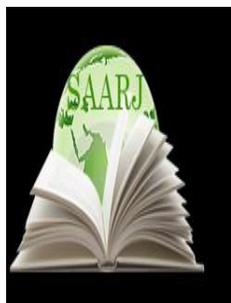
The telegram channel without access to feedback served as a ladder for lectures, thereby saving participants from unnecessary information that may be contained in groups where all participants have access to sending messages. The telegram group, in its turn, served as feedback from the seminars, where each student could speak out and ask any question of interest, thereby reducing

the time and effort of the teacher and the students themselves. After all, what is not clear to one student is more likely to be not clear to many others. Thus, asking a question once, all other students know in advance the answer to it, saving their time, without the need to ask themselves.

For all the time of existence of telegram messenger in Uzbekistan, there were no malfunctions. Thus, we can safely conclude that this is a reliable source for introducing it into distance learning lessons. However, the issue of continuous contact of the teacher with the student in the form of an online video chat remains open and untouched. A telegram takes the form of sending video messages, but this does not happen online in a real time as a conference with different people. In the context of teaching, the teacher who wished to interview the student personally does not have the opportunity to objectively evaluate the student, since the survey does not take place between two or more people at the same time. Perhaps the creators will take this fact into account when creating a new version of the telegram that periodically comes out.

REFERENCES

1. <https://www.cdc.gov/csels/dsepd/ss1978/lesson1/section11.html>
2. <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>
3. <https://dictionary.cambridge.org/dictionary/english/uncontrolled>
4. <http://uza.uz/ru/society/s-16-marta-vse-obrazovatelnye-uchrezhdeniyauzbekistana-zakro-15-03-2020>
5. Закон Республики Узбекистан «Об Образовании» // Гармонично развитое поколение — основа прогресса Узбекистана. Главная редакция издательско-полиграфического концерна «Шарк». — Ташкент. 1997.
6. Тайлаков Н. И., Эштемиров С., Аминов И. Б. О системе непрерывного образования в Узбекистане // Молодой ученый. — 2015. — №9. — С. 1194-1196. — URL <https://moluch.ru/archive/89/16067/> (дата обращения: 03.04.2020).
7. Roblyer, M. D., & Edwards, J. (2000). Integrating educational technology into teaching (2nd ed.). Upper Saddle River, NJ: Merrill.
8. Alexandr Pop <https://www.mastersportal.com/articles/143/7-ways-distance-learning-degrees-are-changing-university-education.html>
9. Traxler, J. Distance education and mobile learning: Catching up, taking stock. Distance Educ. 2010, 31,
10. <https://tgstat.ru/articles/Itogi-2019-goda-Telegram-v-cifrah-12-29>
11. <https://www.theverge.com/2015/1/21/7866393/memory-enhancement-electric-shocks-while-learning>
12. Elizabeth A. Kensinger. Remembering the Details: Effects of Emotion. HHS Public access. PMC National library of Medicine/National Institutes of Health . 2009
13. Christine Chin/ Jonathan Osborne. Studies in Science Education. 2008



DOI: **10.5958/2249-7137.2021.00180.4**

THE USE OF INFORMATION TECHNOLOGIES IN THE LESSONS OF THE RUSSIAN LANGUAGE AND LITERATURE

Abdurakhmanova Dilbarxon*

*Teacher,
Namangan Institute of Engineering Technology,
Namangan, UZBEKISTAN

ABSTRACT

This article describes the issues of teaching Russian language and literature, information technology, their content, their use in teaching science, and through it to achieve effectiveness in the classroom. In addition, in the final lessons of literature, I use excerpts from feature films, performances of the studied works. For example, children are interested in watching excerpts from "Eugene Onegin", the whole film is shot in poetic form, with arias and opera numbers.

KEYWORDS: *Student, Teacher, Information Technology, Animation, Multimedia, Presentation, Color Images.*

INTRODUCTION

A modern lesson ... What should it be? Are the requirements for the construction of the lesson, the methodology for conducting it outdated? Of course not. The trinity of goals (teaching, developing and educating) is an essential component of any lesson. However, modern life is making its own adjustments to teaching methods. I think that today there is no teacher who would not think about the questions: "How to make a lesson interesting, bright? How to engage students with your subject? How to create a situation of success for everyone in the classroom? " What modern teacher does not dream of the children in his lesson to work voluntarily, creatively; Did you enjoy learning the subject at the maximum level of success for each? And this is no coincidence. New the organization of society, a new attitude towards life, impose new demands on teaching. Today, the main goal of education is not only the accumulation of a certain amount of knowledge, abilities, skills, but also the preparation of the child as an independent subject of educational activity. At the heart of modern education is the activity of both the teacher and, no less important, the student. It is to this goal - to educate a creative, active person who knows how

to think, who knows how to find the necessary information - and lessons should be devoted to. [1.16]

Each teacher uses various teaching methods, chooses the most optimal for himself. An effective means of enhancing the cognitive, reflexive activity of students is the use of information technologies in the educational and self-educational process.

The use of information technology is one of the urgent problems of modern methods in teaching philological disciplines. I consider the use of information technologies necessary in the lessons of the Russian language and literature, since they contribute to the improvement of practical skills and abilities, allow you to effectively organize independent work and individualize the learning process, increase interest in the lessons of the Russian language and literature, activate the cognitive activity of students, modernize the lesson.

Information technologies increase the pace of the lesson, increase the proportion of students' independent work, make it possible to test the assimilation of theory by everyone, deepen the degree of practicing practical skills, and conduct differentiated work with each student. Computer technologies contribute to the scientific organization of the student's and teacher's work, students' independent research work to prepare for the lesson, scientific and practical conferences, seminars.

In my teaching work, I also try to use various teaching technologies. Recently, I have been increasingly using elements of information technology in the lessons of the Russian language and literature.

In my lessons, I often use presentations that help to visually demonstrate the material being studied, or help to check the studied material. For example, when checking homework, I suggest that one of the students answer the test questions on a laptop. It takes less time and engages the student as they love to work with computers. I compose the presentations I need myself or use material from the Internet. I have presentations on almost every topic in my media library. When demonstrating presentations, it is very important to comply with certain conditions:

- Each slide should contain a little information, thoughts should be formulated clearly, clearly.
- The font must be at least 24 point size. It should be clearly visible against the general background, but should not cut eyes or be too pale.
- Drawings, photographs, diagrams are designed to complement text information or convey it in a more visual form.
- It is advisable to avoid in the presentation of drawings that do not carry a semantic load, if they are not part of the style.
- The color of graphics should not contrast sharply with the overall style of the slide.
- It is recommended to accompany illustrations with explanatory text.
- If a graphic image is used as a background, then the text on this background should be well readable.
- It is desirable that all presentation slides be consistent in the same style. They should not be pale or too bright, distracting the attention of students.

- Animation effects are used to attract the attention of students or to demonstrate the dynamics of the development of cases of a process. In these, the use of animation is justified, but you should not over-saturate the presentation with such effects, otherwise it will cause a negative reaction.
- The soundtrack should reflect the essence or emphasize the peculiarity of the slide theme, presentation. It is necessary to select the optimal volume so that the sound is heard by all listeners, but not deafening.
- In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors.
- After creating a presentation and its design, you need to rehearse its presentation and your presentation, check how the presentation will look as a whole. [3.6]

In addition to presentations in my lessons, I use various video and audio files. This, for example, reading works by famous poets and writers, reading poetry by the authors themselves (for example, in my media library there are voices of Mayakovsky, Yesenin, Akhmatova themselves). Firstly, the children are interested in hearing the voice of the author of the work; secondly, reading a poem by the poet himself often helps to better understand the main idea. I also demonstrate clips created for poems. They help not only to hear a poem or a song set on verses, but also to visualize the picture. There are clips to the poems of Yesenin, Pushkin, Lermontov, Pasternak, Akhmatova, Tsvetaeva. In addition, in the final lessons of literature, I use excerpts from feature films, performances of the studied works. For example, children are interested in watching excerpts from "Eugene Onegin", the whole film is shot in poetic form, with arias and opera numbers. Sometimes I offer several versions of films for one work. For example, 2 films were made based on Bulgakov's novel The Master and Margarita. The guys look at both options at home, then discuss them in class. All the films I allow the children to watch only after reading the work, otherwise the idea will be incorrect. Video files are very helpful in getting to know the personality of the writer. Here I show various educational films (there are a lot of them on the Kultura channel), memoirs of the writer's contemporaries. Particularly interesting for children are correspondence excursions to the literary places of writers, since far from everywhere we can visit in reality. In the final lesson on the study of the work, I often suggest playing an intellectual game, thereby checking the knowledge of the text and the main problems of the work.

It is necessary to note such moments in the use of information technologies as a set of text material. These are cards for individual work, and verification tests, and colorful design of information stands, and more. Unfortunately, I do not know how to make a video clip myself, so I use ready-made ones.

There are many interesting and useful teacher sites where every subject teacher can find the material he needs. The most favorite are the following sites: September 1, Teacher's Portal, Pedagogical Council, COM Presentations.

Now there are many resources on the Internet on the Russian language and literature, where you can solve the test online, practice for passing the test, and participate in the correspondence Olympiad. Unfortunately, this type of activity is not yet within our power, since it is not always possible to occupy a computer science room at the time we need. In addition, the desire to teach students to use the Internet not only as a way to communicate on social networks or to write off

homework or an essay, but also as the ability to find the necessary information in a huge stream of Internet resources, to acquaint them with amazing and useful sites, remains unfulfilled.

Unfortunately, at the moment, there are many negative sides to using this technology. The biggest problem is the lack of the necessary technical equipment in the office. We use a school TV, our personal laptop. But the monitor screen is small, so I can use the information on the computer for individual work. I practice this technique when, at the end of the study of the topic, I sit the students on the first two desks and demonstrate everything that I talked about in the lesson.

Using computer technologies in your lessons, you need to remember the following points:

- The use of this technology must be justified. There is no need to conduct every lesson according to this method. It is necessary to alternate the techniques of this technology with other forms and methods.
- Demonstration of video and audio material should not exceed 20 minutes.
- All material used must be of high quality, without violations of sanitary standards. [2.56]

It is possible and necessary to live and study with interest and maximum efficiency in school, college, technical school, university. Moreover, to study not only a pupil, student, but also a teacher, teacher.

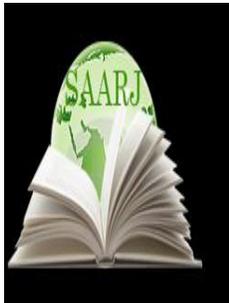
In 1820, when the poem "Ruslan and Lyudmila" was published, Zhukovsky presented Pushkin with his portrait with the inscription: "To the winner-student from the defeated teacher."

Agree, dear colleagues, that even today we can say this to our students, because they are better guided by modern information technologies than we are. And we must, in turn, keep up with the times.

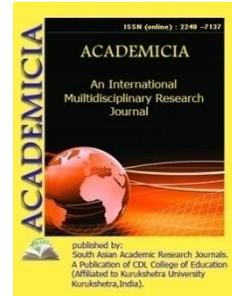
Based on the above, I can note that the use of information and communication technologies in my lessons gives me time savings in the lesson, depth of immersion in the material, increased motivation for learning, an integrative approach to teaching, the ability to simultaneously use audio, video, multimedia materials ...

REFERENCES:

1. Bogolyubov, V.I. Pedagogical technology: evolution of the concept // V.I.Bogolyubov - Pedagogy -2011.-№ 9.-P. 21-25.
2. Bragin, G.B. Mastery of the teacher in the classroom / G.B. Bragin- M .: 2012.-84 p.
3. Mashbits, E.I. Computerization of teaching: problems and prospects // E.I. Mashbits Pedagogy -2013.-№ 2.-P. 5-12.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00181.6

THE IMPORTANCE OF USING DIGITAL TECHNOLOGY IN PRIMARY SCHOOL MATHEMATICS EDUCATION

Yarashov Mardon Jobir ogli*

*Bukhara State University,
 UZBEKISTAN

ABSTRACT

This article discusses the advantages and opportunities of digital technologies in the education system. It has been said that high efficiency can be achieved through the organization of education through digital technologies. One of the important achievements of the lesson process was the creation of software tools that make use of the components of computer technology. Especially in the organization of the educational process, these programming tools are of particular importance. The role of Information Technology in our present time, where there are updates, economic and social developments at every step, is incomparable. There are huge changes, especially in the field of Education.

KEYWORDS: *Digital Technology, Education, E-Textbook, E-Software, Computer, Internet, Digital Education, Independent Study, Presentation, Video File.*

INTRODUCTION

Today we all know that the concept of the 'digital economy' has become one of the most pressing issues in the world. At the same time, our national economy is very needy to modern specialists with deep knowledge and skills in the field of information technology, who can use them effectively. We all need to work hard to achieve this goal with a deep understanding of the issue. If we do not start it today, it will be late tomorrow". said Mirziyoyev Sh. M.

Having digital technologies in the educational system plays a special role in solving the problem of providing the economy with personnel. After all, the digital vision of the whole industry is becoming an important part of our lives, which is why teaching students through digital technology is an important factor in the training of cadres at the talabi level of today's era. For this, of course, in the educational process, it is necessary to use modern information technologies.

Today, the teacher is assigned a responsible task as an adult, educating a harmonious generation. And this requires the determination of tasks aimed at improving the content of education, being in harmony with the Times and having introduced modern technologies of education, students are required to be interested in their science, to formulate a sense of respect.

The achievement of positive results in education is determined primarily by careful teaching of the basis of scientific knowledge to the younger generation, expansion of the scope of worldview and thinking in them, effective organization of educational-educational work on the formation of moral and moral qualities. In this regard, many changes are being made to the educational process, new comrades are being introduced. One of these is the achievement of increasing the effectiveness of training in the transition to a course using information and communication technologies.

In the "national program of Personnel Training" of the Republic of Uzbekistan, the issue of strengthening the material technical and information base of educational institutions, providing the educational process with high-quality educational literature and advanced pedagogical technologies, informatization of the system of continuous education was emphasized. Proceeding from this, the introduction of information and communication technologies into the educational process is a period demand. To increase the interest of students in the sciences, to develop their mental and creative thinking, intellectual abilities, to ensure interdependence in science, is one of the important tasks of today's pedagogy. The organization of classes on the basis of advanced pedagogical technologies, teaching students to operate independently, rational use of the opportunities of information technology, improving the quality of mastering the subject in the teaching is a priority task. In this regard, different methods are also used in the teaching of primary education. One of them is the use of modern information technology.

The rapid development of modern information technologies, rapid entry into the sphere of education, the importance of which is important in our lives, also necessitates the appropriate formation of our knowledge and skills in this regard. Therefore, in the primary classes it was recommended to pass a course using a computer. One of the important achievements of the lesson process was the creation of software tools that make use of the components of computer technology. Especially in the organization of the educational process, these programming tools are of particular importance. The convenience of electronic handsets is that they are created using software tools such as Macromedia Flash, GIF Animation, Microsoft Front Page, Adobe Photoshop, 3D Max, Microsoft Power Point. Because they allow you to create moving, colorful, sound images. This will help elementary school students to quickly understand the topic, improve the quality of their mastering.

Electronic textbooks, manuals and presentations created for Primary School students are widely used in the educational process. With the help of Information Technology in the teaching of Reading, native language, mathematics and Natural Science, a variety of visual slides can be used in the course processes. For example:

- reading and reading letters on the big screen in native language subjects, adding words to each other, then reading small fairy tales and stories, writing letters correctly and beautifully;
- solving issues with the help of slides, using simple actions in mathematics, organizing various computational games or assignments in the style of play;

- it is possible to give concepts from natural science with the help of simple slides about phenomena in nature. It also provides an opportunity to demonstrate the animated appearance of natural phenomena.

The use of these methods will be an impetus for the development of oral speech of an age-old and knowledge-hungry student, an increase in verbal computing skills, the development of creativity, research and thinking skills.

The use of electronic presentations as a demonstration and visual material in the lesson is of great help to the teacher. The provision of instructional material in the form of animations in an electronic presentation will facilitate the understanding of the subject and increase visibility. Slides made in the presentation can also be given to the readers as a distribution material. Electronic textbooks can be used in independent learning and effective mastering of all aspects of instructional materials. In the electronic textbook, educational materials of the subject are used to the reader in interactive ways, with appropriate psychological and pedagogical aspects, modern information technologies, opportunities for audio and video animations.

The use of presentations, video graphs in the lesson allows the following:

- better implementation of the principles of visibility and accessibility in the process of teaching, teaching;
- more effective and interesting use of time;
- creation of problematic situations in which students experience cognitive activity;
- acquisition of basic knowledge on the subject;
- systematization of acquired knowledge;
- formation of self - management skills;
- formation of learning motivation;

In our country there are electronic lessons of Reading, native language, mathematics and Natural Sciences, that is, Multimedia for students of 1-4 classes. Electronic textbooks are given in the form of text and sound, the video file is visible. The interoperability of Audio and video information dramatically increases the effectiveness of training. Multimedia is prepared on the basis of the topics given in the curriculum, so that at the time of 45 minutes of the lesson to 12 minutes of the lesson the students will be able to pass the lesson. This once again shows how effective digital technologies are in education.

Electronic programs such as “learn to count”, “alphabet lessons”, “Aljabr”, “5x5” , created by the Republican Educational Center for Primary School students are important because of their interest, compatibility with the age of the students, simplicity for use, development of potential, students can use independently and motivate them to think logically.

“Learn to count ” is an electronic educational tool in mathematics for Primary School students. Through this electronic course work, students of primary classes will formulate the ability to use the computer's “mouse” device together with the formation of 4 practice skills.

"Lessons of the alphabet" -is a program for teaching the Alphabet, designed for students of the 1st Class. The advantage of the program is that it helps to grow the verbal and written speech of

students (to pronounce and write the letter, to learn the names of things that begin with this letter). Also, after the study of the letters, a picture is given for the purpose of reinforcement. The given checkbox is explained by compiling the name of the thing in the picture. It is here that the writing skills of the student through the computer are formulated, he is also taught to work with the test. In addition, the skills of using information communication technologies are formed.

"Aljabr" is an application designed to be used in mathematics lessons of the 1st Class. Through the program, students learn to perform numbering, sorting, addition and subtraction operations, comparison within 10. The program allows the reader to master the automatic level of oral sample solution. Also serves to develop independent working skills.

"5x5 " is a program that is designed to be used in 2-th grade mathematics lessons and teaches the multiplication table. In the repetition part of the program, the computer itself teaches the order from 2 to 9 decimal table. In the exam section, the reader independently develops the table. It is noteworthy that the fact that one room does not pass without performing the other, forces the reader to work on himself. We can say that the program is a real assistant to the teacher. Because, 30-40% of the class students face difficulty in learning the multiplication table. The program guarantees those students the automatic learning of the multiplication table. Today, the demand for the teacher consists in the fact that in the process of lessons he can use information technology, teach students to use the computer freely, acquire modern knowledge, become a spiritually mature person.

The role of Information Technology in our present time, where there are updates, economic and social developments at every step, is incomparable. There are huge changes, especially in the field of Education. Dear Priezident Sh.M.As Mirziyoyev said in his appeal to the Oliy Majlis: "we need to give our youth a decent education and realize their aspirations for science. To this end, we need to develop the system of preschool education, radically improve the material and technical base of secondary and higher educational institutions, the quality of scientific and educational processes."

In fact, if we raise the quality of education, in the near future it will not remain without its fruit. There are many different ways to do this. Using the experience of developed countries, we need to improve our educational process in a situation that is not limited to our nationality. One of the necessary conditions for this is the use of digital technologies in the educational process. In 2017, the Ministry of information technologies built 2300 km fiber optic networks in the regions of our country and attracted 5.7 million dollars. This in turn serves to strengthen the material technical base of higher educational institutions and radically improve the quality of training of highly qualified specialists.

The use of digital technologies makes it possible to:

- increase the motivation of learning;
- For individual activity;
- Formation of information competence;
- For creative freedom;
- For interactivity of training.

What is the original content of digital technology itself? The question "technology" is derived from the Greek words "techne"-art, skill and logos - doctrine, meaning science about art, doctrine. Computer memory is a set of special electronic circuits, each of which consists of a combination of zero and one information is retained. That is why this type of technology is called digital technology. In addition to being the basis of the computer, digital technology is the backbone of the Internet, which is the basis of modern life. The Internet is a world global computer network operating on the basis of a single standard. Its name means "networklararo". How will it be if we enter the same Internet in the course of the lesson? Along with quickly searching for any necessary information via WiFi, it is also possible to conduct various discussions in the group. In addition, through the program "Imo" on the Internet, the foreign professor standing in any part of the world, the reader can put any person with an exchange of views. Information technologies used in distance learning can be divided into the following three groups:

- providing educational information;
- Transmission of educational information;
- Storage and processing of educational information.

Together they form distance learning technologies. Over time, digital technology has developed and reached its current state. In such a situation, digital technologies have become an integral part of our lives.

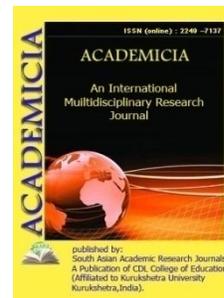
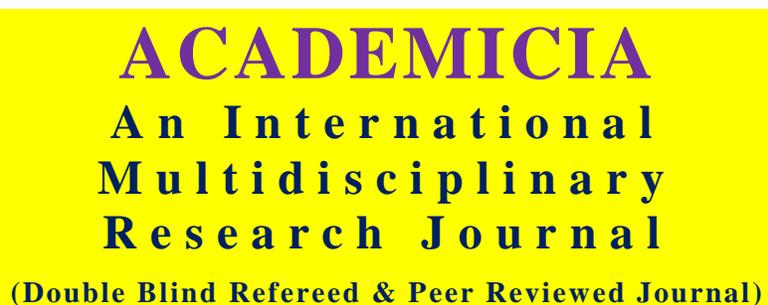
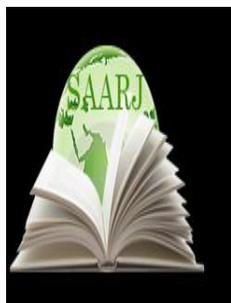
The application of computer technology in education allows to carry out the following:

- The student - will be able to acquire knowledge of the youth;
- enrich the content of the teaching, personalize the acquisition of knowledge;
- will be able to model the knowledge of the students and teach them independence;
- Ability to use all kinds of educational tool seksextiradi;
- with the help of a computer, he will be able to check his knowledge, determine the mistakes he made and teach them to look for ways to get rid of them, etc. World experience shows that whichever country pays great attention to education, then of course the economic upsurge will be so.

REFERENCES

1. Burkxonov S, Khudoyorov O', Norkulova Q "3rd grade mathematics" T.: 2013.
2. "Decree of the President of the Republic of Uzbekistan" No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan". // Collection of Legislation of the Republic of Uzbekistan, 2017. // <http://lex.uz/pdfs/3107036>.
3. Kasimov F. Kasimova M. "Complex problem assignments". Article. Journal of Primary Education. No.2007.1. P. 26-27.
4. Raykhonov Sh, Kasimov F, Saidova M "Problems of movement in primary school". Study guide. B.:2015. P. 34-35.

-
5. Berkov, V.F. Logic: tasks, exercises, workshop /V.F. Berkov. - Minsk: TetraSystems, 1998p. 5-6.
 6. Melnikova, T.V. Maths. Development of logical thinking / T.V. Melnikov. - Volgograd: Teacher, 2009. - 131 p.



DOI: [10.5958/2249-7137.2021.00262.7](https://doi.org/10.5958/2249-7137.2021.00262.7)

A STUDY OF COVARIATES OF INTERNATIONAL TOURISM IN ASIA: A FIXED EFFECTS-DRISCOLL AND KRAAY APPROACH

Bilal Mehmood*

PAKISTAN

ABSTRACT

Tourism sector has become an integral part of overall economy of countries around the globe mostly in developing regions. Accordingly, this paper investigates the covariates of tourism in 14 Asian countries for period 2000-2012. These covariates include Infrastructure, Human development index, Exchange rate and Consumer price index. Using an improved variant of fixed effects model (with Driscoll and Kraay standard errors), the effect of tourism on national income is found positive. Thus, econometric concerns of autocorrelation and heteroskedasticity have been accounted for. Recommendations include the policy step to invest infrastructure, human capital and to curtail fluctuations in general price level and exchange rate to harness tourism sector of the sample countries.

KEYWORDS: *Tourism, Infrastructure, Human Development Index, Exchange Rate, Consumer Price Index, Fixed Effects With Driscoll And Kraay Standard Errors.*

Jel Classification: *L84; H54, E31; F31; C23.*

INTRODUCTION

Tourism has become a significant sector in most of developing countries. Its contribution to economy in terms of employment and income generation, poverty reduction and income growth is now beyond doubt. The study of factors that cause tourism to grow, is increasingly become important and occupies a substantial share of social sciences literature. The socio-economic determinants are also a part of this empirical literature. This paper tries to contribute to literature by exploring the factors that contribute to tourism in a country. Asian countries are endowed with recreational areas and monumental spots that attract tourists from other countries. Accordingly, this research paper assesses the role of various factors in determining the level of tourism in Asian region.

1.1 Objectives of the Research

This research aims the empirical scrutiny of impact of determinants of tourism for a panel of selected Asian countries. Accordingly, the hypothesis is built as follows:

H_A: Tourism gets affected by its covariates (infrastructure, inflation, exchange rate and Consumer price index) in Asian countries.

2. Literature Review

A brief review of empirical literature that sheds light on factors affecting tourism are noted here to highlight the workable area of research. Lee (1996) et al examined the demand function for expenditure of international inbound tourists in South Korea. Results reveal that among all the factors, income has utmost significant effect on international demand for tourism of South Korea. Variables like real exchange rates and relative prices had smaller impact. Shaw & Williams (1998) conducted a case study using sample of Cornwall focusing the tourism industry and the employment generation as its output. It is found although tourism has a positive impact on employment. Distinction in their work was to suggest different set of policies for tourism development regarding tourism-related business and employment generation. Seckelmann (2002) analyzed the performance of tourism sector in Turkey over period of twenty years. Improvement in infrastructure in developed areas like Southern and Western costal belt areas accelerated the pace of tourism and consequently economic condition of the region. They refer to the example of Anatolia in pushing the Turkish economy upward.

Eilat & Einav (2004) tries to present the primary comprehension of the international tourism determinants. Their work extracted tourism from the of bracket trade, as it was considered a component of trade in services. They also highlighted other factors like political stake, social-political conditions and exchange rate that have impact on the tourism activities. Khadaroo & Seetanah (2007) examined the implication of transport infrastructure as a factor of tourism growth and development in Mauritius. Khadaroo & Seetanah (2008) examined the role of transportation with respect to tourist destination. Using twenty eight economies over the period 1990-2000 gravity framework model to gauge the extent transportation infrastructure affects the tourist friendly spots. They find that tourism inflows get affected by transportation infrastructure and other traditional determinants. Results for a similar disaggregated continent-wise analysis gives same result but degree of variation by which infrastructure affects tourism varies by continent.

Ajala (2008) examined effects of tourism development by doing the analysis of four tourism enterprises i.e. hotel, souvenir, tour guide and water transport businesses. From Amhara region of Ethiopia primary and secondary data was collected and analyzed using descriptive statistics. Results show that tourism development has a positive impact on socio-economic development, employment generation and income.

Homafar et al (2011) analyzed the relation of sports tourism with the economic development of Iran via employment and income generation, economic growth and status of the country. The results of primary data show that tourism increases the income and job creation and even the infrastructural expansion occurs in the entire host region, because it increases the manufacturing of its sports industry.

Table 1: Descriptive Statistics

Variable	ITA	HDI	OER	CPI	INFRA
I	II	III	IV	V	VI
Obs.	182	182	182	182	182
Mean	3738198	0.539	2091.99	5.68	126.802
Std. Dev.	4903429	0.134	4530.76	4.87	217.672
Minimum	54000	0.277	1.364	-1.71	25.693
Maximum	24577000	0.823	18612.92	24.99	61.997

Authors' calculations using STATA 12.0 `xtsummarize` command

As the study period covers 13 years and 14 cross-sectional units (countries), the total number of observations should be 182 (=13 × 14) year-country observations.

4.2 Infrastructure Composite Index (INFRA)

INFRA includes the three main modes of transportation and travel; i.e. roads, railways and aviation. All countries in the sample have data on these variables. An equal weighted index is developed. This includes the various dimensions of the three modes of traffic as tabulated below:

Table 2: Components of Infrastructure Development Index (INFRA)

No.	Component of Traffic	Weight
Aviation		
1	Air transport, registered carrier departures worldwide	0.125
2	Air transport, freight (million ton-km)	0.125
3	Air transport, passengers carried	0.125
Roads		
4	Roads, paved (% of total roads)	0.125
5	Roads, total network (km)	0.125
Railways		
6	Railways, goods transported (million ton-km)	0.125
7	Railways, passengers carried (million passenger-km)	0.125
8	Rail lines (total route-km)	0.125
Total Weight		1

Authors' estimation using STATA 12.0 code

As tabulated above infrastructure development index (INFRA) is a three tiered index. It circumvents carrier departures, freight and passengers carried of 'Air Transport', new pavements and total network of 'Roads' and goods transported, passengers carried and rail lines of 'Railways'. Equal weights are given since no evidence exists on what percentage of various traffic components are being used by tourists. It is, therefore, safe to assume equal weights for all components.

5. Panel Data Estimation

For estimation of the panel dataset, following sequence of tests is followed in subsections below:

5.1 Test for Multi-Collinearity

First econometric concern is to check the existence of multi-collinearity among the independent variables. As a general rule, if the variance inflation factors (VIFs) of variables exceed 10, which usually happens when R^2 exceeds 0.90, it shows the existence of severe multi-collinearity. VIF of the explanatory variables reported in the Table 1 are lower (less than 2.24) than the threshold level and thus it is less likely to have multi-collinearity in our estimation.

If there is heterogeneity among the countries (different characteristics like social and cultural behaviors etc.) OLS shall be incomplete specification and fixed/random effects model should be estimated. Following two tests are instrumental in making suitable estimation technique for panel data analysis.

5.2 Breusch and Pagan Lagrangian Multiplier Test for Random Effects or OLS

This post-estimation test helps in choosing between random effects regression and a simple OLS regression. The null hypothesis in the LM test is that variances across countries (σ_{μ}^2) is zero or no panel effect (significant difference across countries) exists. Here the significance of χ^2 indicates the presence of panel (fixed or random) effects.

5.3 Hausman Test

This post-estimation test allows choosing between fixed or random effects model. The results of both approaches have been estimated and then subjected to this test. The criteria for selecting the better of the two effects is comparison of probability value i.e. if p-value is less than 1%, 5% and 10% then fixed effects model is better specification for panel data estimation. The probability value of χ^2 is smaller than 0.05 which implies the test is significant and H_0 is rejected and fixed (systematic) effects model is more suitable. Three tests in subsections 5.1, 5.2 and 5.3 are tabulated as follows:

Table 3: Tests for Panel Data Estimation Technique

Test for Multi-collinearity			Schematic Selection of Panel Data Estimation Technique			
Variable	VIF	1/VIF	Breusch-Pagan Lagrange multiplier (LM)		Hausman Test: Choice between Fixed or Random Effects	
LINFRA	2.24	0.4458	[H ₀ : $\sigma_{\mu}^2 = 0$] Null Hypothesis: No panel effect.		Hypothesis: H ₀ : Difference in coefficients not systematic. H _A : Difference in coefficients systematic.	
HDI	2.02	0.4942				
LER	1.28	0.7792	$\bar{\chi}^2(01)$ 833.93		Value Decision	
CPI	1.09	0.9173				
Mean VIF	1.66	-	p-val > F	0.000	p-val > $\chi^2(4)$ = 0.001	Since p-val < 0.05, fixed effects is preferred
STATA command	12.0	vif	STATA command	12.0	xttest0	STATA 12.0 xtreg and Hausman commands

On being affirmed about the estimation technique for panel data, the model established in subsection 3.1 is estimated and its results are tabulated and interpreted as under:

Table 4: Regression Model Estimations

Dependent Variable is LITA (Log of International Tourists' Arrivals)

Regressors	I		II	
	Fixed Effects Estimation (Ordinary Least Square, OLS)		Fixed Effects Estimation with Driscoll and Kraay Standard Errors	
	Coefficient	p-value	Coefficient	p-value
Log of Infrastructure Development Index (LINFRA)	0.7155 (0.0589)	0.000	0.7155 (0.2360)	0.010
Log of Exchange Rate (LER)	0.1973 (0.0233)	0.000	0.1973 (0.0814)	0.031
Human Development Index (HDI)	2.0733 (0.5898)	0.001	2.0733 (2.5749)	0.435
Consumer Price Index (CPI)	-0.0760 (0.0152)	0.000	-0.0759 (0.0245)	0.008
C	9.9632 (0.2846)	0.000	9.9632 (0.8433)	0.000
	R²	0.770	R²	0.770
	Adjusted R²	0.764	Adjusted R²	0.764
	F(4, 165)	137.72	F(4, 13)	64.54
	p-val > χ^2	0.000	p-val > χ^2	0.000
Intra-class Correlation	ρ	0.1483	-	-

Model Tests	Specification	Ramsey Test H₀: Model has no omitted variables	F(3, 174) = 19.99	p-val > F = 0.380
		linktest (Single-equation estimation)	_hat	p-val = 0.202 > 0.000
			_hatsq	p-val = 0.867 > 0.000

Notes:

- i. Parentheses contain standard errors.
- ii. Commands in STATA 12.0 **xtreg** [, fe] for fixed effects estimation (Ordinary least square, OLS) **xtscc** [, fe] for fixed effects estimation with Driscoll and Kraay standard errors.

5.4 Fixed Effects Estimates

In the estimates of fixed effects model (column I in table 4) there is significant and positive relation between international tourist arrivals (LITA) and infrastructure (LINFRA) in their logarithmic forms (log-log specification). Precisely, 10% increase in infrastructure increases international tourist arrivals by 7.15%. It shows that improvement in infrastructure of a country encourages the foreign tourists in the South Asian and Southeast Asian countries. Official exchange rate (OER) also has a statistically significant and positive relation with international tourist arrivals (LITA) in a log-log specification. Empirically speaking, 10% increase in official exchange rate increases international tourist arrivals by 1.97%.

Human development index (HDI) has a log-log specification and statistically significant (p-value = 0.001) relationship. International tourist arrivals increase by 20.73% if human development index increases by 10%. The more investment in human capital, the better service can be provided to the tourists and more tourists can be attracted. Consumer price index (CPI) has a statistically significant and negative relationship with international tourist arrivals (LITA). In its log-log specification, the coefficient suggests that a 10 unit increase in CPI decreases LITA by 7.59%. Inflation has unfavorable repercussions for tourism as per our results.

Overall regression is reasonable as value of R^2 is 0.770, which means that explained variation in LITA is around 77%. Overall regression is statistically significant 1% level of significance as F-statistic has p-value of 0.000. For testing model specification, Ramsey test for possibility of omitted variables and linktest for single equation model, are applied. Both Ramsey test statistic and estimated hat-square in linktest are insignificant, implying correct specification of the model.

Rho (ρ) is Intra-class correlation which is estimated as follows:

$$\rho = \frac{\sigma_{\mu}^2}{\sigma_{\mu}^2 + \sigma_{\varepsilon}^2}$$

σ_{μ}^2 = Variance of residuals within groups.

σ_{ε}^2 = Variance of residuals of overall error term.

Here its value is 0.1483 which means that 14.83% of the variance in dependent variable is due to differences across panels.

5.4.1 Test for Serial Correlation

Serial correlation in case of micro panels (with years less than 20) is usually not expected. In technical terms, serial correlation renders standard errors of coefficients smaller than their actual values and inflates R^2 . This study deals with micro panel data ($t = 13 > 14$), this mitigates the likeliness of serial correlation test. But for the sake of exactness, test is applied. Interestingly, statistic in table 5 show that null hypothesis is rejected ($p\text{-val} < 0.05$ & $p\text{-val} < 0.01$) and it can be inferred that there is serial correlation among residuals. Consequently, OLS coefficients are likely to be biased, inconsistent and inefficient.

5.4.2 Test for Heteroskedasticity

The error term ε can be heteroskedastic if variance of the conditional distribution of ε_i given X_i [$\text{var}(\varepsilon_i|X_i)$] is non-constant for $i = 1, 2, \dots, n$, and specifically does not depend on X ; else, ε is homoscedastic." Heteroskedasticity can result in wrong estimates of standard errors for coefficients and hence of their t-values. While the estimates of OLS might not be biased in this case, standard errors do become wrong. Results show that null hypothesis is rejected ($p\text{-val} < 0.05$) and it can be concluded that residuals are not homogeneous. Consequently, the estimates of standard errors for coefficients and therefore their t-values are unlikely to be correct. Tests in subsections 5.4.1 and 5.4.2 are tabulated as follows:

Table 5: Tests for Serial Correlation and Heteroskedasticity in Random Effects Regression

Wooldridge Test for Serial Correlation		Breusch-Pagan / Cook-Weisberg test for heteroskedasticity		Modified Wald Test for Group Wise Heteroskedasticity	
H_0 : No First Order Serial Correlation		H_0 : Constant Variance (σ^2) Variables: Fitted values of LITA		H_0 : $\sigma_i^2 = \sigma^2$ for all i	
F(1, 12)	148.303	χ^2 (1)	6.96	χ^2 (13)	31.55
p-val > F	0.000	p-val > χ^2	0.0162	p-val > χ^2	0.0028
STATA 12.0 <code>xtserial</code> command		STATA 12.0 <code>hettest</code> command		STATA 12.0 <code>xttest3</code> command	

5.5 Fixed Effects-Driscoll and Kraay Estimation

Results of Wooldridge test for serial correlation, Breusch-Pagan / Cook-Weisberg test for heteroskedasticity and Modified Wald test for group-wise Heteroskedasticity call for the fixed effects regression with Driscoll and Kraay standard errors as in column II in table 4. The error structure is supposed to be heteroskedastic, autocorrelated up to some lag and possibly correlated between the countries. The results reveal no upsetting change in results of fixed effects estimates and their statistical significance. The command in Stata for this variant of fixed effects regression is 'xtscc'. Furthermore infrastructure contributes positively to tourism and findings of this study corroborate with studies of Eilat & Einav (2004), Khadaroo & Seetanah (2007), Khadaroo & Seetanah (2008) and Eja et al. (2012).

6. CONCLUSION

A positive influence of infrastructure and human development on international tourists' arrivals is detected. Therefore, by putting more stress on the infrastructure development along with the betterment in the human development index, tourism can be increased in sample countries. For

development of infrastructure mass transit systems should be constructed. Air transport should be made safe and cheaper and new airports should be established. Railway tracks networks should also be built for the far flung destinations. Human development index should be improved by increasing literacy ratio, primary enrollment and social safety nets. A socially developed society shall gather attention of foreign tourists. Furthermore, government should monitor official exchange rate meticulously and keep it stable. Fluctuation in exchange rate raise uncertainty among the local and foreign consumers and leave them shaky of their consumption and travel plans. Inflation is also a limiting factor for tourist arrivals. Price fluctuations should be reduced to increase certainty in the economy and attract local and foreign visitors.

REFERENCES

Baltagi, B. H. and Kao, C. (2001) Nonstationary panels, cointegration in panels and dynamic panels: A survey (Vol. 15): Emerald Group Publishing Limited.

Eilat, Y and Einav, L (2004). Determinants of international tourism: A three dimensional panel data analysis, *Applied Economics*, 36(12), 1315-1327.

Eja, E. I., Ukwayi, J. K., and Ojong, F. E. (2012). Success factors determining Nigeria as a tourist destination, *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(4), 426-432.

Homafar, Honari, Heidary, Heidary and Emami (2011). The role of sport tourism in employment, income and economic development, *Journal of Hospitality Management and Tourism*, 2(3), 34-37.

Khadaroo, J. and Seetanah, B. (2008) The role of transport infrastructure in international tourism development: A gravity model approach, *Tourism Management* 29, 831–840.

Khadaroo, J. and Seetanah, B. (2007) Transport Infrastructure and Tourism Development, *Annals of Tourism Research*, 34(4), 1021–1032.

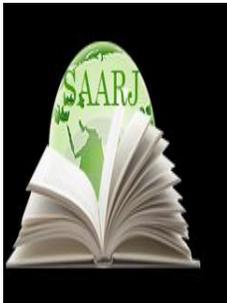
Lee, Var and Blaine (1996) Determinants of inbound tourist expenditures, *Annals of Tourism Research*, 23(3), 527-512.

O.A. Ajala (2008) Employment and income potentiality of tourism development in Amhara region Ethiopia, *Ethiopian Journal of Environmental Studies and Management*, 1(2), 74-82.

Pindyck, R. Y. R. and Rubinfeld, D. (1998) *Econometric models and economic forecasts*, Irwin/McGraw-Hill: New York.

Seckelmann, A. (2002) Domestic tourism – a chance for regional development in Turkey? *Tourism Management*, 23, 85-92.

Shaw, G. and Williams, A. (1988) *Tourism and Employment: Reflections on a pilot study of Looe, Cornwall Area*, 20(1), 23-34.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00137.3

COMPREHENSION AND EXPLANATION AS AN IMPORTANT PHILOSOPHICAL-METHODOLOGICAL PROBLEM

Abdunabi Khotamov*

*Associate Professor,
 Candidate of Philosophical Sciences,
 Jizzakh State Pedagogical Institute, UZBEKISTAN

ABSTRACT

Addressing to the history of science and philosophy, this article analyzes the essence, matter and specificity of methods of comprehension and explanation, which are considered to be one of the most crucial issues of science. The article shows the dialectic interrelation of categories of comprehension and explanation. Besides, this work examines comprehension and explanation as scientific-philosophic methodological principle.

KEYWORDS: *Method, Methodology, Comprehension, Explanation, Hermeneutics, Philosophy of Science, Language, Dialog, Induction, Deduction, Principle.*

INTRODUCTION

Research methodology has been relevant at all stages of science development. Especially at the current stage of development of society, in a situation where it is becoming more difficult to solve the problems facing science due to science and technology and the information revolution, the role of methods and means of scientific knowledge is growing. Due to the urgency of the methodological problem in modern science, a separate branch of philosophy has emerged, which deals with the problem of methodology - "Logic and research methodology."

All this requires researchers to take more control of their cognitive activities, to make effective use of cognitive methods, as well as to analyze in depth the methods used in the research process. In this work, we plan to highlight the essence, specific features and some aspects of the unity of the methods of "comprehension and explanation", which is one of the most important methodological problems of science, and therefore the core category of "Logic and research methodology".

In the history of philosophy, approaches to the nature and functions of the categories of comprehension and explanation have varied. Comprehension and explanation as a philosophical-scientific category and methodological principle began to take shape under the influence of the scientific-historical conditions of the nineteenth century. It is known that in the first half of the XIX century the natural sciences developed rapidly and began to separate from the structure of philosophy. Similarly, by the second half of the nineteenth century, the social sciences and the humanities had separated from philosophy. Now scientists are beginning to be interested in the effectiveness of knowledge, that is, how it is important for man and society in practice. During this period, a complex, contradictory relationship emerged between philosophy and the special sciences, on the one hand, and the natural and social sciences, on the other. It was on this basis that scientific and anti-scientific attitudes began to emerge in the fields of philosophy, science and culture as a whole. This process has flourished in the field of methodology as well as in the field of theory [1].

In the process of development and differentiation of philosophy and science, comprehension and interpretation began to be promoted as independent, radically different methodological principles.

MATERIALS AND METHODS

Comprehension was first used by Johann Droysen as a term denoting a particular scientific method. It differs sharply from the comprehension as a method of the humanities, from the explanation which is the method of the natural sciences. In his view, historiography deals with phenomena of will, not with inorganic objects. The phenomena of the will (life) cannot be explained, they can only be understood. In Droysen's historical methodology, comprehension is the perception of individuality, as opposed to the explanation, the main content of which is to derive the individual from the general[2].

The philosophy of Hermeneutics deals specifically with the question of comprehension. In addition to general features, there are some aspects in the views of the main representatives of the doctrine of hermeneutics on comprehension. First of all, it should be noted that hermeneutics as an independent branch of knowledge was formed in the XIX century. The formation of hermeneutics is associated with the names of the German philosophers F. Schleiermacher and W. Dilthey. In the teachings of F. Schleiermacher, comprehension, which is the main concept of hermeneutics, gained the status of a category. In his view, comprehension is the process of interpreting texts to their meaning in the process of grammatical and psychological interpretation. Comprehension occurs through the restoration of meaning and bringing it to a certain saturated idea. Schleiermacher interprets the category of comprehension in its own way. According to him, comprehension includes not only a literal understanding of the meaning of the texts written by this or that author, but also an understanding of the artist himself who created the text. The method of comprehension focuses on both individuality and generality. In this process, the whole text, as well as the complete meaning (context) of the work and the author are understood. In this case, the commentator must become the "first" reader, like the author, and join him. Schleiermacher believes that the purpose of comprehension in this way is to know the author himself through the analysis of the work, the text, and at the same time to understand it better than the author understands himself[3].

The ideas of comprehension were further developed by Wilhelm Dilthey after Friedrich Daniel Ernst Schleiermacher. Dilthey is, first and foremost, a stark contrast to nature and society. It is on this basis that he divides the sciences into the sciences of nature and the sciences of the soul (man and society). The central category of Dilthey's philosophy is "life," a way of human existence, a cultural and historical reality. According to the philosopher, life, some aspects of which seem obvious, is in fact a puzzle. Life itself can be understood with the help of hermeneutics. Hence, the main task of philosophy, which is the science of the soul, is to understand life in terms of itself, that is, to understand its temporality and historicity. It is on this basis that Dilthey contrasts the method of the science of the soul with the "comprehension" of the method of the natural sciences [4].

Thus, Dilthey believes that we explain nature and understand human life. According to Dilthey, a person's full life will be given in his experiences. Life is only possible to understand the experiences on which it is based. According to the philosopher, human life is understood through "experience", "feeling inside", "absorption". Comprehension emerges life categories such as meaning, value, purpose, ideal. All of this is alien to the knowledge of nature, they come from life itself. Categories of life are not simple concepts, but the living content of life. To the question, how does man get to the roots of the categories of life? The schematism of the sciences of the soul also represents the relation of the part and the whole, the whole and the part, and their interrelation. The content of the parts (experiences) gives meaning to life (the idol) and at the same time the content of the fragments depends on their relation to the idol. It is through the observation and comprehension of these relationships that comprehension takes place. Private experiences will be given to everyone from the beginning, thanks to true pure memory. Knowing the spiritual world and experiences of another is done by feeling that world from within and knowing its biography[5].

Dilthey's doctrine of comprehension is manifested not only as a method of comprehension the individual, his life, but also the life, culture, and history of all mankind. He emphasizes that what is created by the spirit can be understood by the spirit. Nature, which is the subject of natural science, embraces a reality that does not depend on the human spirit. All phenomena under the influence of the human spirit constitute the subject of the humanities. Dilthey thus greatly expanded the scope of the method of understanding. If, in Schleiermacher, comprehension is interpreted as a method of self-understanding of the text, its author and commentator, then understanding in Dilthey goes beyond this, encompasses the whole cultural-historical reality and is advanced as a method of the sciences of man and society. In general, Schleiermacher and Dilthey turned hermeneutics into an independent doctrine of comprehension, that is, they laid the foundations for general hermeneutics.

By the twentieth century, hermeneutics had developed as a philosophical doctrine of comprehension. M.Heidegger and H.G.Gadamer play a key role in the formation and development of philosophical hermeneutics. Philosophical hermeneutics differs from general hermeneutics in its approaches to the problem of comprehension. Their main difference on this issue is that while general hermeneutics approaches the comprehension of the main category from an epistemological point of view as a means of cognition, philosophical hermeneutics views comprehension from an ontological point of view, i.e., as a means of existence.

In Heidegger's philosophy of comprehension, the question of existence is central. According to him, the purpose of man is to strive to unravel the mysteries of existence, to submit to existence, to live in it. Heidegger points out that the way to understand existence is to return to the origins of human culture, to listen to language.

Heidegger comprehensively analyzes the method of metaphysical thinking and the whole worldview in the process of searching for ways to understand existence. According to him, the foundations of metaphysics go back to Plato and then to Parmenides. It was these philosophers who first attempted to understand existence on a rationalist basis. They interpreted contemplation as the observation of eternal reality (ideas). Heidegger tries to interpret true thinking in contrast to this tradition. He uses the term "listening" to describe thinking. Being cannot be observed, it can only be listened to, and it must be done. Heidegger believes that in order to listen to existence, it is necessary to eliminate metaphysical thinking and return to the ancient (but not yet realized) possibilities and sources of European culture. By such sources the philosopher is referring to the ancient Greek culture before Socrates, who lived as if in a "real being." Heidegger explains that this culture lived in a real being, that it lived and lived in language. So, according to the philosopher, language is the house of being, that is, being lives in language and is manifested through it. However, the modern approach to language as a weapon, makes it technical, language becomes a means of conveying information. A real "speech" in the form of speech, narration, proverb, story dies. In the same way, the thread that binds man and his culture to being is also weakened. And the tongue itself becomes dead.

Heidegger believes that in order to understand a being in this way, it is necessary to listen to it, and to listen to it, one must approach natural, real language as the masters of the culture of the past. According to the philosopher, not everyone hears being. Because not everyone is concerned about being, the meaning of human existence, and the truths of being. Only poets are commanded to hear and understand existence. The poet does not know that he is the creator, he only hears the being and speaks on behalf of the being. The language that reveals the "truth of being" continues, first of all, in the works of poets. According to Heidegger, language first of all helps man to understand his own existence, which is the basis of the whole universe. It is the power-speech that drives and demonstrates human existence. The philosopher understands speech as a living language in action. In addition to the elements of natural language — vocabulary and grammar — speech also includes intonation and silence. In order to understand oneself, one's own existence, which can be the truths of being, one must hear language, speech, listen.

Heidegger focuses on the dialectic of speech and silence. In his view, there can only be a default that represents a meaningful pause in real speech. He who does not know how to speak of being does not even know how to remain silent. This means that a person who is silent can tell more than he can talk. Silence in the process of understanding existence is the prelude to conversation. Heidegger, on the other hand, believes that ambiguity can be incomprehensible in content. [6]

Thus, Heidegger developed the doctrine of comprehension -hermeneutics and ensured the transition from general hermeneutics to philosophical hermeneutics. That is, he promoted hermeneutics as a philosophical doctrine of comprehension the whole being and the human being on which it is based. Language has tried to substantiate the view that the essential nature of human existence is that the comprehension of being and man takes place through language and

language. This view was later further developed in a peculiar way by H.G.Gadamer. H.G.Gadamer is the true founder of philosophical hermeneutics. Understanding in Gadamer's philosophy is of universal importance. In his view, understanding is the way of life of a person who knows, acts and evaluates. According to Gadamer, the main question of hermeneutics is what does comprehension mean and how does it happen on a fundamental level? is to answer the question. Gadamer answers these questions as follows: Understanding is the process by which any interpretation is based on and returns to a previous comprehension. By this, the philosopher means that comprehension is a historical process in which any commentator is drawn into the tradition of comprehension. Gadamer points out that the commentator's approach to tradition is always dialogic and linguistic. For Gadamer, language is basically a lively spoken language, i.e. dialogue-language, in which the commentator communicates with the commentators[7].

As mentioned, Gadamer, like Heidegger, approaches comprehension from the perspective of philosophical hermeneutics. That is, it provides ontological content for comprehension. He puts language at the heart of his ontology. Developing Heidegger's ideas on the independence and existence of language, Gadamer interprets language as being, on the basis of which he ontologizes it. He argues that hermeneutics-German classical philosophy, in particular, places the principle that "the basis of being is language" as an alternative to the rule put forward by Hegel that "the basis of being is thought." That is, language is the basis of human existence, we are surrounded by language, the language of the universe is the world in which we live. "The linguistic interpretation of the universe is always higher than any thought, any knowledge." According to Gadamer, a separate "I" is not a subject of language. Language is human communication, a dialogue that connects "I" and "You". The meaning of the universe is revealed in dialogues, not in monologues. Dialogue is independent and unknown as the essence of language. The longer it lasts, the more free it will be from the will of the interlocutors. In this process, the interlocutors enter into a dialogue with the issue at hand, not with each other. None of them know in advance what will come out of the dialogue. "Conversation is not about the individual sphere, but about the general sphere," Gadamer notes. Gadamer tries to deify the language in this way. That is, in his view, the spiritual reality of language is the reality of the soul that connects the "I" and the "You" [8].

Thus, Gadamer developed a high level of knowledge of comprehension and laid the foundations for philosophical hermeneutics in the true sense. His philosophical hermeneutics served as a specific methodological basis section for the formation and development of subsequent ideas on understanding. As noted, interpretation, like understanding, as a philosophical-scientific category and an independent methodological principle, began to take shape under the influence of scientific and historical conditions that emerged in the nineteenth century. A common feature that unites the views that give priority to the category of explanation is that in all of them, explanation means the interpretation of things and events through general considerations that are always of a legitimate nature. In this case, the general considerations will have the status of the laws of science.

DISCUSSIONS

A.Comte and J.S.Mill were among the first philosophers to approach interpretation as a scientific and philosophical methodological principle. Comte paid little attention to the explanatory task of

science, saying that the main task of science should be to describe and predict, or tried to exclude it from science, but he was not able to do it completely. It is well known that, according to Comte, the status of science lies in the discovery of the laws of nature and society. That is why the most important facts for science are reliable, stable data. According to him, we learn laws based on the identification of cause-and-effect relationships between individual facts, events that are part of a particular event structure. Hence, this phenomenon is explained on the basis of determining the connections between any particular event that enters a particular event structure. Similarly, some phenomena are explained based on certain laws learned. The philosopher argues that the natural and historical process always takes the form of a progressive movement along a straight line in accordance with the eternal, unchanging laws of existence. Therefore, the main task of science should be to know these laws, to study the dynamics of natural-historical development based on the explanation of the cause-and-effect relationships between events. [9] Comte's views on explanation were further developed by his student J.S. Mill in a new chapter.

Induction theory plays a central role in the teachings of J.S. Mill, another great representative of positivism, a student and successor of Comte. In his view, scientific induction is first and foremost effective in determining the most general laws of things and events. Also, some of the general knowledge gained using this method can be widely used to explain the facts. Mill thus distinguishes two cases in the explanation: the first, the explanation of individual, peculiar phenomena; the second is to explain events or laws that take place in a regular rhythm. Mill expressed this in the following way: if the cause of an individual fact is stated, that is, if the law or laws which give rise to it are determined, then the said individual fact is considered explained. Similarly, if it is determined that a particular law is derived from another law or laws and can be deduced from them, it is also explained. [10]

Although Mill thus focused on induction as the logic of scientific research, he did not completely deny deduction. Emphasizing the special role of deduction in scientific knowledge, the philosopher raised the rule that the scientific explanation of things and events should be built on a deductive model. This rule served as one of the foundations of twentieth-century science philosophy and methodology. Explanatory problems in the philosophy of science after Mill were developed by K. Popper, K. G. Gempel, and others.

A serious scientific model of interpretation was developed by K. Popper and K. G. Gempel. This model is called the Popper and Gempel deductive-nomological model of explanation in the philosophy of science. Following Popper Mill, he divides the explanation into specific and universal types. In his view, a specific explanation would require, firstly, universal considerations of a legal nature, and secondly, separate considerations that record specific conditions. These two considerations form the basis from which an inference is made about the description of an event that must be explained by deduction. For example, let us determine the cause of the breakage of the rope: it has been found that this rope carries a load of one pound; and a two-pound load hung on it. This causal explanatory analysis shows that it consists of two hypotheses. The first is a hypothesis related to the universal laws of nature. In this case, we have the following discussion: "Any yarn given in the S structure (having a certain material, thickness, etc.) corresponds to a weight W, if it is overloaded by a weight W, it will break." Hence, "the weight W1 corresponding to any yarn of the S1 structure is equal to one pound". The second is a separate discussion (hypothesis) that represents the initial conditions that apply to a particular event. In this case, we can have two sentences: "this is a structural thread S1" and "the load on

the thread is equal to two pounds." Thus, we have two types of discussions, two of which together explain the full cause: 1) general discussions that represent the nature of natural laws; 2) Separate discussions representing the initial conditions. We then deduce from the universal laws, using the initial conditions, a specific discussion as follows: "this thread is broken". We can also call this conclusion a specific prognosis. The initial conditions (the situations they describe) are usually considered to be the cause of the event under consideration, and the prognosis (or event recorded in the forecast) is considered to be the consequence. That is, if a two-pound load is lifted on a rope that has the capacity to lift one pound, the rope will break. [11]

According to Popper, causal explanation is scientifically valid only in cases where universal laws have been examined and confirmed, as well as in the presence of independent data in favor of causation, i.e., initial conditions.

Popper draws a number of conclusions based on the analysis of the process of explaining specific, i.e., individual events. First, cause and effect should not be understood as some kind of infinitely unchanging absoluteness. It is only within the framework of a known universal law that one event causes another. However, these universal laws are often so outdated nonsense that we usually treat them as some kind of self-evident situation. Secondly, the prediction of certain specific phenomena using theories is only one of the aspects of them (theories) to be used in the explanation of this particular phenomenon. As we compare and examine the theory with the events that actually take place, we develop the skill of how to analyze the theory. It is in our interests to determine the purposes for which we use theories (whether for explanation or prediction). [12]

According to Popper, causal explanation is scientifically valid only in cases where universal laws have been examined and confirmed, as well as in the presence of independent data in favor of causation, i.e., initial conditions.

According to Popper, the causal explanation of the continuity recorded in universal laws is somewhat different from the explanation of individual phenomena. At first glance, the specific (separate) and universal explanations seem to be similar. That is, the law (conclusion) seems to be deduced from certain specific conditions that correspond to certain general laws and initial conditions, but are not separate and apply to a particular type of situation. However, this is not the case. Because the conditions must be shaped by law. Otherwise this law will be contradictory. For example, if we want to explain the law of motion of all the planets in an ellipse using Newton's theory, we must first state the conditions under which this law is true. For example, "If a series of planets at a sufficient distance from each other move around the Sun, which is much heavier than themselves, with almost no interference, then each of them moves along the ellipse together with the Sun, which is one of the foci of the ellipse." In other words, the explanation must be a definition of any universal law, covering all the conditions of its truth. Otherwise we cannot consider it universal. The systematic interpretation of continuity is the deduction of a law from several sets of the most general laws that have been independently examined and approved. Popper thus demonstrates the different aspects of causal explanations of continuous and individual events.

According to Popper, causal explanation is scientifically valid only in cases where universal laws have been examined and confirmed, as well as in the presence of independent data in favor of causation, i.e., initial conditions.

Thus, in the considered doctrines of comprehension and explanation, knowing nature is radically different from knowing society, man. Natural phenomena are subject to objective laws. The events of social life, on the other hand, depend on the individual, distinctive features of the people and the irreversible historical circumstances. Therefore, knowledge of natural phenomena is generalized, and knowledge of social phenomena is also individualized because it has a subjective meaning. Accordingly, for natural science the main task is to bring specific facts into general laws, while for social cognition the main task is to find the hidden content that determines the internal causes and actions of human activity. According to them, this is why the main method of cognition in the natural sciences should be explanation, and in the social sciences and humanities.

Of course, we cannot say that such views on the categories of comprehension and explanation have no basis. This is because modern natural science is focusing primarily on finding their general laws through the study of particular objects and phenomena. To this we can show that all the laws of nature are interpreted as a result of the application of scientific induction. For example, scientists have simply determined the composition of individual atoms to come to the general conclusion that all atoms consist of a negatively charged electron and a positively charged nucleus. However, it is not possible to conclude from this that the methods of going from the individual to the general are unique to the natural sciences.

According to Popper, causal explanation is scientifically valid only in cases where universal laws have been examined and confirmed, as well as in the presence of independent data in favor of causation, i.e., initial conditions.

Thus, in the considered doctrines of comprehension and explanation, knowing nature is radically different from knowing society, man. Natural phenomena are subject to objective laws. The events of social life, on the other hand, depend on the individual, distinctive features of the people and the irreversible historical circumstances. Therefore, knowledge of natural phenomena is generalized, and knowledge of social phenomena is also individualized because it has a subjective meaning. Accordingly, for natural science the main task is to bring specific facts into general laws, while for social cognition the main task is to find the hidden content that determines the internal causes and actions of human activity. According to them, this is why the main method of cognition in the natural sciences should be explanation, and in the social sciences and humanities.

Undoubtedly, the laws of society are different from the laws of nature. Society is inhabited by people with different feelings, beliefs, professions, thoughts and views. It is difficult to study their condition using methods that are always applied to nature. Because man is not only a part of nature, but also combines social and spiritual aspects. The biological aspects of human beings can be explained on the basis of the laws of nature. However, it is much more difficult to study its social, especially spiritual, side. For example, based on the identification of one or two people's behaviors and other aspects, we cannot conclude that others have similar characteristics. After all, every human being has an irreversible, inner state of mind. However, there are also important and common aspects of people that we derive from individuality. For example, in order to conclude that all people think on the basis of the same logical laws, it is enough to observe this situation in some people, in nations.

In fact, the categories of comprehension and explanation are in dialectical unity with each other. To understand is to be able to explain. Comprehension is not only related to the explanation, but also defines it. Because the explanation is based on this or that comprehension. If the explanation always arises on the basis of a certain principle, the law, then the understanding arises as a result of a certain knowledge of the essence of the events[13]. "Interpretation is based solely on laws and preconditions, and can therefore be purely formal. Understanding is based not only on laws and preconditions, but also on the essence of science, language, and the interpretation of laws, that is, it has a systematic nature"[14].

Comprehension is inseparable from the content, the essence. Because any comprehension is focused on things that have meaning and value. To get to the essence of this or that phenomenon, to determine its place and function in the "whole", that is, to fully understand.

Comprehension cannot be attributed solely to the understanding of the semantic structure of texts by reasoning, of any natural or formal language. Comprehension describes the quality and level of spiritual-practical assimilation of reality.

In the methodology of natural science, comprehension in the creation of the scientific landscape of the world manifests itself in two different ways. First, each new theory forms a unique way of accessing the essence of things and events and offers an appropriate form of understanding reality. Second, the problem of comprehension in the face of science can manifest itself as a self-explanatory and explanatory tool of these theories, even after the creation of a theory that describes and explains reality or a scientific view of the world. The history of science, in particular, the process of creating the theory of relativity, has shown that the position of the scientist's worldview is often decisive.

A. Einstein emphasized that his contribution to the development of physics was not to describe new important results (achieved by A. Poincaré, G. A. Lorentz, E. Max, etc.), but to describe a fundamentally new comprehension of the whole problem. So, A. Einstein reinterpreted existing theories and facts, as well as refuted notions about the absoluteness of space and time that emerged in physics and philosophy, and so on.

Comprehension, as noted above, involves understanding, assimilating different aspects of reality. The great physicist L. Mandelstam describes such peculiarities of comprehension as follows: "There are two levels of comprehension. The first is that you have learned a problem and seem to know everything you need to know, but you still cannot independently answer a new question that is relevant to the field you are studying. Second, when you have a general picture of the world in front of your eyes, there is a clear comprehension of all the connections"[15].

The second level of comprehension belongs to scientific thinking, which encompasses the scientific knowledge along with the worldview of the scientist. At the same time, comprehension itself is judged by the depth and validity of the worldview. Comprehension is involved in identifying new problems and the nature of knowledge, and serves as a means of resolving the contradictions between new worldviews and information that has already been mastered by science. Comprehension is an important tool for organizing, systematizing knowledge, which expands the level of understanding of the laws of development of sciences.

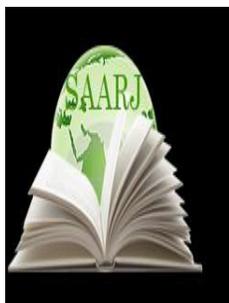
CONCLUSIONS

In general, the categories of comprehension and explanation cannot be separated. Of course, explanation leads in the natural sciences and comprehension in the social sciences and humanities. In fact, they are closely related and complementary categories.

Thus, comprehension and explanation is one of the important methodological issues. No issue in the methodology of logic and science can bypass them without scientific analysis. Therefore, a broad and in-depth analysis of the categories of comprehension and explanation and the search for ways to use them effectively in their place in the process of scientific knowledge should be the main methodological task facing researchers today.

REFERENCES

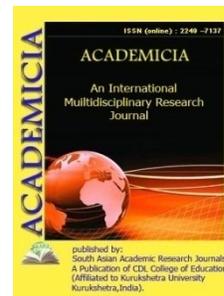
1. Hotamov A., Bobotaev A. (2020). The main stages in the development of the philosophy of positivism. A textbook for higher education institutions. -Tashkent .: Poytaxt exclusive, - P.185-186.
2. Droysen I.K. (2004). Historian. SPb. Vladimir Dal. - P.304
3. Schleiermacher F. (2004). Hermeneutics. Publisher: St. Petersburg, European House. - S.36-37.
4. Dilthey V. (2000). Collected Works in 6. T.Pod. ed. A.V. Mikhailov and N.S. Plotnikova (Introduction to the Sciences of the Spirit). Per. with. German under. ed. V.S. Malakhova.-M .: House of intellectual books. - p.23.
5. Correspondence between Wilhelm Dilthey and Edmund Husserl. Philosophy questions. - 2008-No.10.p.144.
6. Falyof EV (2010). Heidegger's hermeneutics. СПб. - P.160-161.
7. Gadamer H G. (1979). Rozim? slova, dzejje. Szkice wybrane. Warszawa. – C.51.
8. Gadamer H.G. (1988). Truth and Method: Fundamentals of Philosophical Hermeneutics. M. - S.615-619.
9. <http://rushist.com/index.php/philosophical> -articles/2930-filosofiya-ogyusta-konta-kratko
10. <http://eurasianland.ru/txt/Frolov1//99.htm>
11. Philosophy and methodology of science. (1996). Textbook. - M .: Aspect Press. - pp. 151-152.
12. Popper K. (1993). Poverty of historicism. Publishing group "Progress", VIA. - M. - S. 142-143.
13. Khotamov A. (2014). Worldview, knowledge, activity. - Tashkent .: "Science and Technology". - P.32.
14. Kostyuk V.N. (1976). Scientific research methodology. - Kiev-Odessa .: Vishashkola. - P.51.
15. Livanov A.M. (1968). Physicists about physicists. –M .: “Young Guard”. - P.64.
16. Khotamov, A., & Sindorkulovich, K. S. (2020). The study of the problem of life goal in the history of philosophy. Asian Journal of Multidimensional Research (AJMR), 9(4), 34-42.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00138.5**

WOMEN'S ACTIVITY IS AN IMPORTANT FACTOR OF SOCIETY DEVELOPMENT

Ergasheva Maxsuda Pulatovna*

*Senior Lecturer, PhD.,
Jizzakh State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

This article examines the importance of women's activity in the conditions of the updated Uzbekistan and the attention given to the formation of female personnel reserves for the spheres of Public Administration and self-government. The activities of women also depend on the full realization of their rights, knowing how their rights are protected by the state and its agencies. The activity of the political elite in such processes contributes to the acceleration of political reforms in the country, and the acceleration of political reforms serves to increase public confidence in politics, to ensure the overall welfare of the country.

KEYWORDS: *Women, Governance, Women's Activity, Political Activity, Civil Society, Non-Profit Organizations, Public Organizations, Public Opinion.*

INTRODUCTION

The process of building a humane society in our country is closely linked with the interests, dignity and worthy place of women in social life, because the level of spiritual and moral maturity of society has always been determined by the attitude to women. In this sense, the high status of women in society, their active participation in the affairs of the state and society is inextricably linked with the successful results that our people expect from the reforms.

The activities of women also depend on the full realization of their rights, knowing how their rights are protected by the state and its agencies. Therefore, taking into account the importance and urgency of the issue, on February 2, 2018, the Decree of the President of the Republic of Uzbekistan "On measures to radically improve the activities in the field of support of women and strengthening the institution of the family" was issued. According to the decree, increasing the socio-political and social activity of women in Uzbekistan, creating conditions for them to

realize their abilities and potential in various fields and sectors, ensuring unconditional observance of their rights and legitimate interests, comprehensive support for motherhood and childhood, , to ensure that a large-scale work is carried out to strengthen the institution of the family, and to focus on other important issues[1].

MATERIALS AND METHODS

The leadership of Uzbekistan will provide preferential loans for small business projects in order to increase the involvement of politically active citizens in public administration, to raise the level of support for women to a new level, to pay a down payment for housing, social protection. The organization of short-term training courses for needy sisters in the Women's Entrepreneurship Centers within the framework of 5 important initiatives is being carried out as an important direction of social life. In his congratulatory message to the women of Uzbekistan on the Women's Day on March 8, 2020, the President of the Republic of Uzbekistan Sh.M.Mirziyoev said that the creation of decent working and living conditions for our dear mothers and sisters, who are the angels of life, is not only the duty of leaders at all levels. His duty is, above all, a human duty [2].

An important factor in ensuring the effectiveness of political institutions is the active aspirations of young people and women.

The role and place of political institutions in the dynamic development of the political system is so high that it is impossible to build a democratic state, a strong civil society only with the establishment of institutions such as political parties, public organizations, NGOs, media, citizens' self-government bodies. This is exactly what politically active people can do. That is why the political activist emerges as the most important factor of political institutions.

It is known that the role of the political elite in ensuring the dynamics of political reforms, the integrated development of society and national unity is special. This is especially evident in the identification and implementation of the political development of the country, in making political decisions related to its development. The very existence of the political elite also, in a sense, contributes to the emergence and development of political activism. This is because, from an institutional point of view, the political elite is well aware that it will lead to a change of elites if it does not ensure its activism and efficiency in its work.

One of the important features of the political elite is to ensure national unity. National unity leads to the development of the country. The activity of the political elite in such processes contributes to the acceleration of political reforms in the country, and the acceleration of political reforms serves to increase public confidence in politics, to ensure the overall welfare of the country.

It is noteworthy that some research conducted by the Center for Public Opinion Research "Social Opinion" on women's awareness of the conditions created by the country's leadership to ensure the political activism and full development of women. Some conclusions can be drawn from the sociological analysis of such studies, which reflect the study of women's attitudes and moods to the realities of political life in our country. Public opinion polls allow us to determine the image of women in our country during the years of independence.

Today's wife is primarily a young and well-educated person. His average age is 27, and this is reflected in the social policy pursued by our state. Every second woman in the country has a secondary special education, and every fifth woman has a higher education. This allows you to

compete with developed European countries. They can also work after graduation or work in the scientific field, provided that all conditions are created. We can see that not only the level of education of women, but also their skills, knowledge and abilities in each profession have increased; they have almost conquered the labor market in the social sphere (almost 80% nationwide) and are becoming more active in politics. Today, women are active in the real sector of the economy, namely industry, manufacturing, home-based work, trade, light industry, and even machinery and heavy industry.

According to statistics, today the labor activity of women in the judiciary is 12.4%, in the field of health and social services - more than 82%, in the field of science, education, culture and art - 72%. At the same time, it accounts for more than 45% in agriculture and 38% in industry [3].

The social activism of women is also reflected in the changes in their mentality, especially in their quest for economic independence. This situation is leading to an increase in the number of women entrepreneurs. According to a survey conducted in all regions of the country, one in three women is an entrepreneur. This situation covers everything from retail to manufacturing. Due to the creation of all conditions for the development of women's entrepreneurship, every second able-bodied woman has set a goal to engage in entrepreneurship or farming in the future. Studies show that one in two women is interested in politics, participating in political parties, social life, and community activities. Their turnout in the country's elections is also high, at more than 90% [4].

It is no secret that the political activity of the population is also shaped by socio-psychological characteristics, especially the consciousness, culture and position of citizens in society, marital status, place of residence and other factors. For example, the political activity of the population of smaller settlements may be slightly different from that of the population living in large cities, megacities. It is also natural that political activism is somewhat higher among educated, educated, and well-off women.

The participation of women in public administration is becoming more active. For the first time in the history of our national parliament, a woman - Tanzila Kamolovna Norbaeva was elected Chairman of the Senate. In the system of state and public organizations, more than 1,380 sisters work in leadership positions. In particular, 48 out of 150 deputies elected to the Legislative Chamber of the Oliy Majlis today, or 32%, are women. That figure is more than 25 percent in the Senate and local councils. In addition, in recent years, the performance of women in the executive branch has been increasing. In particular, Boston district of Andijan region - Sadbarkhon Mamitova, Alat district of Bukhara region - Nargiza Nematova, Turakurgan district of Namangan region - Zulayho Mahkamova, Kattakurgan city of Samarkand region - Gavhar Alimova, Boyovut district of Syrdarya region - Dilfuza Urolova, Kashkadarya region - were confirmed as leaders [5].

On December 29, 2020, the President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed the Oliy Majlis, emphasizing that further strengthening the role and place of women in public administration is one of the priorities of our reforms. Chambers and the Government proposed to develop a proposal for the creation of an integrated system aimed at further enhancing the status of women in society and public administration [6].

CONCLUSION

In conclusion, the increase in women's social activity is one of the main criteria and rules of their political socialization, as a factor contributing to the smooth functioning of the process of political socialization, its regulation and development in line with modern requirements.

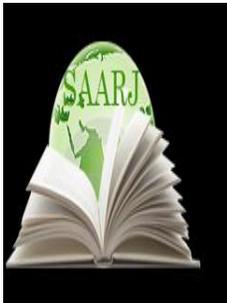
Based on this conclusion, the following suggestions and recommendations can be made: to establish centers in the field to address the vital needs of women, such as employment, entrepreneurship, and health care. At the same time, it is necessary to involve them in the activities of experimental centers, modern service facilities, coworking centers, business and consulting services, sports facilities, consumer services complexes by regional and district administrations and district and city departments;

It is expedient to create a national database at the national level for the formation of a reserve of women for leadership positions, in particular for public administration and self-government.

REFERENCES

1. O'zbekiston respublikasi prezidentining "xotin-qizlarni qo'llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlar to'g'risida" farmoni. Xalq so'zi gazetasi. 2018 yil 3 fevral soni.
2. O'zbekiston respublikasi prezidenti shavkat mirziyoevning xalqaro xotin-qizlar bayramiga bag'ishlangan nutqi. // <http://uza.uz/oz/politics/> 7.03.2020.
3. O'zbekiston respublikasi prezidenti shavkat mirziyoyevning xalqaro xotin-qizlar kuniga bag'ishlangan tantanali marosimdagi nutqi. // 7.03.2020.
4. Ma'lumotlar o'zbekiston respublikasi davlat statistika qo'mitasidan olingan. (№01/3-13-07/3-431 xat asosida).
5. Ma'lumotlar o'zbekiston xotin-qizlar qo'mitasi tomonidan taqdim qilingan. [Www.wcu.uz](http://www.wcu.uz).
6. O'zbekiston respublikasi prezidenti shavkat mirziyoyevning oliy majlisga murojaatnomasi. 2020 yil 29 dekabr.
7. Mukhammadsidiqov, mukhammadolim and turaev, abrar (2020) "influence of us neoconservatism on formation of national security paradigm," *the light of islam*: vol. 2020 : iss. 3 , article 12. Available at: <https://uzjournals.edu.uz/jiau/vol2020/iss3/12>
8. Mukhammadsidiqov, m., & turaev, a. (2020). The influence of the energy factor on modern international relations. *The american journal of political science law and criminology*, 2(12), 5-15.
9. Muhammadsidikov, m. (2015). Özbekistan'da toplumsal yaşamin ana özelliği hoşgörü/tolerance is the main feature of uzbekistans social life. Atatürk üniversitesi sosyal bilimler dergisi; sayı 54 (2015): atatürk üniversitesi sosyal bilimler dergisi.
10. Ergasheva, m. (2020). Оилавий муносабатлар тизимида хотин-қизлар ижтимоий фаоллиги. *Архив научных публикаций jspi*, 1(75). Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6514
11. Ergasheva, m. (2020). Повышение роли женщин – фактор развития общества . *Архив научных публикаций jspi*, 1(75). Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6499

12. Ergasheva, m. (2020). Хотин-қизлар ижтимоий фаоллигини акс этиришда оав жамоатчилик фикри ифодачиси сифатида. *Архив научных публикаций jspi, 1(75)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6516
13. Ergasheva, m. (2020). Замонавий фаол аёл имижли. *Архив научных публикаций jspi, 1(75)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6500
14. Ergasheva, m. (2020). Ёшлар тарбиясида оила маънавий мухитининг ўзига хос хусусиятлари. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6515
15. Ergasheva, m. (2020). Махалля - важный фактор построения гражданского общества. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6511
16. Ergasheva, m. (2020). Ўзбекистонда хотин-қизлар сиёсий ижтимоийлашуви жараёнлари. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6506
17. Ergasheva, m. (2020). Сиёсий ижтимоийлашув ва сиёсий маданият муаммолари (хотин-қизлар мисолида) . *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6504
18. Ergasheva, m. (2020). Хотин-қизларнинг сиёсатдаги иштироки. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6502
19. Ergasheva, m. (2020). Фан, маданият ва жамият ривожиди хотин-қизларнинг ўрни. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6498
20. Ergasheva, m. (2020). Хотин-қизлар сиёсий ижтимоийлашуви жараёнларини тадқиқ қилиш ва таълим тизимида ўқитишнинг ўзига хос жиҳатлари. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6518
21. Ergasheva, m. (2020). Ислам каримов – великий президент. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6513
22. Ergasheva, m. (2020). Ёшлар ҳуқуқий маданиятини ошириш давр талаби. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6510
23. Ergasheva, m. (2020). Жамият маънавий ҳаётида хотин-қизларнинг ижтимоий ўрни. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6508
24. Ergasheva, m. (2020). Хотин-қизлар сиёсий ижтимоийлашуви жараёнларини ўқитишнинг ўзига хос жиҳатлари. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6503
25. Ergasheva, m. (2020). И.а.каримов асарларида баркамол авлодни тарбиялаш масалалари . *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6501
26. Ergasheva, m. (2020). Жамоатчилик фикрининг шаклланиш жараёнлари ва унга таъсир этувчи омиллар. *Архив научных публикаций jspi, 1(74)*. Извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/6519



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00139.7**

PROCESSES OF ORGANIZATION OF GENERAL AND SPECIAL TRAINING OF SPORTSMEN

Mekhmanov Ravshan*

*Teacher,

Fergana State University, UZBEKISTAN

ABSTRACT

It is known that sports training is the main form of training for sportsmen, which includes all types of sports training. This article provides a detailed understanding of the general and specific training of sportsmen. The main content of the article is a study of the processes of organizing general and special training of sportsmen on the basis of scientifically reliable data. Sports training is the main form of training for sportsmen. It covers all types of sports training. Sports training not only prepares qualified sportsmen, but also solves the problems of fitness and physical development. The most important part of sports training is physical training, as well as the practical part of sports-technical, tactical and spiritual volitional training of an sportsmen.

KEYWORDS: *Sports, Physical Education, General Training, Special Training, Sports Psychology, Will, Abilities, Sports Competitions.*

INTRODUCTION

In our country consistent measures are being taken to develop physical culture and sports, create the necessary conditions and infrastructure to promote a healthy lifestyle, especially among young people, to ensure the country's worthy participation in international sports arenas.

MAIN PART

It is known that the guarantee of regular success in sports competitions is the improvement of the general and special sports training of sportsmen. The improvement of sports training is inextricably linked with the means and the periodic stages of the training process.

Sport training is a specialized training course aimed at achieving specialization in one sport and planned high results in sports. We can also say that sports training is a pedagogical phenomenon, it is a process of special physical education, which is directly aimed at achieving high results in sports. In other words, it is a process of physical education "through sport", through sport. Along

with the term “sports training”, the term “sportsmen's training” is also used. In concept, they are very close to each other, but not the same. Athletic training is a broader concept that includes preparing for high performance in sports and using all means to ensure their continued growth.

Sports training is the main form of training for sportsmen. It covers all types of sports training. Sports training not only prepares qualified sportsmen, but also solves the problems of fitness and physical development. The most important part of sports training is physical training, as well as the practical part of sports-technical, tactical and spiritual volitional training of an sportsmen.

At all stages of long-term training, the process of teaching techniques and tactical actions continues continuously. The assimilation of all aspects of technology in accordance with the goal, based on the use of the laws of biomechanics and considering the individual characteristics of the participants, predetermines the successful application of technology in difficult conditions of play [1, 23]. There is a difference between general exercises and special exercises. Specific training refers to the degree to which the sportsmen's body adapts to the specific requirements of the sport. The general perception of the exercise is determined by the state of adaptation to different forms of physical activity. General and special exercises are always in harmony. Based on the results of the sportsmen's training, his level of training is determined. This concept shows that the sportsmen is ready to achieve high results in sports as a result of training. Trainings are characterized by the improvement of physical qualities, technical and tactical skills and mental, spiritual will. The training and preparation of the sportsmen is constantly improved with systematic training. This process takes place in a certain cyclical mode. Each new cycle has a favorable period for mastering a sport, and the willingness to achieve this skill is called a sport. Therefore, sports training can be called the process of managing sports form.

Physical training Physical fitness of an sportsmen is the development of physical qualities and abilities necessary for playing sports. Physical fitness, as opposed to mental training, requires a person to perform physical strength, exercise and exercise sequence on a regular basis throughout the week, even throughout the day [2, 42].

Physical fitness is associated with general physical development, strengthening and hardening of the body. Physical training is both general and special. Special physical training of an sportsmen is the process of developing physical abilities that meet the specific requirements of sports. The general physical fitness of an sportsmen is the development of physical abilities that are not specific to this sport, but have a positive impact on success in sports.

Success in sports requires the development of all physical qualities, and not the improvement of the physical abilities inherent in this sport. Therefore, when general and special training is organized according to the physical development of the sportsmen. General physical training creates the basis for special training and develops motor qualities corresponding to this sport. General physical fitness depends on the specialization of the sport. However, the general physical fitness is practically the same in all sports. This is because in all sports, it is important to develop physical qualities.

Technical and tactical training of sportsmen Sportsmen technical training is the study of movement and activity techniques that serve as a vehicle for discussion or training in sports. In the process of special technical training, an sportsmen studies the techniques of the chosen kind of sport and studies the laws of actions associated with his sports specialization, mastering and improving the necessary motor skills and abilities. The purpose of technical training is to

constantly expand the general physical fitness of sportsmen, their knowledge in the field of technique of performing exercises, to achieve the skills of its wide use and improvement in sports practice. The difference between general and special training of an sportsmen lies in the formation of motor skills and abilities related to physical education, mastering the technique of performing exercises in a specialized sport, as well as in increasing physical activity.

The tactical training of an sportsmen is closely related to technical training. Tactical training teaches them the applied industry. Sports tactics can also be briefly described as the sports debate industry. Sports tactics is purposeful participation in competitions, considering the capabilities of the sportsmen, the characteristics of the opponent and the specific conditions of the competition. The forms of tactics and their importance differ across all sports. Sports games, tactics in individual wrestling will be perfect and varied and will include a wider range of results. Under the same conditions and training methods, tactical training will be the decisive factor for victory.

Sports training activities are held on the basis of sports training complexes. Exercises used as a sports training tool include:

- 1) selected competition exercises;
- 2) special training exercises;
- 3) general educational exercises.

Specialization in sports ensures the full development of the sportsmen. High results in sports are achieved on the basis of a general increase in the capabilities of the body, improvement of physical and mental abilities. The basic laws of improvement in sports should ensure comprehensive development, and sports training should be deeply specialized [3, 35]. What abilities, physical qualities are well developed, will depend on the sport. Different motor skills and abilities work together in each movement and exercise. The wider the skills and abilities that need to be mastered, the greater the chances of mastering new movements. New actions arise from previously learned actions and include them.

The block of general and special training of an sportsmen is characterized by the fact that their content is interrelated, since the content of general physical training is determined by the peculiarities of the chosen sport, and the content of special training depends on the conditions arising from general training. The different proportions of units of general and special training are not equally conducive to work. Special training, on the other hand, ensures the development of qualities and skills characteristic of a particular sport, as well as equipping it with special techniques and tactics.

Neither general nor special training can be excluded from the training process or replaced with each other. Since there is a relationship between general and special training, it is impossible to draw a line between the two. Based on this, some experts suggest not to separate these aspects of sports training. In our opinion, general and special training differ somewhat in their functions, tools, methods, as well as training processes.

The sportsmen's overall training should also reflect the characteristics of the specialty, since there are both positive and negative effects during a particular training session, which limits the general training to the same for different sports.

As we have seen, general training varies from sport to sport, but it is not the same as special training.

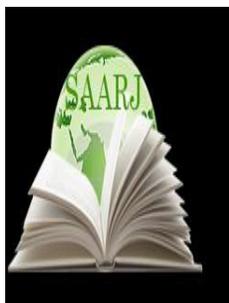
CONCLUSION

Based on the above, we suggest paying attention to the following issues:

1. To ensure the physical fitness of sportsmen, it is recommended to comprehensively and regularly develop their physical qualities.
2. In the development and improvement of sportsmen' physical fitness, great attention should be paid to the training period of the training periods.
3. It is advisable not to organize physical culture during sports competitions.
4. In the transitional period of sports training, the process of physical education and the composition, volume and effect of physical activity are planned in accordance with the activities and results of the sportsmen.

REFERENCES

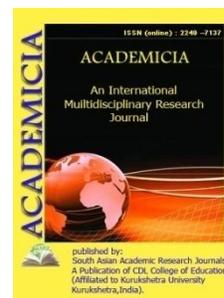
1. A.Холмирзаев. Improving the general and special training of athletes. Master's dissertation. Andijan, 2012
2. MN Norkobilov, ZS Mirkhodjaeva, VV Mahmudov. Pedagogical approaches to inculcating in students a healthy lifestyle in physical culture and sports. Monograph. Tashkent, 2019.
3. R. Teshaboev. Sports psychology. Methodical instructions. TATU FF, 2015.
4. FA Kerimov, MN Umarov Forecasting and modeling in sports. Tashkent, 2000
5. RSSalomov. Theoretical bases of sports. Tashkent, 2000
6. AM Achilov, Zh.A. Akramov, OV Goncharova. Nurturing children's physical qualities. Tashkent, 2004.
7. Sh.Khonkeldiev, A.Abdullaev. Theory and practice of physical education. Tashkent, 2002
8. J. Eshnazarov. History and management of physical culture. Tashkent, 2008.
9. Theory and methodology of physical education. Textbook edited by B.M. Shiyan, M., Education, 1988
10. L.P. Matveev. Theory and methodology of physical culture. Textbook. M., 1991
11. Karimov, U., Kaxarov, S., Yokubjonov, S., & Ziyodov, D. (2018). USING NEW information technologies in distance learning system. In new industrial revolution in the mirror of modern science (pp. 9-11).
12. Karimova, g.y. (2018). The role of the constitution in building the legal state and civil society. Theory and practice of modern science, (2), 161-163.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00140.3**

STUDY OF THE ENERGY POTENTIAL OF THE HEART OF COLLEGE STUDENTS THROUGH THE ENERGY POTENTIAL OF THE HEART

Saminjon Isroiljonov*; **Dilafruz Rakhmonberdievna Tadjibaeva****

*Docent,

Chair of biology, Fergana State University,
UZBEKISTAN

Email id: saminisroilov@gmail.com

**Teacher,

Chair of chemistry and biology,
Fergana Medical Institute of Public Health,
UZBEKISTAN

Email id: dilytadjibaeva@gmail.com

ABSTRACT

In our country, in different regions, mass monitoring of youth health is not carried out in full. Obviously, during the independence of Uzbekistan, young people have gained in height and weight. But this work was done spontaneously and has not been fully analyzed. With the help of the Robinson method, various processes can be distinguished according to the energy reserves in the potential state of the heart. Severe fatigue during the physical development of a young organism as a result can lead to negative changes in respiratory and cardiac function. The proposed Robinson test method can become the basis for correcting the work of the heart by constant monitoring of its potential energy. If a young organism examines itself in this way during physical development, its health will improve even more. This method is inexpensive and can attract the attention of many for its ease of use among the general public.

KEYWORDS: *Energy Potential, Organism, Level Of Developing, Robinson's Test, Cardiac Activity, Heart Muscle, Physical Activity, Health.*

INTRODUCTION

On December 29, 2020, in the Address of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev to the Oliy Majlis, 2021 was declared the "Year of Supporting Youth and Strengthening Public Health". We also carry out scientific work on the state of the energy potential of the heart among our healthy compatriots among young people. We monitor the level of health and physical condition of the heart in terms of energy potential.

In our country, in different regions, mass monitoring of youth health is not carried out in full. Obviously, during the independence of Uzbekistan, young people have gained in height and weight. But this work was done spontaneously and has not been fully analyzed. With the help of the Robinson method, various processes can be distinguished according to the energy reserves in the potential state of the heart. Severe fatigue during the physical development of a young organism as a result can lead to negative changes in respiratory and cardiac function. The proposed Robinson test method can become the basis for correcting the work of the heart by constant monitoring of its potential energy. If a young organism examines itself in this way during physical development, its health will improve even more. This method is inexpensive and can attract the attention of many for its ease of use among the general public.

The heart muscle consists of cardiomyocytes. In these cells, ATF and KF are the main energetic material. For the synthesis of these substances, the heart muscle uses free fatty acids and glucose. Can sometimes use incompletely oxidized lactate. Under normal conditions, the heart uses free fatty acids and, if necessary, glucose. 38 ATF molecules in cardiomyocytes are synthesized as a result of the oxidation of acetyl coenzyme in the oxygen environment of mitochondria. ATF is mainly used in the contraction of myofibrils. The heart uses 10% of the body's energy per day, despite the fact that it makes up 0.5% of the human body. About 10-15% of the energy is used to move sodium, potassium and calcium ions in cardiomyocytes. The development of hypoxia in the heart, the cessation of excretion of metabolic products and the formation of acidosis in the cell can lead to ischemia in various or even a small part of the heart.

OBJECT AND RESEARCH METHODS

Convinced that the Robinson test can actually measure the potential energy of the heart through blood pressure and pulse, we conducted an experimental study of students from the Fergana College of Olympic Reserve using this test to determine how the Robinson test is related to the physical development of students.

The Robinson test or the Robinson index, allows you to quantitatively measure the energy potentials and reserves of the human body. The Robinson Index measures the extent to which a person's body retains maximum aerobic energy without physical testing at rest. The smaller the results obtained, the higher the aerobic capacity of the person. The Robinson Index is based on the dependence of cardiac activity, especially energy potentials, on factors that direct blood to the body: heart pressure and pulse. This experiment (G.L. Afanasenko (2000)) is expressed by the following formula: Formula of the Robinson test:

$$P_{\text{test}} = \text{pulse min} \times SAB_{\text{mm, sim.set}} / 100$$

№	Test results	Maximum scores of Robinson index	Average rating score	Ўртача бал
1	Excellent	69	69	69
2	Good	84	77	77
3	Satisfactory	94	89.5	89.5
4	Unsatisfactory	111	103	103

TABLE 1. ROBINSON TEST RATING (EVALUATION) METHOD

If the test takers' scores do not reach the maximum score, the average scores are set.

DISCUSSION AND RESULTS

The level of physical development of young people living in all regions of the country is obvious. They develop by age, height, and weight. Having glorified our country all over the world, they show high results in sports. But until now, their physical development and health, if necessary, have been studied only in small groups. Mass monitoring of their health and physical condition has not been fully studied. Little attention is paid to the study of their health and level of physical condition through the adaptation of the functions of their cardiovascular system to life. Currently, according to the available data (1, 2, 5), in some regions of Uzbekistan, there is a decrease in the physical adaptation of young people to life and the level of "life reserve" (1,2,5). An adaptive reserve is the involvement of cells, tissues, organ systems and the entire human body in the process and their influence on the effective functioning of human life, in other words, it is health. It is physical and intellectual strength that develops the Motherland when young people grow up, that is, when their size of the body is formed and stopped. The importance of the stability of the autonomic organs at the present time, including the hypothalamic-pituitary system, the somatic, the autonomic nervous system and the higher nervous activity is a method that we propose to show that they adapt to various situations, physical and mental activity.

The experiments were carried out on students of the Olympic Reserve College in Fergana.

Indicators of age, weight and heart rate of young athletes. Age, height and weight are shown in Table 2 below.

№	Last name, first name	puls per min	SBP mm. Hg	DBP mm. Hg	Age, year	Weight kg.	Height, cm
1	Meliquziev F.	78	110	70	17	81	159
2	Sultonova S.	75	110	70	15	43	159
3	Parpieva J.	75	110	60	15	60	163
4	Muqimova Sh.	75	110	70	17	55	166
5	Akhmedova M.	78	110	60	16	52	151
6	Kholmatov M.	84	120	80	19	55	164
7	Toirov A.	67	120	80	19	60	163
8	Khoshimov Z.	72	110	70	18	64	161
9	Abdurakhmonov R.	80	110	70	19	76	162

10	Dadaboev A.	80	100	70	16	45	160
11	Qurbonov F.	76	110	70	17	48	165
12	Mamasidiqov U.	78	100	60	13	45	155
13	Ne'matjonov S.	85	120	80	19	85	190
14	Abdufattoev M.	84	100	60	14	37	150
15	Tilavoldihoj V	85	120	80	16	70	181
16	Nabiev M.	84	100	60	14	42	149

TABLE 2. CARDIOVASCULAR AND SOME ANTHROPOMETRIC INDICATORS OF COLLEGE STUDENTS

Their resting systolic blood pressure, pulse minutes, and Robinson's index test results are shown in Table 3 below.

№	Last name, first name	Systolic pressure, mm Hg.	Pulse in min	Robinson test results	Rating, point
1	Meliquziev F.	110	78	85,8	89.5
2	Sultonova S.	160	90	144	103
3	Parpieva J.	110	78	85,8	89.5
4	Muqimova Sh.	100	78	78	77
5	Akhmedova M.	100	72	72	77
6	Kholmatov M.	120	84	100.8	103
7	Toirov A.	120	66	79,2	77
8	Khoshimov Z.	110	72	79,2	77
9	Abdurakhmonov R.	110	90	99	103
10	Dadaboev A.	100	90	90	89.5
11	Qurbonov F.	110	72	79,2	77
12	Mamasidiqov U.	100	72	72	77
13	Ne'matjonov S.	120	90	108	103
14	Abdufattoev M.	100	84	84	77
15	Tilavoldihoj V	120	90	108	103
16	Nabiev M.	100	84	84	77

TABLE 3. ASSESSMENT OF OLYMPIC RESERVE COLLEGE STUDENTS USING THE ROBINSON INDEX

As the table shows, the aerobic reserves of 8 students were rated as good, 3 - as satisfactory, and 5 - as unsatisfactory.

Robinson's test							
Heart rates	Average arithmetic values		Dispersions		Correlation coefficient r =	P =	t critical point =
	x	y	Dx	Dy			

Systolic pressure, mm Hg col.	164.8	87	55,86	134,82	0.84	2.27	2.85
Diastolic pressure, mm Hg col.	70	82,9	57,14	149,5	0,51	1,61	1,76
Pulse, in min	81.6	90.44	55.54	363.5	0.75	0.01	1.76

TABLE 4.DISPERSION ANALYSIS. KEY FACTOR: ROBINSON INDEX

1.Systolic pressure x Robinson test variation	Total square deviations	df	Dispersions	F	P	t critical point
Between groups	27300.0	1	27300.0	286.34	1.24	1.49
In groups	1525.45	28	95.34			
2. Diastolic pressure x Robinson's test and variations	Total square deviations	df	Dispersions	F	P	t critical point
Between groups	2970.0	1	2970.0	29.4	8.76	4.19
In groups	2828.6	28	105.0			
3. Variations in Pulse x Robinson.	Total square deviations	df	Dispersions	F	P	t critical point
Between groups	586.09	1	586.09	2.79	0.105	4.19
In groups	5866.89	28	209.63			

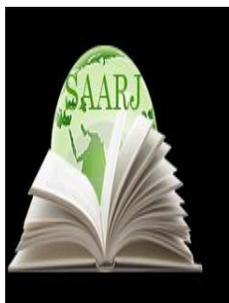
Using the reliable Fisher test, the Robinson Index acts as a key factor in linking systolic blood pressure, diastolic blood pressure and heart rate.

CONCLUSION

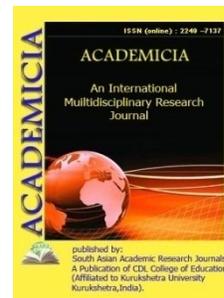
The results of the study and the tables showed that the Robinson Index test allows assessing the energy capacity of college students using the results of systolic blood pressure and heart rate. This fact, that the relationship between systolic blood pressure, Robinson's index $r = + 0.84$, diastolic pressure $r = + 0.51$ and pulse $r = + 0.75$ reliably correlates with students, leaves no doubt that the Robinson test is indeed one of the heart tests. The results of the above analysis of variance have convincingly proved, that the Robinson test was the main controlling factor between heart rate and Fisher's criterion as a key factor for both blood pressure and pulse.

REFERENCES

1. The President of the Republic of Uzbekistan Shavkat Mirziyoyev's Appeal to the Oliy Majlis (12/29/2020) <https://uza.uz/uz/posts/zbekiston-respublikasi-prezidenti-shavkat-mirziyeevning-oliy-25-01-2020> 01:3.
2. Pulikov A.S., Moskalenko O.L. The level of metabolic and energy processes in young men under conditions of urban technogenic pollution // *Fundamental research*. - 2014. - No. 10-5. - S. 955-958; URL: <http://www.fundamental-research.ru/ru/article/view?id=35772> (date accessed: 12/20/2020).
3. Apanasenko G.L., Naumenko R.G. 2. Teoriia i praktika fzicheskoy kul'tury [Theory and practice of physical culture], 1986, vol.4, pp. 29-31
4. The relationship of physical development and sexual dormism with the adaptive capabilities of young men / A. S. Pulikov, O. L. Maskalenko // *Modern studies of social problems (electronic scientific journal)*. - 2012. - No. 1. - p. 1158 - 1168.
5. Bernstein, N.A. *Essays on physiology of movements and physiology of activity* / N.A. Bernstein. - M.: Medicine, 1966.- 430 p.
6. Quantitative assessment of the functional capabilities of the cardiovascular system / S.A. Ivanov, E.V. Nevzorova, A.V. Gulin. - ISSN 1810-0198. *TSU Bulletin*, v. 22, issue 6, 2017, pp. 1535-1538
7. Yabluchansky N.I. Heart rate variability. To help a practitioner / NI Yabluchanskiy, AV Martynenko. - Kharkov, 2010.-131 p.
8. Asolyants A.M. On the adaptive potential as one of the indicators of the state of health of students of a medical college / A. M. Asolyants, L. V. Nefedov // *West. new medical technologies*. - 2007. –T. 14. No. 4. - C 84.
9. Ivanov S.A., Nevzorova E.V., Gulin A.V. Quantitative assessment of the functional capabilities of the cardiovascular system // *Bulletin of the Tambov University. Series Natural and technical sciences*. Tambov, 2017.Vol. 22. Issue. 6.S. 1535-1540. DOI: 10.20310 / 1810-0198-2017-22-6-1535-1540
10. Morphofunctional indicators of the organism of students-athletes of the North-Eastern Federal University // VG Starostin., PI Krivoshapkin., A.A. Sergin., V.G. Nikitin. *Theory and practice of physical culture (electronic scientific journal)*. - 2015. - No. 10. - P. 26 - 28.
11. Aghajanyan N.A. *Adaptation problems and the doctrine of health* / N.A. Aghajanyan, R.M. Baevsky, A.P. Berseneva - Moscow: RUDN University Publishing House, 2006.– 284 p.
12. Zolotnikova G.P. *The adaptive potential of the body of adolescents and the first mature age during sports loads in modern environmental conditions. Monograph.* / G.P. Zolotnikova, N.E. Zakharov. - Bryansk: Publishing house "Beloberezhie", 2018. - 156 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00141.5

THE MAIN APPROACHES TO THE STUDY OF AGING AND THE TASKS OF GERONTOLOGY

Nurmatova Iroda*; **Eshboeva Tursunoy****; **Ibodullaeva Farangiz*****
Abdumannopova Ergashxon**** **Ibrohimova Shahnoza*******

*Teacher,
 **Student,
 ***Student,
 ****Student,
 *****Student,

Fergana State University, UZBEKISTAN

ABSTRACT

When studying the problems of human life safety in modern gerontology, the main point of view is that the primary causes of aging are of a molecular nature. In particular, this is evidenced by the last congress of the International Association for Biomedical Gerontology, where most of the reports were devoted to the free radical theory of aging. Based on such ideas, one can create quite complete theories of aging and understand how, in principle, one can deal with it. In the future, research in this direction will lead both to an increase in the accuracy and consistency of theories of aging, and to the introduction of effective methods of countering it into clinical practice. At the same time, technological progress has led to the fact that at present humanity is on the verge of achieving the possibility of free manipulation with individual atoms and molecules. An analysis of the development of these trends leading to the "mastering" of the molecular level of organization of living matter suggests that in a few decades approaches to the treatment of aging will undergo radical, revolutionary changes and, ultimately, their development will lead to a solution to the aging problem.

KEYWORDS: *Gender, Gender Equality, The Right To Differences, Gender Parity, Gender Approach, Gender Symmetry.*

INTRODUCTION

During the years of independence, the country has been working hard to form an effective system of state support for the needy. A number of state programs aimed at improving the living standards and quality of life of the elderly and the disabled, improving the pension and social assistance system, organizing systemic health care and expanding access to modern methods of treatment of diseases are being adopted.

It is necessary to further improve the system of state support for the elderly, people with disabilities and the lonely elderly, to introduce fundamentally new approaches in the implementation of modern mechanisms of social protection and medical and social assistance.

MAIN PART

It should be noted that the study of the safety of human life is closely related to the areas of fundamental, theoretical gerontology, which is often not engaged in physicians, but completely different specialists - biologists, chemists, geneticists and many others. We cannot even theoretically make any "elixir of youth", "elixir of immortality", since we cannot test such an elixir on humans. After all, we do not know how many years of healthy life are given to this or that person, and a situation is quite possible in which the subject will outlive the researcher much, and the latter will not be able to draw reliable conclusions about his experiment lasting decades. That is why theoretical gerontologists work with the so-called models of short-lived animals, the average physiological life expectancy of which does not exceed 1.5-2 years. But here another very important problem arises - these animals, by their nature, are deprived of that many dangerous and sometimes fatal diseases, which nature has awarded man. And under these conditions, acting in a certain way on the so-called physiological aging, the experimental theorist cannot adequately influence the process of pathological aging, which is characteristic of the human body, in which physiological and numerous pathological, painful processes. The next part of the problem is social gerontology, which in our country is judged only by the degree of popularity or unpopularity of various kinds of pension reforms or other social reforms that, to one degree or another, affect the interests of pensioners.

The question should probably be considered much broader and interdisciplinary. Everything can be put into place only under one condition - the priority and interaction of the activities of specialists from the three components of gerontology as a science. In the beginning, as is customary in world science and practice in general, theoretical research, which provides the basis for both applied sociological and medical knowledge and experiments. Then the solution of social issues of the elderly and the elderly, since the overwhelming majority of the so-called diseases of old age are almost exclusively socially motivated. And only then to solve purely medical problems of diagnosis and treatment, taking into account the psychological characteristics of elderly and senile people, as already written on the pages of the journal. Over the past 5 years, it has been possible to establish that unfavorable factors of the working environment and the labor process accelerate the aging of the body of workers and it is necessary to use special geroprotectors to prevent premature aging and increase professional longevity.

In February this year, the UN published a new report on world demographic trends, in which a special place pays attention to the problem of population aging. According to UN forecasts, the total population in 2050 will reach 6.6 billion people. At the same time, the number of elderly people (over 60 years old) in the world by this year will amount to 2.5 billion people (i.e., almost

38% of the total population), a significant proportion of them will be occupied by people over 80 years old. These forecasts make the problems of gerontology relevant not only within a purely academic framework, but also for solving very important and complex medical and social problems. Accordingly, the role of applied research in modern gerontology and the safety of human life as a whole will only increase over time. In gerontology, one can conditionally distinguish two main directions - theoretical and applied (practical). The first includes the development of various hypotheses of aging and their verification, the construction of appropriate models. A representative of this direction is the creation of different theoretical mortality curves for different population groups. True, these curves are not very suitable for understanding the specific mechanisms of human aging. Therefore, the question arises about the creation of such systemic models that would allow to more adequately reflect the morpho-functional and molecular-cellular changes, which ultimately lead to old age and death. To build such a practically useful and scientifically grounded system model, a sufficient "information mass" of specific data and the corresponding computing power of computers are required.

Another representative of the second direction in gerontology is now plastic surgery and modern cosmetology, which make it possible to produce a very successful external rejuvenation of a person. True, this practically does not affect senile changes in internal organs and the corresponding diseases. For this, it is necessary to learn how to purposefully influence the main mechanisms of aging at different levels of its manifestation.

Currently, approaches are mainly being developed related to the molecular genetic mechanisms of aging. However, as experience shows, noticeable successes can be achieved only taking into account their influence on higher levels of human systemic organization, in particular, on the morphological level.

As you know, despite a large number of various pathological changes at the morphological level, they can be reduced to a limited number of basic reactions: circulatory disorders, inflammation, tumors, dystrophy, necrosis, hypertrophy, hypotrophy, atrophy, regeneration, dysplasia. Aging and death of a person at the morpho-functional level actually occurs as a result of precisely these processes in his various tissues and systems (excluding cases of violent death and accidents). At the same time, it is very difficult, if not impossible, to separate these pathomorphological changes caused by aging "in its pure form" from those caused by practically inevitable age-related diseases.

Therefore, at the final stage of a person's life, the problems of gerontology and geriatrics almost coincide. Thus, gerontologists have two main tasks. The first consists in the development of the primary molecular and cellular mechanisms of human aging and methods of combating them, and the second - in the creation of ways to counteract the transition of these processes to higher levels of organization - tissue, organ and systemic and the maturation of conditions for the development of diseases of old age. The first task can be rather conditionally attributed to the theoretical direction in gerontology, and the second to the applied one. However, only their joint decision can significantly affect the health of older people and their life expectancy.

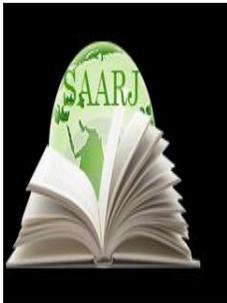
CONCLUSION

There are different ways to solve the second problem. One of them is the creation of a computer system model of the main pathological processes listed above. It has long been known that with age, the replacement of "noble" (parenchymal) tissues by connective and adipose tissues occurs.

Moreover, the reason for such a replacement is often the lack of local blood circulation. The same circle of closely related and most important tasks includes the consideration of issues related to tissue hypo- and atrophy, as the leading factors in the morphological aging of a person. Computer modeling of these processes could significantly help in understanding the mechanisms of their implementation and creating appropriate ways to counteract them.

REFERENCES

1. Nurmatova, I. (2019). A Student-Centered Approach is a Key Area of Teacher Training in the Context of Globalization and Integration of Education. *International Journal of Progressive Sciences and Technologies*, 15(1), 09-13.
2. I Nurmatova, H Nabieva, M Sirojiddionova - CHALLENGES OF CHILD PERSONALITY IN A DEFECTIVE FAMILY Наука сегодня: теоретические и практические ...
3. Хонкелдиева, К., & Фарохиiddинова, З. (2020). Оценка влияния рынка труда на уровень безработицы в республике Узбекистан. *Наука сегодня: факты, тенденции, прогнозы [Текст]: материя*, 37.
4. Хонкелдиева, К., & Маматкулова, Ф. (2020). Социально-экономические аспекты устойчивого развития предприятия. In *Наука сегодня: факты, тенденции, прогнозы* (pp. 36-37).
5. Анцыферова Л. «Развитие личности и проблемы геронтопсихологии». М.: Институт психологии РАН, 2006.
6. Головин С. «Словарь психолога-практика» М.: Харвест, 2007.
7. Karimov, U., Kaxarov, S., Yokubjonov, S., & Ziyodov, D. (2018). USING NEW INFORMATION TECHNOLOGIES IN DISTANCE LEARNING SYSTEM. In *НОВАЯ ПРОМЫШЛЕННАЯ РЕВОЛЮЦИЯ В ЗЕРКАЛЕ СОВРЕМЕННОЙ НАУКИ* (pp. 9-11).
8. Xonkeldiyeva, K., & Xo'jamberdiyev, J. (2020). Improving organizational effectiveness of industrial production. *Экономика и социум*, (3), 145-147.
9. Хонкелдиева, К., & Фарохиiddинова, З. (2020). Оценка влияния рынка труда на уровень безработицы в республике Узбекистан. *Наука сегодня: факты, тенденции, прогнозы [Текст]: материя*, 37.
10. Хонкелдиева, К., & Маматкулова, Ф. (2020). Социально-экономические аспекты устойчивого развития предприятия. In *Наука сегодня: факты, тенденции, прогнозы* (pp. 36-37).
11. Хонкелдиева, К., & Фарохиiddинова, З. (2020). Гендерное равенство как ценность права. *Наука сегодня: факты, тенденции, прогнозы [Текст]: материя*, 61.
12. Yuldashev, S.U. (2019). THE ROLE OF THE FUNCTION OF STABILIZATION AND DEVELOPMENT OF SOCIETY IN SCIENTIFIC MANAGEMENT (AS SOCIO-CULTURAL TECHNOLOGY). *Scientific Bulletin of Namangan State University*, 1(6), 255-259.
13. Каримова, Г. Й. (2018). РОЛЬ КОНСТИТУЦИИ В ПОСТРОЕНИИ ПРАВОВОГО ГОСУДАРСТВА И ГРАЖДАНСКОГО ОБЩЕСТВА. *Теория и практика современной науки*, (2), 161-163.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00142.7

THE ROLE OF MOISTURE AS AN ECOLOGICAL FACTOR IN GROWTH OF COTTON PLANTS

D. M. Akhmedova* ; M. G. Maxsudova**

*Associate Professor,
 Candidate of Biological Sciences,
 UZBEKISTAN

**Teacher,
 Fergana State University, UZBEKISTAN

ABSTRACT

In this article strictly considered the requirements of promising cotton varieties C-6524 and Oltin vodi-1 (Gold Walley-1) for moisture in light gray soils of the Fergana region, different water consumption during the growing season and growing conditions (soil conditions, air temperature, humidity, etc.) and the order of watering is determined. It is known that moist of soil is considered to be an important ecological factor in cotton fertility. Therefore, in terms of irrigation it is essential to create an optimal water regime for plant's development in growth period. During growth period, cotton's demand for water is interrelated with its assimilated action change and the size of leave structure.

KEYWORDS: *Ecological Factors, Climate Conditions Of Soil, Quantity Of Water, Soil Moist, Irrigation Dates, Scheme Of Irrigation Period, Water Evaporation In Soil.*

INTRODUCTION

It is known, a very important and urgent task is the development and implementation of recommendations for the care of cotton varieties, depending on their economic, morphological and bioecological characteristics, such as water, nutrients, soil and climatic conditions.

In our country, the law of "Water and its usage in the Republic of Uzbekistan" was adopted on the 6th of May in 1993 to arrange proper utilization of water resources, so water practices related to it has been controlled according to this law and other additional legislative documents in our country[1].

The availability of water resources in soil depends on many factors, particularly, rate of precipitation, the depth of fertile soil and its features (granular and mechanical components) and structure. The soil features are defined by its capacity to conserve water and its relative balance of preserving nutritious and organic matters (sand, argil, clay) in various dimensions. Heavy rain drops can smash down topsoil aggregates and tiny porous particles can block off the the flow of water. As a consequence, it prevents water absorption in soil. Shielding topsoil with organic matters can be conducive to better absorption of water and as a result of its effective use, precipitation water can be preserved in soil and water evaporation can be minimized.

Due to high soil moisture, excessive rainfall and low temperatures that prevent cotton from reaching the required temperature, yields will be low. Experiments show that the occurrence of phenotypic changes during the growth and development of cotton depends on the minimum, optimal, maximum impact of environmental (ecological) factors[2]. In the experiment, the yield of cotton planted according to the 60x15-1 scheme depends on the row spacing, the method of laying and the conditions for caring for it. Also, sufficient light and soil moisture, creating favorable conditions increase the effectiveness of organic and mineral fertilizers introduced into cotton as an additive[3].

It is possible to maintain water schedule of each type of plant watering system according to our country's soil-climate conditions, depth of underground aqueducts and the biology of the plant and along with it efficiency of irrigation water.

It is known that moist of soil is considered to be an important ecological factor in cotton fertility. Therefore, in terms of irrigation it is essential to create an optimal water regime for plant's development in growth period. During growth period, cotton's demand for water is interrelated with its assimilated action change and the size of leave structure.

As it was noted by M. Nazarov, K. Mirzajanov, o. Ibragimov, C. Isaev (2014) irrigation is held in the care of cotton plants during growth period when the optimal moist of soil is 65-5% according to Bordered Field Moist Capacity (BFMC), as it creates foundation for steady growth of cotton, having proportional steady root system, yield elements as well as high abundance of cotton harvest. But when moist of soil is reduced to 55% according to BFMC, it has been observed radical lessening of cotton growth. Beside, zenith of cotton plant's demand for water is in its flourishing and cotton-yielding phases during which cotton plant is each hectare requires 50-55m³ of water, in blossom period 18-20m³ and while ripening period it consumes 30-50m³.

According to some data, less water is consumed in 24 hours when plant's fertility to accumulate organic elements per a day is low and also this is a period for cotton plant to use water efficiently which causes high intensity of plant's photosynthesis. The main reason of less water demand of cotton plant in early stages is its short height of leaves. Cotton's average consumption of water in an area unit suddenly increases due its assimilation productivity under the influence of environment and enlargement of cotton leaves along with cotton plants under the influence of environment.

Cotton plant demands a large amount of water when it starts to blossom and grow, that is, during intensive assimilation period of cotton plants. In this period cotton plans evaporates major part of water to protect its leaves' optimal functional structure against negative influence of dry climate and high temperature of summer. Therefore, it is an important factor to irrigate cotton plants on time during this blossom and growth period to yield bigger harvest. It is necessary to designate

exact irrigate time during each stage of cotton plant development. If water is maintained before optimal growth, that is even if the cotton plants are not thirsty, in that case, the plant will grow in height and cotton branches' length will become longer but fertilizing body's growth will be reduced.

The root of cotton which grows in extra humid conditions develops in high layers of soil and it can't stand short period of draught, as a result fruits of cotton blossom drops abruptly. Consequently, harvest reduces, and the quality of cotton gets lower.

For experiment, types of cotton, C-6524 and Golden Valley-1 were taken, experiments were conducted in Fergana region's virgin soil to determine amount and norms of seasonal watering. Implanting date, blossom period, the start of ripening period, period between growing and ripening, medium harvesting measures by hundredweight, the weight of cotton in each unripe cotton bolls, fertilizers and irrigation system and their schedule of experimenting cotton types were elaborately studied. These studies were conducted in four repetitive scale.

In each repetitive case, the length of sector were 25m, the number of row was 4 and distance between rows was 60 cm. the width of sector was 2.4, and the planting scheme was 60x15 (Table1).

As it can be said by phrases of Professor Vysotsky, water in soil content is equal to the blood of living organism. Water in soil takes part in all existing process of land (alteration of chemical elements, biological life-span of soil, formation of organic elements, rotting and others) therefore, irrigation of cotton plants is divided into 4 periods according to bolls of cotton demand, that is, first is from cotton's incipient stage of growth to formation of bud, second is from bud stage to blossom period, third is from blossom to formation cotton, and the forth, is ripening period.

TABLE1 DIVISION SIZE AND FEEDING AREA

	Type	quantity of rows in sector	distance between plants in a row	distance between rows (cm)	nutrition per a plant in an area unit	sector area m ³ general	calculated	defined plants quantity (thousands)	number of plants in determined area unit
1	C-6524 sample	4	15	60	0,9	60	50	100000	500
2	Golden Valley-1	4	15	60	0,9	60	50	100000	500

It is known that first vegetation water is very significant point to determine crop production. Delaying first irrigation deprives cotton's growth. That's why first water is maintained to cotton plants until it blossoms through every other row in the sector by turn. Due to short size of leaves in the early growth stage of cotton, cotton plants consumes less water, but in blooming and bud

forming period, air temperature is high and the size of leaves enlarges as water evaporates rapidly. Therefore, consecutive irrigation is held based on exact growth signs. The onset of cotton blossom, irrigation date is defined according to location of cotton flower's growing point.

At the end of growth, particularly at the end of September in autumn, cotton plants' demand for water lessens considerably owing to reduction of environmental factors influence. Taking into account, autumn irrigation is an important factor to improve the quality of cotton, normal ripening of bud. Motion of nutritious elements, next irrigation is provided after first cotton harvest collection.

Comparing indications of experimenting types, C-6524 type yielded cotton in 32.5 hundredweight in 2017 and 37.0 hundredweight harvest was yielded in 2018. Cotton plants' growing period, from germinating to ripening differed in 9 days. Cases of cotton's getting infested with Vealt were 8.4%, higher in 2017 than in 2018.

It is clear that from 2017-2018 results, cotton types' under experiment in 2018 all indicators, namely harvesting, expenses of cotton cotton's weight in each boll of cotton, overall cotton's harvest was higher than in cotton types experimented in 2017. Cotton types' growing period from germinating to ripening in 2018 was rather shortened to 8-10 days than in 2017. In this experiment bud bursting was accelerated. Especially it was observed that Golden Valley-1 type's ripened 10 days earlier. Cases of getting infected with Vealt in 2018 compared to 2017 in C-6524 sample type were reduced to 8.1% and Golden Valley-1 to 4.0% (Table 2).

TABLE 2 EXTENSIONS OF THE MAIN INDICATORS OF COTTON VARIETIES BY VARIANTS

#	Type	Years of experiment	Average crop productivity (hundredweight)	expenses of cotton %	general cotton's harvest (hundredweight)	weight of cotton in each boll Grams	Period between germinating to ripening	Cases of getting infected with Vealt
1	C-6524-Sample	2017	32.5	35.5	11.5	5.3	130	2.5
		2018	37.0	35.6	13.2	4.9	121	4.4
	median		34.8	35.6	12.4	5.1	125	8.3
2	Golden Valley- 1	2017	34.2	38.0	13.0	5.0	132	6.4
		2018	37.5	35.4	13.3	5.1	122	2.5

	median		35.9	36.7	13.2	5.0	127	4.5
--	--------	--	------	------	------	-----	-----	-----

In our experiment, diverse water consumptions at various development stages of cotton plants and growing conditions (soil condition, high temperature of climate, humidity and others) were taken under strict control. Considering 400-800 grams of water consumptions of cotton plants in order to accumulate 1 gram of dry substance in plant according to the soil and climate conditions, 1-2-1 irrigation scheme is applied. (Table3)

TABLE 3 DISTRIBUTION OF WATER BY PHASES OF GUZA DEVELOPMENT

	Irrigation Period	Quantity of water (m ³)
1.	before Bud formation	750
2.	From bud stage to blossom	850
3.	From blossom to formation bolls of cotton	850
4.	After first cotton harvest collection	650

It can be noted as conclusion, it is essential to hold juice watering system as an effective watering method. In the usage of dung juice system, dung serves as protection cover along with given nutrition to plants. It also reduces soil evaporation and increases in absorption into soil. For this reason, dung should be formed in each 10 hectare of cotton fields in shape of 10x10 and before irrigation dung pit should be dampened and mixed.

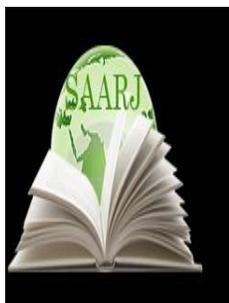
CONCLUSION

Irrigation should be held in the evening, when water reaches $\frac{3}{4}$ part of scratch, water consumption should be lessened twice and when water reaches the end of scratch, it should be minimized twice less again. By maintain trickling water flow regularly, it is possible to decrease draining.

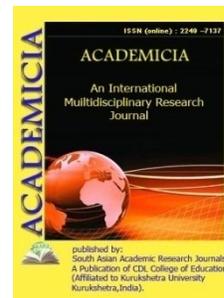
REFERENCES

1. Protection of natural environment. Laws and normative documents. Tashkent "Adolat" 2002.
2. Nazarov M., Mirzajonov K., Ibragimov O., Isaev C., "Thrifty technologies of agriculture" p. 51 Tashkent 2014.
3. Akhmedova D., Nazarov M., Umarov U., Ecological factors of cotton plant morpho-biology and its influence on crop productivity. // Uzbekistan's agriculture journal "Agro Ilm" 2014 pp. 17-19 Supplement#2
4. Yuldashev C Kh., Nazarov M., Umarov U., "Influence of environmental factors on structure of cotton and its productivity." Tashkent, "Fan" 1976
5. Zokirov T.C., "Ecology of cotton field" Tashkent 1991
6. Ibrahimov O., "Cotton fructification and its control factors" Tashkent 1992
7. Akhmedova D., Nazarov M., Influence of environmental factors on bio-ecological features and its productivity" Ferghana 2019
8. Nazarov M., Akhmedova D., Pulatov C., "Bio-ecology of strategically experimenting cotton types in Ferghana region" "Agro Ilm" 2016 pp. 7-8., Supplement# 42

9. Akhmedova D., Nazarov M., Valiyev M., “Influence of various ecological factors on cotton growth” // Uzbekistan’s agriculture journal “Agro Ilm” 2013 pp. 14-15., Supplement#2
10. Nazarov M., Akhmedova D., Obidov M., “Influence of feeding area on the process of cotton’s metabolism” // Uzbekistan’s agriculture journal “Agro Ilm” 2015 pp. 11-12 Supplement# 5
11. Karimov, U., Kaxarov, S., Yokubjonov, S., & Ziyodov, D. (2018). USING NEW INFORMATION TECHNOLOGIES IN DISTANCE LEARNING SYSTEM. In *НОВАЯ ПРОМЫШЛЕННАЯ РЕВОЛЮЦИЯ В ЗЕРКАЛЕ СОВРЕМЕННОЙ НАУКИ* (pp. 9-11).
12. Karimova, G.Y. (2018). THE ROLE OF THE CONSTITUTION IN BUILDING THE LEGAL STATE AND CIVIL SOCIETY. *Theory and Practice of Modern Science*, (2), 161-163.
13. Honkeldieva, K., & Mamatkulova, F. (2020). Socio-economic aspects of sustainable development of the enterprise. In *Science Today: Facts, Trends, Predictions* (pp. 36-37).



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00143.9

IMPORTANT ASPECTS OF PEDAGOGICAL ACTIVITY IN INCREASING EFFICIENCY OF EARLY EDUCATION

Matmusaeva Mukhayyo*

*Teacher,

Fergana State University, UZBEKISTAN

ABSTRACT

The guaranteed learning outcome determines the effectiveness and achievement of the goal. It turns out that the closer the result to the goal, the more effective the educational process. Modern teaching technologies are a complex integrated system, which are reflected in the assimilation of theoretical knowledge by students in the form of a certain regulated set of elements of pedagogical activity aimed at fostering certain spiritual and moral qualities based on certain educational goals, skills and competencies.

The article examines the pedagogically important aspects of pedagogical activity in increasing the effectiveness of primary education.

KEYWORDS: *Pedagogy, Activity, Pedagogical Activity, Primary Education, Ability, Upbringing, Teaching Efficiency.*

INTRODUCTION

Innovative changes in the educational process, the introduction of any innovations in the education system are directly related to the need to update and change pedagogical activity is a topical issue of the requirements of today

The development of science and modern technologies is one of the priority directions for the implementation of the socio-economic development of the Republic of Uzbekistan. In order for the Republic of Uzbekistan to enter world markets and take a worthy place there, it is necessary to create an economic system that can use competitive scientific achievements and produce competitive products. For the impeccable fulfillment of this responsible task, much attention is paid to the rapid development of national science and the personnel training system.

MAIN PART

The sphere that forms the social essence of a person in accordance with the needs of society is called the system of public education, and the person who implements it is called **a teacher or a lecturer**. Since time immemorial, attention has been paid to the personal social qualities of teachers, and based on the requirements of each era, the requirements for teachers have become more sophisticated and complex.

Avicenna expressed the following thoughts on what the personality of a teacher should be, saying that it is the teacher's duty to be responsible for imparting knowledge to students:

- treat children calmly and seriously;
- pay attention to how students assimilate the transferred knowledge;
- the use of various methods and forms in teaching;
- knowledge of the student's memory, the ability to assimilate knowledge, personal characteristics;
- to be interested in science;
- to distinguish the most important knowledge;
- to transfer knowledge in accordance with the age and mental level of students;
- it is necessary to ensure that every word was at the level of awakening children's emotions.

One of the most important problems facing modern pedagogical science – the accurate conduct of pedagogical activity. Since the teacher has all the pedagogical ideas, thanks to his activities, these pedagogical ideas are realized and implemented.

The multifaceted and complex work of a teacher is based on such important tasks as polite and attentive education of the younger generation, equipping it with scientific knowledge. Their implementation depends on the various types of teacher's activities: teaching children, the ability to organize and conduct outside school work and extracurricular educational work, pedagogical propaganda among parents, and so on. All this requires from the teacher deep knowledge, love for his work, children.

On the new model of education, that is, novelty - that is, world achievements in the field of education, the implementation of education through the introduction of information and communication systems, pedagogical technologies, the introduction of new innovations in education - they pay attention at the level of public policy. His achievements are recognized all over the world. At the new stage of our development, the emphasis on the education system has risen to the level of public policy.

The most important elements of modern education have been formed since ancient times. The purpose, content, form, methods and tools of teaching are traditional categories used to analyze the content of educational processes. It is these categories that act as the subject of pedagogical activity, organizing the educational process in a particular subject, specialty or specialty.

The teacher, as an active participant in the process of pedagogical communication, must achieve a number of qualities. It is also necessary, first of all, to be thoughtful, calm, to be able to correctly assess the situation, to be able to resolve existing conflicts.

It is known that the pedagogy of primary education is one of the most important disciplines that studies the process of teaching and upbringing of junior schoolchildren, taking into account their age and psychological characteristics [1, 36]. The form, methods and tools of instruction play an important role in fully covering the content of student activities. After all, they create a favorable environment for the student to realize his potential, in order to illuminate his knowledge, skills and abilities at the initial level.

In turn, the age, psychological, physiological characteristics of students, the level of knowledge, the volume of their worldview and activity will motivate them to choose effective, advanced, non-traditional forms, methods and means of teaching, their appropriate use.

Activity is a purposeful action that meets any individual, group, national or universal need. Pedagogical activity is a socially necessary type of activity that, in accordance with a scientifically grounded plan, prepares the younger generation for life to form universal (common to all mankind) and national qualities in order to meet the educational needs of society [2, 56].

It can be divided into the following categories of qualities that should be manifested in the personality of a modern primary school teacher:

- 1) professional qualities;
- 2) organizational qualities;
- 3) leadership qualities of the student body;
- 4) the quality of office work;
- 5) the quality of the ability to organize creative activity;
- 6) research qualities.

A modern primary school teacher should be able to master the following creative and practical (constructive) skills:

- the formation of an integrated educational material using individual data;
- enrichment of educational material with various drawings, pictures, tables, diagrams, models, etc.;
- preparation of original, original educational material;
- independently substantiate the new method;
- development of a set of visual aids for teaching and educational activities;
- creation of a technological passport, a map of a lesson or educational event;

Giving a child knowledge, skills and competencies, organizing his or her various activities, requires naturally developing his or her core strengths, needs, abilities and talents.

The effectiveness of pedagogical activity in the learning process requires the identification of low results, regular receipt of information about the process and its results. Pedagogical diagnostics allows the teacher to find out what and how really influences learning, the formation of the personality traits of an educated person. This allows you to check the compliance of the

results of pedagogical interventions with the goals of learning and make the necessary additions and adjustments to the content and methodology of the educational process.

There are different types of pedagogical activity: pedagogical, educational, organizational, advocacy, managerial, consulting and diagnostic, self-educational. All these types of activities have a common structure and, at the same time, specificity and features.

Pedagogical activity is also aimed at solving problems of personality development in a child. It is known that in the pedagogical activity of a teacher, it is important to master the technique of speech. After all, speech plays a key role in primary school teachers. Because with the help of speech, the teacher awakens the child's feelings, provides conscious communication with pupils, analytically perceives information about learning. For this, the future teacher must first know the secrets of speech, its power in communicating with pupils.

To study the specifics of speech, you need to know the requirements for speech technique. These requirements are for speech to be logically correct, clear, beautiful, vivid and meaningful. The main characteristics of speech follow from the following requirements:

1. Correctness and fluency of speech.
2. Accuracy and sensitivity of speech.
3. Logic of speech.
4. Purity and expressiveness of speech.

Accuracy and fluency of speech is its compliance with the norms of the literary language. It focuses on two aspects: stress and grammar adherence. Stress - ensures correct pronunciation of words.

Another initial (original) quality of a teacher is that he must not only know exactly who and what kind of person he is forming, but also sincerely believe that the student he teaches must have such social qualities. At the same time, it is necessary to familiarize children with the masterpieces of folk pedagogy and educate them on the basis of our national values, have a fluent speech, a rich language, full knowledge of the literary style and norms of expression and imagery[2, 66].

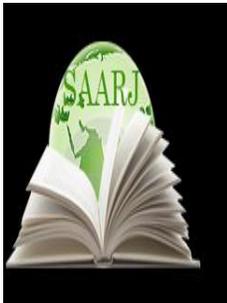
CONCLUSION

After all, the ultimate goal of any teacher's pedagogical activity is to help pupils become mature people with creative thinking necessary in modern society.

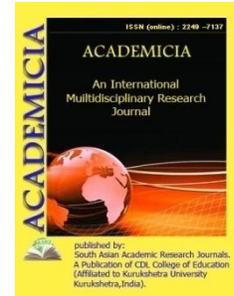
REFERENCES

1. M. Jumaev and others. Modern approaches and innovations in primary education in the module gum. Tashkent, 2018
2. B. Ziyomhammadov. Pedagogy. Study guide. Tashkent, 2006
3. O. Hasanboeva. A textbook on the history of pedagogy. Tashkent, 1993
4. R. Mavlonova, o. Turaeva, k. Kholikberdiev. Pedagogy. Tashkent, 2001
5. K.m.makhkamjonov. General and extended physical education of preschool children. Tashkent, 2006
6. O. Hasanboeva. Raising a mature generation in the family. Tashkent, 2010

7. Karimov, u., kaxarov, s., yokubjonov, s., & ziyodov, d. (2018). Using new information technologies in distance learning system. In *новая промышленная революция в зеркале современной науки* (pp. 9-11).
8. Khonkeldieva, k., & farokhiddinova, z. (2020). Assessment of the impact of the labor market on the unemployment rate in the republic of uzbekistan. *Science today: facts, trends, forecasts* [text]: matter, 37.
9. Karimova, g.y. (2018). The role of the constitution in building the legal state and civil society. *Theory and practice of modern science*, (2), 161-163.
10. О.отавалиева. Kindergarten and family cooperation in child rearing. Tashkent, 1994
11. Н.равшанова. Environmental education in preschool institutions. Tashkent, 2006
12. Matmusaeva ma educating children in the family. // young scientist. - 2017. 4-2. - с. 23-24.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00144.0

FORMATION OF A CLASS OF ENTREPRENEURS SOCIO-CULTURAL ESSENCE

Ganiyev Alisherbek*

*Student,
 Fergana State University,
 Republic of UZBEKISTAN

Email id: mr.ganiyev_alisher_fsu@gmail.com

ABSTRACT

The article analyzes the emergence and development of the social stratum of entrepreneurship, from a socio-cultural point of view. The author showed a scientific approach to this issue and expressed some conclusions. The concept of check was originally introduced to Europeans through Central Asia, when traders were carrying out large trading events, they always handed over cash to reliable sarrofs (money grinders, money exchangers), which are present in every city without carrying large financial resources with them, thereby obtaining a document, that is, a check. Going to the destination cities, hudda showed such sarrofs or large traders a check and made their own trading plans.

KEYWORDS: *Entrepreneurship, Society, Culture, Phenomenon, Social Relations, Individual.*

INTRODUCTION

The middle class is the majority in society, due to the fact that they are even more numerous than the strata of the rich and the poor, social cooperation, peace will be established in relations, disputes and disagreements will not be sharply tolerated. The great scientist Aristotle two and a half thousand years ago, under conditions that have not yet completely rid society of the slavery system, put forward this creative idea, that is, his teaching about the politic - middle class has not lost its relevance in the following millennia, in particular today. After all, not only this doctrine, but also the first roots of such universal concepts as society, State, Politics, Law, Law, aristocracy, democracy, the middle class, freedom, justice were created by Aristotle. This teaching summarizes the initial theoretical foundations of the concept of entrepreneurship. In turn, these were developed by medieval enlighteners, philosophers, as well as philosophical

teachings and scientific and philosophical views of thinkers such as Abu Nasr Forobi, Abu Rayhon Beruni, Abu Ali IbnSina, Abdurahman Jami, AlisherNavoi, AhmadDonish.

It should be noted that the development of farming and crafting in ancient times in Central Asia, in turn, had a positive impact on the development of trade and the development of cities and towns. In particular, the traditional high level of trade, characteristic of the Somoni era, has been preserved, and specific innovations have been introduced to it. At present, the check system, which plays an important role in entrepreneurship, was originally introduced at that time. The concept of check was originally introduced to Europeans through Central Asia, when traders were carrying out large trading events, they always handed over cash to reliable sarrofs (money grinders, money exchangers), which are present in every city without carrying large financial resources with them, thereby obtaining a document, that is, a check. Going to the destination cities, hudda showed such sarrofs or large traders a check and made their own trading plans. [3.100.] Along with this, the development of trade and economic relations was another important activity-construction, which also caused serious changes in architecture. Cities, magnificent buildings, markets, mosques, madrasahs, workshops, shops, household and cultural monuments have been built. Bunda was attended by masters of various professions related to the building culture, who increased their professional skills. We can see this on the example of monuments preserved in the territory of such ancient cities as Bukhara, Samarkand, Termez, Khiva, Shahrisabz, Kokand.

The idea of entrepreneurship famous European theorists N.Makiavelli, T.Gobbs, J.In the philosophical views of the Locke and others, he paid special attention to such issues as the assessment of the activities of those engaged in this reality, the promotion of private ownership ideas, which are considered a necessary condition of individual freedom, the need to create equal opportunities for a free market, free competition, free entrepreneurship, the system of distribution of branches of Including, J.Lokk points out that "we are born as free as we were born consciously, which does not mean that we will immediately use both of them, when one reaches a certain age, the other will come along with it." [4.484.] From the idea of the Philosopher it is known that only literacy, possession of worldly knowledge, enlightenment can give a person mental, spiritual freedom.

A private entrepreneur must be truthful, honest, punctuality, initiative, have a high spiritual world and other positive qualities. It is worth noting that in the pages of the history of the development of small business, an entrepreneur is imagined as an entrepreneur, a innovator, a progressive thinker, a smart person, an effective result in an unprecedented competitive struggle. In this regard, it should be noted that every entrepreneur is concerned about the effectiveness of his activities in any social process. Institutions of civil society also benefit from such activities. The philosopher who expressed his opinion on motivation M.Weber notes that Western capitalism carried out all its peculiarities through the concept of protestant ethics of the organization of Labor.[5.132.]

Unlike Max Weber, the researcher F.Brodel points out that his thoughts were the basis for another source. According to him, national cultures have their own private motivations, they serve not only religious, but also ideas leading to various positive progressions, the interests of existing, certain corporations, organizations in society. Another different interpretation of motivations we philosopher B.We can also observe in the views of Radaev. The researcher adds to his views an element that determines the specific activities of people. This element is the

concept of vital activity, when describing it, the word goes about the content of activity, without which the existing biological and social reproduction process is disrupted, this threat can also occur in relation to social groups or communities, in this way economic conditions directly affect the formation of motivations. In our opinion, such a motivational activity is not determined only by vital activity or positive factors, that is, the creativity, initiative activity of a person takes a priority place in the further promotion of the socio-economic lifestyle of mankind.

The largest representative of the neocyclic school A. Recognizing the decisive creative importance of entrepreneurship for economic growth by Marshall, A. Smith looks at the three classical categories of the factor of production: land, remuneration, extra-capital labor as the fourth, saying: "Labor is a holistic United organization that requires reliable entrepreneurial skills and private capital." [6.310.]

It is necessary to distinguish the role and role of state organizations as a special political institution in the formation of entrepreneurial culture. Because state organizations have a direct positive impact on the organization of economic entities. K. The Philosopher who changed the classical views on this subject in Social Sciences. Being a Polan, he points out that in his philosophical views the concept of a self-regulating market is limited, such market relations have often existed in the conditions of the Middle Ages. In our opinion, the market economy is in harmony with the formation, development of institutions of civil society, and entrepreneurship as a form of social institution can develop in harmony with public policy.

State organizations as a specific political institution have a direct impact on this process and carry out its influence under certain specific economic conditions. The next factor is the link between the process of improving the economic culture and the economic method that regulates the movement of individual innovation activity. The productive tasks set by Bunda hook can be varied. It will be known that the economic development of the Eastern countries is conditioned for various reasons, when comparing economic growth to the western pattern, and this aspect is characterized by the peculiarities of economic culture in the East.

Therefore, as a result of democratic reforms, we have rediscovered our national identity. This is not an easy and fast process. The formation of civil society dictates great spiritual and material mobilization. Very necessary work has been carried out in this regard. In particular, in our republic, a new stage of the National Awakening program has been passed. About this, the president of the Republic of Uzbekistan said: "... our people want to see positive changes in their lives today, not tomorrow, not in the distant future. Our hardworking, white-collar, tolerant people are fully entitled to this," [1.] - that states.

CONCLUSION

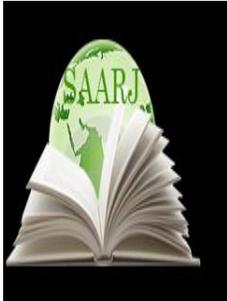
Therefore, in the conditions of transition to the market economy of our country and its further deepening, forms of ownership, the development of private entrepreneurship and the promotion of entrepreneurial culture are necessary. "Our important task is to support and encourage the small business and entrepreneurship sector, to strengthen the economic power of our country, peace and stability in our country, social harmony, to create favorable conditions for further increasing the share of this sector," [2.17.] - he had put forward the ideas of " what?" However, the same national identity is the driving factor of the three great powers that are currently developing the country - the opportunity, social thought, entrepreneurship are the driving factors

of Social Development. After all, it really creates wealth and opportunity, and Social Thought also restores national identity.

LIST OF USED LITERATURE

1. Address of the president of the republic of uzbekistan shavkat mirziyoyev to the oliy majlis. // december 23, 2017 year of the people's petition.
2. Mirziyoyev sh.m. Free and prosperous, democratic uzbekistan will be restored together-tashkent: uzbekistan, 2016.- 17 b.
3. Azamat ziya. History of uzbek statehood (from the earliest times to the invasion of russia) - tashkent: east (2000) - 100 p.
4. J.locke. Two treatises on government. Series: library of the gvl-chelyabinsk: socium (2014) - p. 484.
5. Weber, m. Protestant ethics and the spirit of capitalism. - moscow: progress (1991) - p. 132.
6. Marshall a. Principles of political economy. Volume-2. - moscow: progress (1993) - p. 310.
7. Xonkeldiyeva, k., &хо'jamberdiyev, j. (2020). Improving organizational effectiveness of industrial production. Экономикаи социум, (3), 145-147.
8. Khankeldievag.sh. Prospects of the developmentof investment activity in the field of touristservices: problems and ways of solution // theoretical& applied science, philadelphia, usa. 10, (78),2019. 160-165 pp.
9. Khankeldievag.sh. Theoretical and economicprerequisites for the development of regionalindustrial clusters in the economy of the republic ofuzbekistan // epra international journal of researchand development (ijrd). 2020. Pp. 234-240.<https://doi.org/10.36713/epra4855>.
10. В ganiev философский анализ культуры предпринимательства- proceedings of the xxiii world congress of philosophy, 2018,
11. Gb sodikdjonovich education-priority sphere of reform in the conditions of a new stage of development- education -(2020) core.ac.uk
12. Баходиржон ганиев, маликахон ганиева религиозно-исламские и духовные корни предпринимательской деятельности в средней азии, (2019) xii международной научно-практической конференции «идеалы и ценности ислама в образовательном пространстве xxi века»
13. Nazarhakimovichkhakimov, bahodirjonsodikjonovichganiyev, the role of studying the strategy of action in choosing a professional direction (taking into account the formation of entrepreneurial qualities) in students - scientific bulletin of namangan state university (2019)
14. Баходиржонсодикжоновичганиев, ўзбекистондакичик бизнес ва хусийтадбиркорликни ривожлантиришнинг ўзига хос жиҳатлари(2016) - ilmiy xabarнома.

15. Баходиржонсодиқжоновичганиев,
Ўзбекистон республикаси датадбиркорлик фаолиятини ривожлантиришнинг жимой-
иктисодий ва ҳуқуқий жиҳатлари (2015) - ilmiy xabarnoma
16. Ganiev, b. (2015). Business-ethics in islam. Theoretical & applied science, (7), 177-179.
17. Ganiyev, b. S. (2020). Education-priority sphere of reform in the conditions of a new stage of development. Central asian problems of modern science and education, 2020(1), 106-111.
18. Karimov, u., kaxarov, s., yokubjonov, s., & ziyodov, d. (2018). Using new information technologies in distance learning system. In новая промышленная революция в зеркале современной науки (pp. 9-11).
19. Xonkeldiyeva, k., & xo'jamberdiyev, j. (2020). Improving organizational effectiveness of industrial production. Экономика и социум, (3), 145-147.
20. Каримова, г. Й. (2018). Роль конституции в построении правового государства и гражданского общества. Теория и практика современной науки, (2), 161-163.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00145.2

THE CATEGORY OF BEING ARIF PER IRFANI VIEWS OF ALISHER NAVAI

Gulova Anorgul Axtamovna*

*Lecturer,

Department of “National idea, bases of spirituality and law education”,
 Bukhara State University Uzbekistan, Bukhara city,
 UZBEKISTAN

ABSTRACT

This article provides a scientific analysis of the category of enlightenment in the mystical views of Alisher Navai. Alisher Navai’s friend and contemporary Hussein Vaiz Kashifi writes: “a gem found in a poor governor’s mine and guidance is a shining star in the sky”. He is like the sun, shines with gratitude for good and evil, it leaves no one without its light. He is as calm and humble as the earth, unchanging under the influence of the “flaw of the revolution” of time and epoch, steadfast in heart and character. The dervish is as generous as a cloud.

KEYWORDS: *Being Arif, Sufism, Iyman, Sect, Shariat, Enlightenment, Truth, Ethics.*

INTRODUCTION

Alisher Navai’s views on the etiquette of the saints are noteworthy. In this regard, the thinker states: “It is manners that they do good and evil, great and small, but they behave less and less than all the people, and are in the service of all. They do not speak harshly to their children and staff and mamluks, no matter how many alardin they see, but they exhort them with soft and sweet language, even to the point of stealing”[1.18].

In particular, Navai spoke about Khoja Yusuf Hamadani, noting that he was an “Imam, scholar and orifi rabboni” and a “prophet”[1.252]. Hoja Abdukhalik Gijduvani called it a “document of the sect” and described his morals as follows: “Always on the path of truth and purity and in accordance with the Shari’ah and Sunnah of Mustafa and they have stepped in opposition to heresy and air, and have concealed from the eyes of the pure”[1.253].

As Navai pays more attention to the spiritual and moral aspects of enlightenment, he says the following in one of his ghazals:

*Keep the musallam below poverty, whatever you do,
Everyone who is ignorant argues with gnosis[2.107].*

LITERATURE REVIEW

Alisher Navai's friend and contemporary Hussein Vaiz Kashifi writes: "a gem found in a poor governor's mine and guidance is a shining star in the sky". He is like the sun, shines with gratitude for good and evil, it leaves no one without its light. He is as calm and humble as the earth, unchanging under the influence of the "flaw of the revolution" of time and epoch, steadfast in heart and character. The dervish is as generous as a cloud. Thanksgiving is upon us, which means the holiday season is in full swing, does not separate the cemetery from the gulsitan [3.21].

Science plays a fundamental role in achieving the level of enlightenment. Because the basis of any belief is science. Obviously, the people of Sufism divide knowledge into two: external and internal knowledge. According to the masters, the knowledge of the Shari'ah and the knowledge of the world are the outward knowledge. Outward knowledge is the first stage of knowing God. Knowing Allah begins with knowing the world. Because the material world, the being, is the manifestation of Allah Almighty, and there is a consistent harmony between them. The Khojagans called the knowledge of the material world and the knowledge of the Shari'ah al-il-near and ayn al-near.

MAIN PART

The stage of enlightenment attained by the tax is the inner knowledge, and the tax at the level of the "Truth is near" ("Reaching the Truth without doubt"). The masters point out that there is an integral connection between these two different two levels of science. For example, Hoja Arif Revgari writes: "There is no point in thinking about it once the knowledge is near and the exact hand is not close (ie Haqq al-yakin)" [4.6]. Worldly worries drag man into his whirlpool, as a result, man begins to forget his creator, a certain barrier (curtain) appears between them. "The veil that prevents you from Allah is the world", said Hoja Arif Revgari [5.8].

Alisher Navoi also writes that each sage has different degrees depending on the level of knowledge:

Irfan is a quality for everyone,
Enlightenment has made many differences.
Everyone is perfect in their own way,
The valley was occupied.

In his works "Hairat ul-abror" and "Mahbub ul-qulub" Navoi criticizes the shaykhs who roam the streets, insulting the false sheikhs-Sufis, In "Majolis un-nafois" the Darwish nature defines scientists, poets and artists as exemplary and kind people. For example: "Amir Davlatshah (Davlatshah Samarkandiy) is a handsome and dervish and a man of many potentials. He chose the place and was satisfied with poverty and dahqanat (farming) and lived a life of virtue and perfection". Or about Amir Mahmud Barlos, Navoi says: "...darvish and fanmashrab (inclined to become a fan) and a unique person, has a healthy (whole) temperament and good character". This quality, according to the poet, is that of Khoja Mahmud, Mawlana Mas'ud, Mawlana Haji, Mir Husayn Ali Jaloyir; it is also present in the nature of the princes Sultan

Ahmad Mirza and Sultan Muhammad. Sultan Muhammad is described by Navoi as follows: “the dervish himself is king..., contentment, the only source of knowledge, the source of poverty” [6.176].

From the above, it can be said that for Navai, who embodied the features of creativity, science, politics and dervishes, dervishes were recognized as a system of all the characteristics of a perfect man.

In our opinion, in order to fully understand the essence of Navai’s artistic and philosophical worldview, it is necessary to know the ideas of Sufism, the leading religious and philosophical ideology in Central Asia in the 15th and 16th centuries, as well as Sufi literature formed under its direct influence. After all, “without the study of mystical literature, it is impossible to have a clear idea of the cultural life of the medieval Muslim East” [7.54]. The main reason why Navoi’s work is also a unique example of mystical literature is that he grew up in such a philosophical environment. For Alisher Navai, a member of the Naqshbandi sect, the main purpose of shaking a pen in poetry was not to arrange poetry like a pearl, but to present it to a reader who could digest it.

Navai determines the purpose of the poem based on this. In general, Navoi equates the status of poetry with the status of “*ejjaz*” - miraculous, he emphasizes that in any form (ghazal, rubai, continent, *fardmi*, etc.) it must have a meaning, and if there is a meaning, it does not matter to the people.

Alisher Navai in the introduction to “*Nasoyimul-muhabbat*” states that the Sufis, the original Sufis at the level of saints, are mature, well-rounded people, followers of the Prophet Muhammad in all areas, possessors of knowledge and enlightenment. According to Navoi, these scholars call on the elders, kings and ministers to establish justice in their country and society, to eradicate the vices of the people, to be highly spiritual and enlightened. The difference between Sufism and other moral, social and philosophical teachings is that it is a unity of theory and practice, inseparable and integral. If a Sufi scholar does not follow what he knows, he will fall into the ranks of hypocrites. In order to prevent such corruption, the divisive student, under the guidance of his master, must purify his soul and nafs from many vices, suffer, and pass tests and examinations. In the introductory part of Alisher Navoi’s “*Nasayim*” it’s said that: the preceding of these examinations is the “status of repentance”, the second is the “*luqma qilliyati*” (a minority, that is, those who are interested in a variety of delicacies will not pass this exam), the third is to engage in a profession to earn a living (many of the saints were builders, carpenters, bricklayers, blacksmiths, bakers, butchers, and earned their living from these professions) [8.150-151]. According to Navoi, the fourth status is the observance of Sharia, that is, not to deviate from the Sharia, not to engage in unethical activities. Navoi considers these conditions to be the main pillars of Islam.

Although the door of prophethood was closed after Alisher Navoi, the Prophet (peace and blessings of Allah be upon him), believers can attain the status of guardianship of Allah with pure faith and piety, because “Scholars are the successors of the prophets”, the guardians are all those who are steadfast in the way of Allah, who will guide the people to the right path.

Navai describes the deeds of the saints - their deeds, behavior, treatment and treatment (relationship with the people) and the hardships they suffer in the way of Truth in the preface of the work “*Nasayim*” in the section “Mentioning some of the actions and treatment of this category”. In this part of the work, the honesty of the sheikhs, the inculcation of the word of faith in the soul, obedience to the Shari’ah, five daily prayers, almsgiving, fasting, pilgrimage,

knowledge, etiquette, contentment and patience, obedience, sincerity focuses on ideas related to such actions. Of course, the actions mentioned above are radically different from the actions of ordinary people. Navai also notes in the play that the word Iman, which is the word of Iman, can be recited sincerely by all, but that the Saints may also lose consciousness when they receive this word in their mouths.

THEORETICAL BACKGROUND

In Navai's "Nasayimul-muhabbat", the emphasis is on the sheikh's work. According to Navai, the common feature of Saint is that every sheikh, in full obedience to the rules of the Shari'a, not only renounces the sorrows of worldly possessions in order to attain the glory of Allah, but also completely renounces his own existence. According to the Sufi belief, putting love in this mortal world, even if it is a particle, casts a shadow over the love of God. In this work of Navai, not only information about each great person is given, but their content is filled with verses and wise thoughts in Arabic. It should be noted that the number of verses, hadiths, wisdom and poems in Arabic and Persian-Tajik narrated from the Mashayihks or Navai in Nasayim ul-Muhabbat is more than a thousand.

It is obvious that by studying Navoi's works in this religious-Sufi direction, we get a certain information about his attitude to religion, his beliefs, as well as the fact that he is a mature scholar of Islamic sciences. So, this is important because it is a specific factor that determines how important the role of the scholar in the social life of his time was.

In Navai's words, the original Sufis considered sectarianism to be inappropriate and ungodly. According to Sufis, all human beings are created by God and every religion is a path to God. In this sense, these routes may differ from each other in a certain sense, however, the purpose of the passenger, the intention brings him closer to other passengers.

RESULTS

According to Sufi representatives, "there is a path to the Truth in every particle" (Sheikh Abu Sayyid Abul Khair), and no one is blocked on this path. It is only emphasized that in this path there must be firm sincerity, patience like the ocean.

R. Nicholson, an English scholar who studied Sufism in detail, writes about it: "All people who are Muslims, reconcile with all religions and sects, and live on the basis of mutual forgiveness and kindness, although they are not officially Sufis, but they are (in fact) Sufis" (*Dr. Ali Astr Jaliy. Fundamentals of Irfan and Arifs. Tehran, 1376 AH. -55-pp.*) [9.296].

Thus, in his works, Navoi describes the morality of different categories of Sufis, focusing on all the universal values inherent in the perfect man. In particular, Navoi emphasizes the humility, courage, honesty, and tolerance of the Sufis as soil, and describes them as a creation created by the Absolute Being, regardless of the nationality, religion, or social origin of the people. The author says that man was created only to act, to create, to act in the way of goodness.

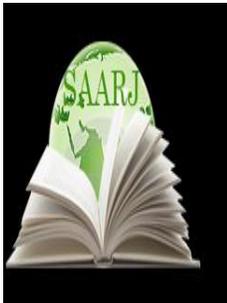
CONCLUSION

In conclusion, the idea of the student in the tradition of Sufism to be completely free from self in the essence of the Supreme Absolute, in the mystical views of Alisher Navai, is interpreted not as the loss of absolute identity as a person, or even physical destruction, but as a certain level of spiritual maturity and for Navoi, arif is the epitome of the perfect man.

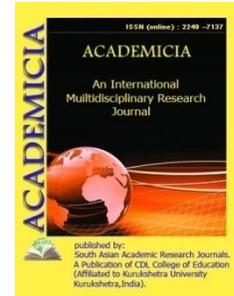
REFERENCES

1. Alisher Navoiy. Nasoyim ul-muhabbat. –18 p.
2. Laipov H. “Navoiy oriflik va orif haqida”.O’zbek tili va adabiyoti jur. 2019. 1-son, 107 p.
3. Husayn Voiz Koshifiy. Futuvvatnomai sultoniyyoxud javonmardlik tariqati. – Tashkent: Abdulla Qodiriy nomidagi xalq merosi nashriyoti, 1994. 21 p.
4. Revqariy Xoja Muxammad Orif. Orifnoma. Qo’lyozma. Buxoro //Jonmuhammad Gulovning shaxsiy kutubxonasida saqlanmoqda. 6 p.
5. Revqariy Xoja Muxammad Orif. Orifnoma. Qo’lyozma. Buxoro //Jonmuhammad Gulovning shaxsiy kutubxonasida saqlanmoqda. -B.8. 3 Koshifiy Faxriddin Ali bin Xusayn Voiz. As-Sadiy. Rashoxot ayn ul hayot. 1389x. 28-bet. Ibn Sino nomli viloyat kutubxonasi Inv. 1164 \ I
6. Komilov N. Tasavvuf. T.: “Movarounnahr” – “O’zbekiston”, 2009. 176 p.
7. Bertels Ye.E. Sufizm i sufiyskaya literatura. – Moskva: Nauka, 1965. 54 p.
8. O’zbekiston falsafasi tarixi. 2-tom, T.”Mumtoz so’z”.2017. 150-151 p.
9. Komilov N. Tasavvuf. T.: “Movarounnahr” – “O’zbekiston”, 2009. 296-b.
10. Axtamovna G. A. et al. Religious and sufi works of Alisher Navai-an inexhaustible treasure //Indonesian Journal of Education Methods Development. – 2020. – T. 9.
11. Sayfillayeva D. THE ROLE OF ABU KHAMID GAZALLI IN THE CONSOLIDATION OF THE MUSLIM SOCIETY UNDER THE START SINGLE IDEA //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 2. – C. 163-167.
12. Jurayeva Nafisa Olimovna. The territorial changes in the topography of the cemeteries of Bukhara // EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal. Volume 6 Issue 8. P.512-515. Journal DOI: 10.36713/epra2013
13. J.N. Olimovna. *The topography of the cemeteries of Pre- Islamic city of Bukhara.* International Journal of Applied Research 6 (5), 368-371, 2020.
14. J.N. Olimovna. Muqaddas ziyoratgohlar Buxoro shahri topografiyasining tarkibi sifatida // Imom Buxoriy saboqlari 1 (1), 40-41, 2020.
15. Jurayeva Nafisa Olimovna. Features of the Historical Topography of the City of Bukhara // TEST Engineering Management. 81, 1356 – 1360. Vol. 81: Nov/Dec 19.
16. J.N. Olimovna. Muqaddas ziyoratgohlar Buxoro shahri topografiyasining tarkibi cifatida // World Social Scinece - Scientific - practical journal, 44-46. 2019/2.
17. J.N Olimovna. Rol svyatikh mest v izuchenii topografii Bukhary // “Ekonomika i sotsium” 5 (60), 595-599. 2019/5.
18. Turdiyev B. S. The role of national harmony in the strategy of spiritual renewal //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 6. – C. 229-233.
19. Sobirovich T. B. The strategy of renewal of the national spirituality of Uzbekistan //International Journal on Integrated Education. – 2020. – T. 3. – C. 122-126.
20. Sobirovich T. B., Murodogli I. S. The strategy for the implementation of the modern governance system in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 5. – C. 741-748.
21. TB Sobirovich. The development of democratic society and spiritual renewal in the views of Eastern and Western thinkers // INTERNATIONAL JOURNAL OF ADVANCED RESEARCH AND REVIEW. -2020. 5 (10), 60-65.

22. TB Sobirovich. The criterion of human indicators in development and renewals in Uzbekistan //EPRA International Journal of Multidisciplinary Research (IJMR). 2020. 6 (8), 509-511.
23. Turdiyev Bexruz Sobirovich. Strategy of spiritual renewal in Uzbekistan. International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 06, 2020.
24. Turdiyev B. The development of democratic society and spiritual renewal in the views of eastern and western thinkers //Обществоиинновации. – 2020. – Т. 1. – №. 1/с. – С. 710-717.
25. Shirinov A.Q. Socio-political transformation in Central Asia. European Scientific Journal (Warsaw, Poland) No.1 (41), 2019 part 4. P.4-10.
26. 26. Shirinov A.Q. The implications of globalization in Central Asia: Centrifugal vs. Centripetal trends. //Wschodnioeuropejskie Czasopismo Naukowe (East European Scientific Journal) No.2(54), 2020. P.4-11.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00146.4

**NEW UZBEKISTAN: INSTITUTE OF YOUTH SPIRITUALITY AND
 NEIGHBORHOOD AND FAMILY SUPPORT**

Rakhmatova Mekhrinoz*

*Researcher,

Bukhara State University,
 Bukhara, UZBEKISTAN

Email id: raxmatova.mexrinoz@mail

ABSTRACT

This article is devoted to the issues of raising the spiritual potential of young people in the activities of the Institute of Community and Family Support in New Uzbekistan. One fact must be clearly understood by all of us, first of all, our young people: to bring to a logical conclusion the work we have begun to build a new life, a new society in our country - this is the right way for our history, and we we must never go back that way. We must not forget that independence, today's free life, today's unique opportunity is a great and unique blessing given only once in the history of every nation, every generation.

KEYWORDS: *Youth, Spirituality, Spiritual Potential, "Neighborhood Pride" Badge, Council Of Elders, Foundation, Perfect Person.*

INTRODUCTION

The development of the activities of citizens' self-government bodies presupposes the fulfillment of such important tasks as maintaining peace and tranquility in our country, strengthening the atmosphere of mutual love and solidarity, perpetuating our exemplary traditions and values, and properly educating young people. In this regard, strengthening the participation of communities is important. We have radically changed the structure of local governments and internal affairs, the structure of the "Neighborhood" and "Elders" foundations, giving them additional staff to work with young people [1] - says President Sh. Mirziyoyev.

It is important to ensure the active participation of citizens in public administration and democratic reforms, in particular, to develop the activities of citizens' self-government bodies. Strategy of actions on five priority directions of development of the Republic of Uzbekistan for

2017-2021. Priorities for improving the system of state and society building: 1.3. Improving the system of public administration: increasing the role and effectiveness of the neighborhood institute in public administration [2].

The main purpose of increasing the role and importance of the institute of community and family support in raising the spiritual potential of young people is to continue the ongoing reforms in our country, modernize and raise them to a new level, and most importantly, It is to open a wide way, not in words, but in deeds, for young people who think, have a deep understanding of modern areas, are educated, talented, inquisitive, loyal to the Motherland and our motherland. In carrying out these tasks, the priority is to improve the legislation aimed at expanding the rights and powers of civil society institutions, including citizens' self-government bodies in the system of society and state building. First of all, from the first days of independence, the rights of local self-government bodies in our country were first enshrined in the Constitution of the independent Republic of Uzbekistan (Chapter XXI, Articles 99-105) [3];

1. In accordance with the Decree of the President of the Republic of Uzbekistan dated September 12, 1992, the Mahalla Charitable Foundation was established in our country. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 17, 1992 "On the establishment of the Republican Charitable Fund "Neighborhood", adopted by the Oliy Majlis on September 2, 1993 and April 14, 1999 The Law on Self-Government Bodies further strengthened the constitutional status of the neighborhood.
2. The Council of Elders of Uzbekistan was established to coordinate the activities and ensure the development of neighborhood.
3. Representatives of local self-government bodies, neighborhood citizens' assemblies were elected to the Oliy Majlis of the Republic of Uzbekistan for the first time.
4. For the first time in the history of world parliaments, the Committee on Democratic Institutions, Non-Governmental Organizations and Citizens' Self-Government was established in the Oliy Majlis.

On the basis of the "Concept of further deepening democratic reforms and development of civil society in the country" put forward by the first President I.A Karimov on November 12, 2010, in a new edition adopted on April 22, 2013 The laws "On the election of the chairman (elder) of the citizens' assembly and his advisers" became an important factor in raising the activities of the Public Charitable Foundation "Neighborhood" of Uzbekistan to a new level. Achieving our goals requires, first of all, serious attention to the socio-political, cultural, spiritual and legal education of young people.

As in all spheres of building a new Uzbekistan, the legal framework of citizens' self-government has been updated in line with the spirit of the times:

1. Decree of the President of the Republic of Uzbekistan dated February 3, 2017 No PF-4944 "On measures to further improve the neighborhood institution";
2. Resolution of the President of the Republic of Uzbekistan dated July 13, 2017 No PP-3132 on the establishment of the breastplate "NeighborhoodPride";
3. Resolution of the President of the Republic of Uzbekistan dated February 18, 2020 No PP-4602 "On the organization of the Ministry of Neighborhood and Family Support of the Republic of Uzbekistan";

4. On measures to improve the socio-spiritual environment in society, further support the institution of the community and bring the system of work with families and women to a new level”Decree PF-5938;
5. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 15, 2018 No 117 “On measures to ensure more effective functioning of the Neighborhood Institute”.

After all, leaving the younger generation alone, indifferent to their upbringing, indifferent to science and spirituality, prevents them from becoming perfect human beings in the future. Therefore, in educating young people spiritually pure, mentally healthy, physically strong, not only government agencies, but also non-governmental organizations, public associations, religious organizations, in particular, parents, schools, neighborhoods are the most important. is one of the responsibilities.

Priorities for further improvement of the neighborhood institute:

- strengthening the place and role of citizens’ self-government bodies in society, making them real colleagues and helpers of the people on the ground;
- to increase the role and prestige of communities in the formation of an atmosphere of mutual respect, kindness and solidarity in our society, the preservation and development of national and universal values;
- state self-government bodies of citizens’ self-government bodies on upbringing spiritually rich and physically healthy young people, ensuring their employment, protecting the younger generation from ideological threats, social support of the needy, the elderly and strengthening cooperation with non-governmental organizations;
- Enhancing the direct participation of communities in ensuring public order and safety, early prevention of crime, strengthening citizens’ respect for the law;
- to protect the rights and legitimate interests of citizens’ self-government bodies and to introduce effective mechanisms for coordinating their activities, to ensure the practice of uniform law enforcement in the neighborhood system [4].

Strengthening the role and place of citizens’ self-government bodies in our society, ensuring the stability of the spiritual environment on the ground, strengthening interethnic harmony and solidarity, educating the younger generation in the spirit of love and devotion to the motherland, In order to support, implement comprehensive preventive measures and public control, to reward active, enterprising citizens and representatives of public structures who make a worthy contribution to the development of the material and technical base of community gatherings, the badge "NeighborhoodPride" was established. Taking into account the role of the neighborhood institute in the socio-spiritual life of our society, in order to support the staff of the sphere, March 22 was declared “Day of employees of local self-government bodies of the Republic of Uzbekistan”.

In addition, the following positions in the structure of citizens’ self-government bodies have been abolished:

- Deputy Chairman of the Citizens’ Assembly - Adviser on social and spiritual issues;
- Deputy Chairman of the Citizens’ Assembly - Adviser on Entrepreneurship, Support and Landscaping of Landowners;
- Deputy Chairman of the Citizens’ Assembly - Adviser on Youth Affairs;

- Deputy Chairman of the Citizens' Assembly - Advisor on the Elderly and Veterans.
- The following positions have been recently formed:
- Deputy Chairman of the Citizens' Assembly on law enforcement issues;
- Deputy Chairman of the Citizens' Assembly for Family, Women and Social and Spiritual Affairs;
- Deputy Chairman of the Citizens' Assembly for Landscaping, Landscaping and Entrepreneurship;
- Family and women's affairs specialist;
- Adviser to the Chairman of the Citizens' Assembly on Youth Affairs;
- Adviser to the Chairman of the Citizens' Assembly on the Affairs of the Elderly and Veterans.

The following community structures have been completed:

- conciliation commission;
- commission on Enlightenment and Spirituality;
- social support commission;
- juvenile, youth and sports commission;
- commission on Entrepreneurship and Family Business Development;
- commission on Public Oversight and Consumer Protection;
- Public structure "Neighborhood guard".

The following commissions were formed:

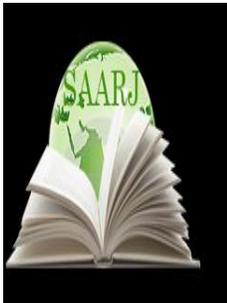
- commission on strengthening family values;
- commission on Social Support and Public Oversight [5].

In conclusion, it should be noted that the development of the spiritual potential of young people is becoming a major task of the Institute of Community and Family Support. One fact must be clearly understood by all of us, first of all, our young people: to bring to a logical conclusion the work we have begun to build a new life, a new society in our country - this is the right way for our history, and we we must never go back that way. We must not forget that independence, today's free life, today's unique opportunity is a great and unique blessing given only once in the history of every nation, every generation.

REFERENCES

1. Mirziyoyev Sh.M. We will resolutely continue our path of national development and take it to a new level. Volume 1 - T.: Uzbekistan, 2017. - P. 325.
2. "Strategy for further development of the Republic of Uzbekistan." People's Word newspaper // February 8, 2017. Number 28 (6722).
3. The Constitution of the Republic of Uzbekistan. - T.: O'zbekiston, 2019. - P.30-32.
4. Decree of the President of the Republic of Uzbekistan dated February 3, 2017 No PF-4944 "On measures to further improve the institution of the neighborhood." //http://www.lex.uz.
5. The President of the Republic of Uzbekistan on February 18, 2020 "On measures to improve the socio-spiritual environment in society, further support the institution of the neighborhood and bring the system of work with families and women to a new level" Decree No. PF-5938. //http://www.lex.uz.

6. Turdiyev B. S. The role of national harmony in the strategy of spiritual renewal //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 6. – C. 229-233.
7. Sobirovich T. B. The strategy of renewal of the national spirituality of Uzbekistan //International Journal on Integrated Education. – 2020. – T. 3. – C. 122-126.
8. Sobirovich T. B., Murodogli I. S. The strategy for the implementation of the modern governance system in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 5. – C. 741-748.
9. TB Sobirovich. The development of democratic society and spiritual renewal in the views of Eastern and Western thinkers // INTERNATIONAL JOURNAL OF ADVANCED RESEARCH AND REVIEW. -2020. 5 (10), 60-65.
10. TB Sobirovich. The criterion of human indicators in development and renewals in Uzbekistan //EPRA International Journal of Multidisciplinary Research (IJMR). 2020. 6 (8), 509-511.
11. TurdiyevBexruzSobirovich. Strategy of spiritual renewal in Uzbekistan. International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 06, 2020.
12. TurdiyevB. The development of democratic society and spiritual renewal in the views of eastern and western thinkers //Обществоиинновации. – 2020. – Т. 1. – №. 1/с. – С. 710-717.
13. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – Т. 7. – №. 2. – C. 477-479.
14. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – C. 621-626.
15. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00147.6

**ABOUT THE ANALYSIS OF THE POTENTIAL OF TEACHING STAFF
 IN MONITORING PRESCHOOL EDUCATION**

Botirova Zukhrakhon*

*Teacher,
 Fergana State University,
 UZBEKISTAN

ABSTRACT

The article analyzes the staffing of preschool education, the quality of teaching staff, participation in the pedagogical process, analysis of the activities of various competitions. An important role is also played by preschool educational institutions, which are the main link in the implementation of such tasks of national importance. Therefore, every teacher must be able to restrain himself, correct his shortcomings, adapt himself and his activities to modern requirements, educate the younger generation in order to have a place in society in the future, the state instructs today's teacher to instill the following qualities in children.

KEYWORDS: *Modern Personality, Development Of Abilities, Creative Approach, Competitive Environment, Efficiency Assessment.*

INTRODUCTION

We know, the preschool teacher is the main force that carries out the educational process in the institution. He performs an important, honorable and at the same time responsible task of preparing the younger generation as worthy children of our people. So, in order to fulfill such a responsible task, a teacher must first of all be educated, inspired, knowledgeable, possess not only professional knowledge, but also modern knowledge, which is typical for the period established by the state as a teacher today. There is also a rapidly developing period when a pedagogical teacher must be a creative person with scientific, practical knowledge, capable of analyzing events and phenomena in nature and society from a scientific point of view.

As a modern person, the teacher has an important role in equipping the younger generation with modern knowledge, acquaints him with the masterpieces of our national values, national culture, and also brings up physically healthy, fit and spiritually mature. An important role is also played

by preschool educational institutions, which are the main link in the implementation of such tasks of national importance. Therefore, every teacher must be able to restrain himself, correct his shortcomings, adapt himself and his activities to modern requirements, educate the younger generation in order to have a place in society in the future, the state instructs today's teacher to instill the following qualities in children:

1. Maintain and strengthen the health of the child.
2. Develop mental abilities.
3. The ideological and intellectual nature of our national values and spirituality. Formulate beliefs and attitudes in accordance with principles.
4. Formation of love for the Motherland, social activity.
5. Build friendship, honesty and diligence in the younger generation [1, 22].

Although the composition of the above qualities does not cover all aspects of the task of educating the younger generation, a creative approach to the work of educators makes it possible to better prepare children for an independent life and work with a specific goal.

I.A.Karimov, the first President of Uzbekistan writes in his brochure "Legal Guarantee of Our Great Future": "To become a teacher, teach others, receive education, raise a true patriot, a citizen, first of all, a teacher must meet such high requirements. he must have such wonderful qualities"[2, 96-97]. This means that the teacher plays a special role in shaping the personality of the child. In particular, he is responsible for the formation of each child as a person and for finding his place in life in the future. Accordingly, the educator should be an example for children in everyday life, play, independent activity, joint work, interacting with them, carefully study the child, know his personality characteristics, abilities, interests, show pedagogical tenderness, Behavior should be able to objectively assess the results of work and provide timely help to them, as well as be interested in marital status.

Carrying out the above activities, a preschool educational institution have an important role in creating an environment of mutual competition between teachers, effective organization of the educational process.

"Many of teachers working in state preschool institutions have secondary specialized education, which does not allow preparing children for school education at the proper level.

Moreover, monitoring the quality and efficiency of the educational process in preschool educational institutions does not meet modern requirements, since monitoring the quality of preschool education is structurally and organizationally not provided"[3].

Analysis of the process of personnel monitoring of pedagogical activity in preschool educational institutions will serve to improve the quality of education. Below are tables of analysis for the stage of preschool education, human resources.

III.Monitoring pedagogical potential.

1. Analysis of the staffing level of teaching staff.
2. Analysis of the quality of the teaching staff.
3. Analysis of the participation of teachers in the pedagogical process.
4. Analysis of the participation of teachers in various competitions.

II.1 MONITORING THE STAFFING OF A PRESCHOOL EDUCATIONAL INSTITUTION

Methodologist		Speech therapist		Psychologist		Musical director		Physical education instructor		English teachers		Educators		Total		
In the state	In practice	In the state	In practice	In the state	In practice	In the state	In practice	In the state	In practice	In the state	In practice	In the state	In practice	In the state	In practice	%
1	1	2	2	0,5	0,5	2	3	0,75	0,75	-	-	9	12	15,25	20	131

III.2 QUALITATIVE ANALYSIS OF THE FACULTY OF THE INSTITUTION.

№	Names and surnames of educators	Level of Education/G raduate			Categories				Status of retraining			Awards				Total	
		HE	SE	Point	I	II	M	Point	passed	unpassed	Point	District	Region	Republic	Point	Point	Place
1.	Bahramova E.	-	2	2	3			3	3		3					8	1
2.	Raximova S.	-	2	2			1	1	3		3	1				6	2
3.	Valieva S.	-	2	2			1	1	3		3					6	2
4.	Axmedova N.	-	2	2		2		2	3		3					8	1
5.	Ishonova Z.	-	2	2			1	1	3		3					6	2
6.	Maxmudova F.	-	2	2			1	1	3		3					6	2
7.	Isomova D.	-	2	2			1	1	3		3					6	2
8.	Mamashaeva R.	-	2	2			1	1	3		3					5	3
9.	Ibragimov F.	-	2	2												2	4
10.	Rajabaliyev N.	-	2	2					3		3					5	3
11.	Razzoqova N.	-	2	2												2	4
12.	Mirzaeva Sh.	-	2	2												2	4
13.	Rahmatova M.	-	2	2												2	4
14.	Ibragimov Sh.	-	2	2					3		3					5	3
	Total:		28	28	3	1	6	11	10	4	30	1				69	

Note: The quality of staff is assessed on a 3-point scale.

I.3. ANALYSIS OF THE ACTIVITIES OF PRESCHOOL EDUCATORS ON PARTICIPATION IN THE PEDAGOGICAL PROCESS.

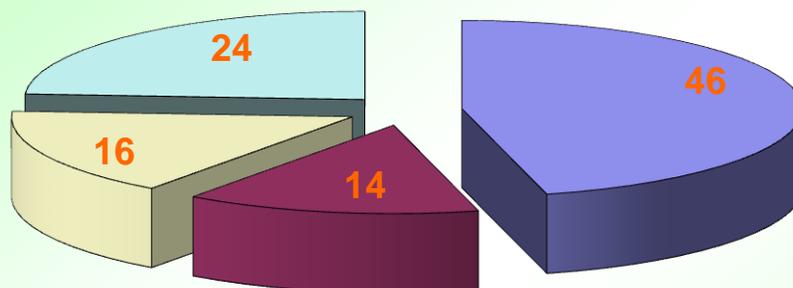
<i>No</i>	Name and surname of educators	Participation in pedagogy	Participation in Methodist Hour Councils	Participation in the medical-pedagogical council	According to the results of tests	Perform community assignments	Unique creative work	Point	Place
1.	Bahramova E.	3	3	3	3	3	3	18	1
2.	Raximova S.	3	3	2	3	3	3	17	2
3.	Valieva S.	3	3	2	3	3	2	16	3
4.	Axmedova N.	2	2	2	2	3	2	13	6
5.	Ishonova Z.	3	2	3	2	2	2	14	5
6.	Maxmudova F.	3	3	2	3	2	2	15	4
7.	Isomova D.	3	3	3	2	3	3	17	2
8.	Mamashaeva R.	2	2	2	2	2	1	11	8
9.	Ibragimov F.	3	2	2	3	3	2	15	4
10.	Rajabaliyev N.	2	1	2	1	3	2	11	8
11.	Razzoqova N.	1	2	2	2	2	1	10	9
12.	Mirzaeva Sh.	2	2	1	1	2	1	9	10
13.	Rahmatova M.	1	1	1	2	1	1	7	11
14.	Ibragimov Sh.	2	2	2	2	2	2	12	7

Note: participation in the pedagogical process is assessed on a 3-point scale.

III.4 ANALYSIS OF PARTICIPATION IN VARIOUS COMPETITIONS.

№	Name and surname of educators	“Educator of the Year”		My Lovely Toy		Healthy wrestler		Demonstration materials		Uzbekistan is my homeland		The best furnished room		The best furnished terrace		Total	
		Place	Point	Place	Point	Place	Point	Place	Point	Place	Point	Place	Point	Place	Point	Point	Place
1.	Bahramova E.	2	9	2	9							1	10			33	1
2.	Raximova S.	6	5	3	8							2	9			33	5
3.	Valiyeva S.	4	7	1	10							4	7			33	3
4.	Axmedova N.	-	-	3	8							6	5			22	8
5.	Eshonova Z.	5	6	3	8							3	8			33	3
6.	Mahmudova F.	3	8	1	10							3	8			33	2
7.	Isomova D.	1	10	4	7							5	6			33	4
8.	Mamatova R.	13	1	5	6							-				25	9
9.	Ibragimova F.	7	4	4	7							2	9			33	6
10.	Rajabaliyeva N.	8	3	4	7							2	9			33	7
11.	Razzoqova N.	12	1	7	4							-				24	11
12.	Mirzayeva Sh.	9	2	3	8							-				22	9
13.	Rahmatova M.	11	1	6	5							-				23	10
14.	Ibragimova Sh.	10	1	5	6							5	6			33	8
<i>Total:</i>		91	57	51	104							33	77			41	3
Place		2	4	5	1							6	3				

Note: Participation in competitions is evaluated on a 10-point scale



- The level of pedagogical staffing of preschool educational institutions
- Qualitative composition of educator staff
- Participation of educators in the pedagogical process

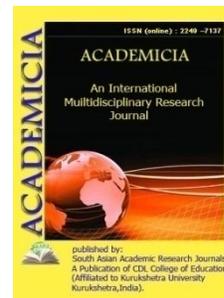
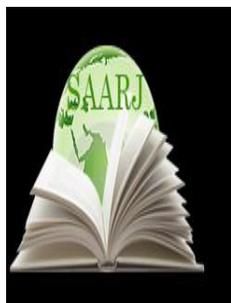
CONCLUSION

The issue of monitoring the potential of teachers in preschool education remains open. The scientific and methodological potential of the leader plays an important role in the management of education, the quality and effective organization of its daily activities. An acquaintance with the state of the study of the problem in theory shows that this problem has not been extensively studied in the preschool education system. In the management of the preschool education system, monitoring services are not provided on the basis of information and communication technologies. There are no methodological guidelines and recommendations for preschool education professionals on this issue.

REFERENCES

1. Эрдашева Г.В. Тарбиячининг касбий маҳорати ва компонентлиги. Ўқув услубий мажмуа. Тошкент, 2018 й.
2. Каримов И.А. Буюк келажакимизнинг ҳуқуқий кафолати. Тошкент, 1993 й.
3. Ўзбекистон Республикаси Президентининг 2017 йил 30 сентябр ПФ-5198 фармони.
4. Karimov, U., Kaxarov, S., Yokubjonov, S., & Ziyodov, D. (2018). USING NEW INFORMATION TECHNOLOGIES IN DISTANCE LEARNING SYSTEM. In *НОВАЯ ПРОМЫШЛЕННАЯ РЕВОЛЮЦИЯ В ЗЕРКАЛЕ СОВРЕМЕННОЙ НАУКИ* (pp. 9-11).
5. Х.Ибрагимов. Педагогика назарияси. Дарслик. Тошкент, 2008 й.
6. Абдуллаев Ш. ва бошқ. Педагогика. Ўқув қўлланма. Тошкент, 2004 й.
7. Xonkeldiyeva, K., & Xo'jamberdiyev, J. (2020). Improving organizational effectiveness of industrial production. *Экономика и социум*, (3), 145-147.

8. Айдарова Л.И. Деятельность школьника. - М.: Просвещение. 1990 г.
9. Беспалько В.П. Слагаемые педагогической технологии. – М.: Педагогика. 1989 г.
10. Каримова, Г. Й. (2018). РОЛЬ КОНСТИТУЦИИ В ПОСТРОЕНИИ ПРАВОВОГО ГОСУДАРСТВА И ГРАЖДАНСКОГО ОБЩЕСТВА. *Теория и практика современной науки*, (2), 161-163.
11. Азаров Й.П. Тарбиявий иш методикаси. Тошкент, 1991 й.



DOI: **10.5958/2249-7137.2021.00255.X**

FEATURES OF TEACHING COMBINATORIAL ELEMENTS IN PRIMARY SCHOOL MATHEMATICS

D. Madaminova*

*Teacher,
Fergana State University,
UZBEKISTAN

ABSTRACT

This article discusses the methods of solving and explaining problems related to the elements of combinatory that are newly introduced into the elementary mathematics curriculum and the teaching methods need to be studied. Solving such problems allows students their knowledge of the problem itself. The decision-making process requires the search for several different solutions. In addition, training aimed at solving combinatorial issues will help develop the quality of thinking, such as variability. Calculation is always carried out according to some properties of objects and is directly related to the activity of classification of objects.

KEYWORDS: *Elementary School, Mathematics, Methodology, Combinatory, Combinatorial Problem, Thinking, Principle, Numbers, Number.*

INTRODUCTION

One of the most important areas of today's state policy is the state policy in the field of public education, which is aimed at developing the intellectual and creative potential of young people, creating the necessary conditions for supporting and promoting children with disabilities, raising the level of their legal consciousness and legal culture [1]. From this point of view, the decree of the president of the Republic of Uzbekistan "on measures for the organization of presidential schools" dated February 20, 2019 PD-4199 was signed, in which it was stated: "the need to improve the quality of work on the further rapid development of the country to identify young talents, the organization of the system of selection and the importance of has been determined. At the same time, consistent reforms are being carried out in the general secondary education system to create opportunities for obtaining quality education in accordance with the advanced international experience and modern requirements of society, to strengthen the material and technical base of public education institutions and to increase the efficiency of providing them

with budgetary resources, to create additional conditions for the In the system of positive reforms carried out in the field of public education, the issues of increasing the quality of textbooks and educational-methodical complexes created for secondary schools, full provision of pupils with textbooks, expansion of opportunities for selection of quality textbooks, creation of competitive, alternative textbooks and the introduction of gradual transition to the system of their use are also considered[2].

The introduction of principled new goals in front of the school leads to a radical change in the content of teaching mathematics. Both in the content of the mathematics beginner course and in the textbook and in the method of teaching it, a large change is required. In general terms, the knowledge acquired in the primary classes is considered to be the basis, and the future passes the preparatory period for the acquisition of information. From this point of view, it would not be an exaggeration to say that giving elementary school students an elementary view of the subjects they are expected to master would certainly serve as a way to the above objectives.

The introduction of combinatorial issues into the course of Primary Mathematics has a positive impact on the development of Primary School students.

Solving such problems allows students their knowledge of the problem itself, for example, the amount and nature of the result (the problem can be not only one, but also several solutions - there are no answers or solutions), the decision-making process requires the search for several different solutions. In addition, training aimed at solving combinatorial issues will help develop the quality of thinking, such as variability. This means that the reader is guided in the search for different solutions to the problem.

Many combination tasks will help develop the thinking of young learners. Therefore, it is necessary to include combinatorial functions in the education of primary school students.

The following principles are the foundation of the educational system for solving such problems:

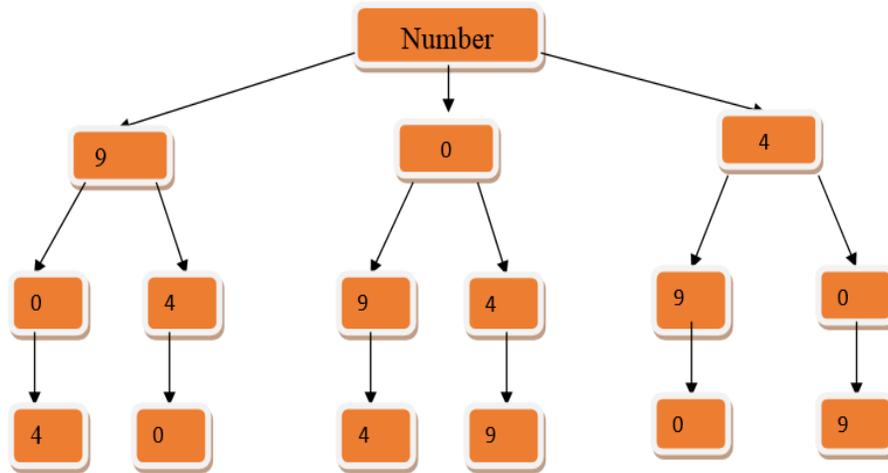
- psychological composition of the exercise - this is the strategy for developing the flexibility of thinking in children exercise;
- accounting of accountants - transfer to the plan of rational actions through speech (initially performing tasks in practical work, and then performing practical actions));
- Serve as a basis for the introduction of future combinatorial rules and formulas.

The complexity of combinatory problems lies in the fact that when solving them it is necessary to choose a design system that is completely sure that all possible cases are considered. Calculation is always carried out according to some properties of objects and is directly related to the activity of classification of objects. Therefore, an important element of the child's willingness to master the methods of solving combinatorial problems is his ability to distinguish between different signs, classify collections of different objects. Prior to this period, the textbooks of 1-4 classes, which were used, were given little by little (such issues were not given under the same name), S. Burkhanov. In the current 3-th grade mathematics textbook, published in 2019 by and others, the topic "combinatory and logical issues" was given to the subjects devoted to the elements of combinatory. Only, we will have a question. In what way are the issues being resolved? In the case of the issue, which is given in the textbooks of the elementary class, combinatorial questions are given not by formulas, but only by the necessity of finding it through practical activity. And we will consider how to find a solution to a combination of issues

using calculations, tables, graphs, tree diagrams: 1-for instance.(15-bet.) The numbers 9, 0, 4 are given. It is possible to form multiple three-digit numbers using these numbers.

Sample: 409, 490....like a giving mentioned. We consider this issue to be easily calculated using the “tree” method:

We calculate the results in the form of a column: 904, 940, 094, 049, 490, 409 but in this place it



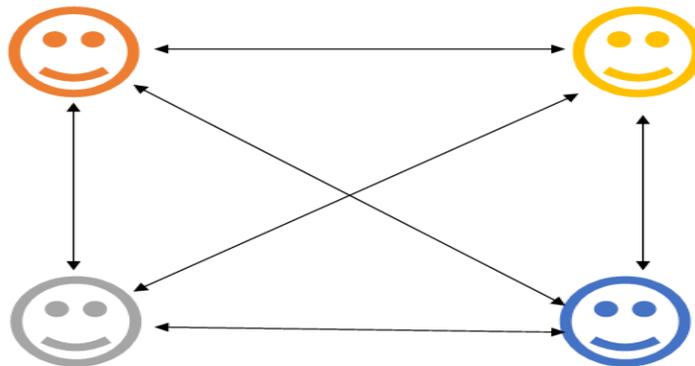
is proposed to take into account that the number 0 does not mean a number when it comes to the beginning of multi-digit numbers, and as a result, we can see that it is possible to form a three-digit number from the numbers 9, 0, 4.

2-for Instance (16-page) four pupils in the class with each other hand

They are seeing. How many will be the number of views?

Check your answer in the experiment.

We will consider solving this issue with the help of graphs:



Let's calculate the lines of the line. They are six. Hence the answer: the number of views will be 6 pieces.

4-for Instance (16-page) from The Wolf's nest there are 3 paths to the Fox's Nest, 2 paths from the Fox's nest to the bear's nest. In order for the Wolf to go to the guest, the Fox will be able to go through the nest and go through several paths to the bear.

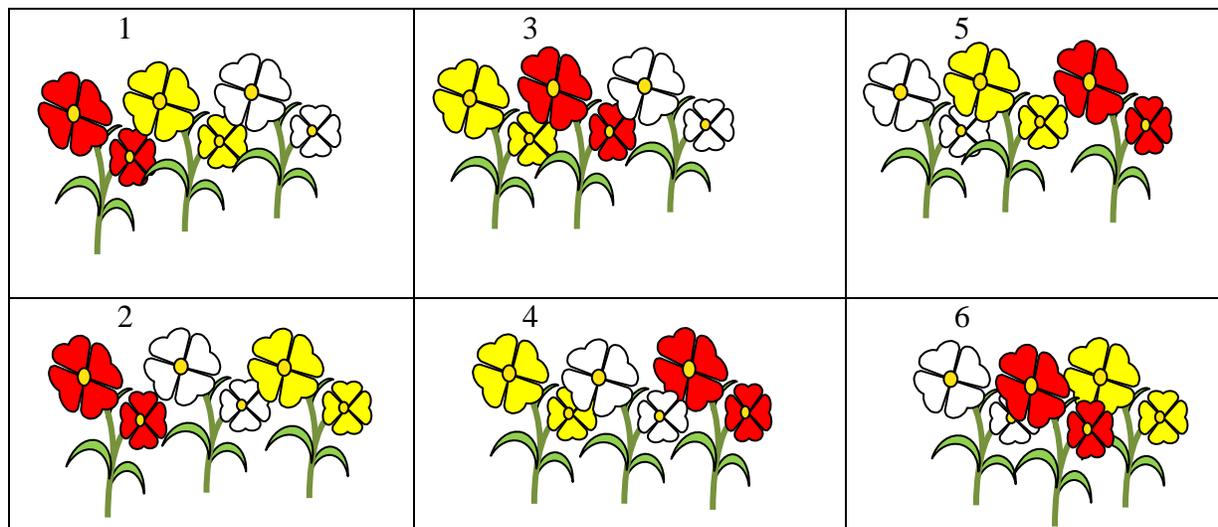
We will solve this issue on the basis of tables:

So, the bear can go to the guest in six different ways.

<p>The road from the Fox's nest The road from the Wolf's nest</p>	<p>1</p> 	<p>2</p> 
<p>1</p> 		
<p>2</p> 		
<p>3</p> 		

6-for Instance (16-page) red, yellow, white flowers are opening side by side. Bees can land only once on each flower. He will be able to draw all the flowers in several ways.



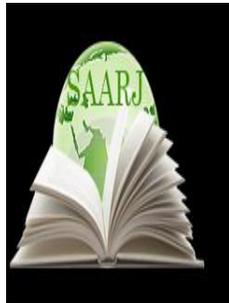


From the table we can see that the Bee is able to spin the flowers in 6 ways.

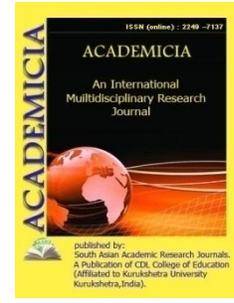
Apparently, the introduction of the elements of combinatory into the curriculum of the primary class will contribute to the interesting passage of the training session, the wide scope of observation in students, as well as the development of the child's overall mental development and the ability to create "useful combinations" that will allow him to solve creative tasks in the future.

REFERENCES

1. Uzbekiston Respublikasi Prezidentining 2019-yil 20-fevraldagi PQ-4199-son qarori (1-bet).
2. Vazirlar Mahkamasining 2019-yil 5-apreldagi 281-son quarry(1-bet).
3. S.Burxonovvaboshqalar "Matematika" umumta'limmaktablarining 3-sinfi uchundarslik(16-bet).
4. O'zME.Birinchijild. Toshkent, 2000-yil
5. Z.B. Extracurricular activities of a younger student: course "Learning to solve combinatorial problems". Primary school: problems and perspectives, values and innovations. 2016; 9: 225 - 231.
6. Tselischeva II, Rumyantseva I.B., Ermakova E.S. Learning to solve combinatorial problems for children 4-10 years old. Elementary School. 2015; 83-90
7. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – T. 7. – №. 2. – C. 477-479.
8. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 621-626.
9. Farxodjonova N. F. MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION // Theory and practice of modern science. – 2018. – №. 3. – C. 16-19.
10. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00267.6**

**PORTFOLIO CONSTRUCTION USING THE SHARPE INDEX MODEL
 WITH REFERENCE TO SUGAR AND METAL SECTOR ON INDIA**

N.Dharmalingam*; Dr. K. Balanaga Gurunathan**

*Research Scholar,
 Bharathiyar University,
 Coimbatore, Tamil Nadu, INDIA
 Email id: dharmal405@gmail.com

*Professor in Finance,
 Alliance School of Business,
 Alliance University, Bangalore, INDIA
 Email id: balanagagurunathan@yahoo.com

ABSTRACT

The main aim of this research is to construct optimum portfolio through Sharpe index model. The portfolio is constructed to help the investor to reduce the risk. In this study two sector sugar and metal are chosen for constructing the portfolio. Ten companies are selected from each of these sectors and ranked according to single index model. The cut-off points are then calculated and securities are selected for construction of optimal portfolio. Proportion of investment in each security in the portfolio is found out. This analysis will help the investor to invest in security which would yield more return with minimum security.

KEYWORDS: Risk, Return, Portfolio, Residual Variance, Market Variance, Beta.

INTRODUCTION

The stream which deals with managing various securities and creating an investment objective for individuals is called portfolio management. Portfolio management refers to the art of selecting the best investment plans for an individual concerned which guarantees maximum returns with minimum risks involved. Portfolio theory was proposed by Harry M. Markowitz of University of Chicago. According to Markowitz's portfolio theory, portfolio managers should carefully select and combine financial products on behalf of their clients for guaranteed maximum returns with minimum risks. Portfolio theory helps portfolio managers to calculate the

amount of return as well as risk for any investment portfolio. William Sharpe then came up with a single index model through which portfolio is constructed efficiently. This model is very much easy to find out the optimum portfolio. It is a simple asset pricing model commonly used in the finance industry to measure risk and return of a stock. India has been known as the original home of sugar and sugarcane. Indian mythology supports the above fact as it contains legends showing the origin of sugarcane. India is the second largest producer of sugarcane next to Brazil. Presently, about 4 million hectares of land is under sugarcane with an average yield of 70 tonnes per hectare. India is the largest single producer of sugar including traditional cane sugar sweeteners, khandsari and Gur equivalent to 26 million tonnes raw value followed by Brazil in the second place at 18.5 million tones. Even in respect of white crystal sugar, India has ranked No.1 position in 7 out of last 10 years.

India is the world's second largest populated country, representing about 17.31% of the global population. Aggressive growth in the food and beverage industries will lead to the increasing demand for sugar. High sugar content in confectionaries, including chocolates, pastries and ice-creams, will drive the domestic demand for sugar. Metal industries are the indispensable part of an economy; they form the backbone of industrial development of any country. The steel sector in India is has been growing rapidly. India is the fifth largest producer of crude steel. Export growing at the rate of 20% where as import is double the rate. The key supplier for metal industry is automobile industry, telecom, power, consumer durable, and defence. The custom duty on primary and secondary metals has been reduced from 15 percent to 10 percent. The sugar and metal sector are the two sector where investment opportunities are larger and safer for an investor which will further grow in future. Both the industry is growing in India. The study focuses on construction of optimum portfolio consisting of these sector stocks using single index model.

NEED FOR STUDY

Construction of portfolio is very important. The portfolio is constructed to diversify the risk. The portfolio construction gives the investor an optimum return from their investment. All the saving if invested in one security the risk is very high and the return from the security is not guaranteed so it is better for the investor to select two or more securities to invest through portfolio construction. This paper is designed to show the return that we get if correlation coefficient is positive and negative. Through Sharpe index model we can construct portfolio for any number of securities. The growth in sugar and metal sector is growing nicely it is better for the investor to select good company for their investment through proper portfolio construction.

OBJECTIVES:

- To observe the performance of nineteen company of both sugar and metal sector
- Construction of portfolio for the nineteen company
- The find out the company that will give maximum return with minimum risk
- To analyze risk and return for these companies and to select stocks to be included in the portfolio
- To find out the volatility happening in the market with respect to the above 19 company.

- To find out the proportionate money to be invested in each company.

SCOPE OF THE STUDY

The data which are taken to design the portfolio are real data taken from NSE website and the portfolio is constructed on the basis of excess return to beta ratio. The scope of the study is that if the investment is made on maximum return security then the return will be relatively higher.

LIMITATION

1. Only nineteen company is selected for constructing the portfolio
2. Security is selected on the basis of risk and return ration alone
3. The stock prices considered are last four years data.
4. The factor like economic, social, political are not consider for constructing portfolio.

REVIEW AND LITERATURE:

Hiroshi konno (May 1991), Describes about the portfolio optimizing model using mean absolute deviation risk. The difficulties in markowitz model are eliminated through the mean absolute deviation method. A large optimization problem consisting of more than 1000 stock= k can also be solved through this paper. Marian Hristache, Anatoli Juditsky, and Vladimir Spokoiny Volume 29, Issue 3 (2001), 593-623, discusses the importance of single index model. Single-index modeling is widely applied in, for example, econometric studies as a compromise between too restrictive parametric models and flexible but hardly estimable purely nonparametric models. By such modeling the statistical analysis usually focuses on estimating the index coefficients. The average derivative estimator (ADE) of the index vector is based on the fact that the average gradient of a single index function is proportional to the index vector. Unfortunately, a straightforward application of this idea meets the so-called "curse of dimensionality" problem if the dimensionality of the model is larger than 2. Vinnie Jauhari (2012), explains about strategic growth challenges for the Indian hotel industry. As the tourism industry is growing, Indian and global firms face new challenges which need to be addressed. This study involved obtaining practitioner insights by conducting an industry round table discussion with senior managers who are in leadership positions with international and national hotel brands. This paper has policy implications for both industry practitioners and government bodies setting up governing mechanisms for this industry segment. Gunjan M. Sanjeev, Kanika Gupta, Rumki Bandyopadhyay (2012), they provide a practitioners' perspective on financial challenges prevalent in the Indian hospitality industry. The study involves the collection of primary data through structured interviews. This paper provides some very useful qualitative analysis of the contemporary challenges and their possible solutions prevalent in the Indian hospitality sector. The findings will be useful for hoteliers, policy makers and researchers to deliberate on the issues raised. They highlighted some of the financial challenges faced by the Indian hospitality industry like high financing costs, multiplicity of taxes charged, licensing and legal issues, working capital issues and eroding margins. Myong Jae Lee, SooCheong (Shawn) Jang (2007), investigates the effect of a diversification strategy by hotel companies on corporate financial performance and stability, using 36 publicly traded hotel companies. Accounting measures, market measure, and risk-adjusted performance measure were employed to gauge financial performance. This study supported the nature of the trade-off between financial performance and

stability in the company diversification, and also implied that the market diversification strategy by hotel companies does not function as a means to improve financial performance. Richard B. Spurgin (2001), investigates how to game Sharpe ratio. This article describes a derivative structure that can induce an upward bias in the measurement of the Sharpe ratio. The structure accomplishes this by shifting returns from the highest monthly return each year to the lowest one. The objective of this article is to demonstrate how adding derivatives can appear to improve risk-adjusted return without actually doing so. Michael Stutzer (2000), discusses about portfolio performance index. The probability decay rate is t proposed here as a new portfolio "performance index." In the widely analyzed special case in which returns are normally distributed, the new performance-index-maximizing portfolio is the same as the popular Sharpe-ratio-maximizing portfolio. The results of the two approaches generally differ. B.P.S. Murth, Yoon K. Choi, Preyas Desa (1997), investigates shortcomings of two popular indices of performance Jensen's alpha and the Sharpe index. They propose a new measure of performance that seeks to address the limitations of the earlier indices. The new index is calculated by employing a well known method in operations research called data envelopment analysis. They compare the results with traditional indices of performance.

METHODOLOGY

This study is descriptive in nature. Data collected is secondary data. No primary data is used in this study. Source of data is from websites like NSE, RBI and also from other databases. Sampling method is probability sampling. The sampling technique is simple random sampling. Sample population is total companies listed in NSE which is 1646 as of July, 2012. Sample size is 20 companies listed in NSE. Nineteen companies from SUGAR and METAL sector. The study is based on past four year's data from April 1, 2012 to March 31, 2016.

RESEARCH TOOLS

Beta Coefficient

Beta coefficient is the relative measure of non-diversifiable risk.

$$\beta = \text{Correlation} * \frac{\sigma(Y)}{\sigma(X)}$$

Where, $\sigma(Y)$ is the Standard Deviation of Individual Stock.

$\sigma(X)$ is the Standard Deviation of Market.

Return

Return is the total gain or loss on an investment over a period of time.

$$\text{Return} = \frac{\text{Today's market price} - \text{Yesterday's market price}}{\text{Yesterday's market price}} \times 100$$

Efficient portfolio

A portfolio that maximizes return for a given level of risk or minimizes risk for a given level of return is termed as an efficient portfolio.

Correlation

A statistical measure of the relationship between any two series of numbers representing data of any kind is known as correlation.

Risk-free rate of return (RF)

Risk-free rate of return is the required return on a risk free asset, typically a three month treasury bill.

The steps in constructing the portfolio using the Sharpe Method are as follows. (All calculations are done using MS Excel).

Find the excess return to β ratio

$$\text{Excess Return} - \text{Beta Ratio} = \frac{R_i - R_f}{\beta_i}$$

Where,

R_i is the expected return on stock

R_f is the return on a riskless asset

β_i is the expected change in the rate of return on stock associated with one unit change in the market return.

ii. Arrange the calculated excess return to β ratios in the descending order.

iii. Find the cut-off point using the formula below

$$C_i = \frac{\sigma_m^2 \sum_{i=1}^N \frac{(R_i - R_f)\beta_i}{\sigma_{ei}^2}}{1 + \sigma_m^2 \sum_{i=1}^N \frac{\beta_i^2}{\sigma_{ei}^2}}$$

iv. Decide how much to be invested in each security.

$$X_i = \frac{Z_i}{\sum_{i=1}^N Z_i}$$

Where, X_i is the proportion of investment of each stock, and

$$Z_i = \frac{\beta_i}{\sigma_{ei}^2} \left(\frac{R_i - R_f}{\beta_i} - C^* \right)$$

Where, C^* is the cut-off point.

ANALYSIS AND DISCUSSION

First standard deviation, return, variance is calculated for all nineteen company. Then the correlation is calculated. The return indicator denotes that PONNI Sugar Company has greater

return than the other company followed by other companies. None of the company has beta greater than the value of one which shows that it is more risky.

To find out the security for yielding good return the Sharpe index model is used. The excess return to beta is first calculated and then based on the ratio the company is ranked as shown in figure 2.

The value of R_f is assumed as 8.12%. From figure 2 we could find that the RENUKA SUGAR Company is in first followed by rest of the company and HINDALCO stands last.

TABLE 1 RETURN, STANDARD DEVIATION AND BETA OF EACH STOCK

COMPANY	AVERAGE RETURN(RI)	α	\square
S&P CNX nifty	0.000253905		
TATA STEEL	0.000252938	0.000195106	0.227768
BHUSHAN	0.000823072	0.000832363	-0.03659
GUJARAT MINERAL	0.000412087	0.000391445	0.081298
HINDALCO	0.000311207	0.000308256	0.011624
JSW STEEL	0.000627304	0.000628597	-0.00509
NATIONAL	-0.000189319	-0.000194981	0.022302
SAIL	-0.000122337	-0.000113154	-0.03617
SESA GOA	-0.000185872	-0.000190136	0.016794
WELSPUN	-0.000253968	-0.000258811	0.019075
KCP SUGAR	0.000200146	0.00020829	-0.03208
BANARI SUG	-7.9093E-05	-6.91082E-05	-0.03932
DWARIKESH	0.000310849	0.000329057	-0.07171
KOTARI SUG	-0.000323358	-0.000320158	-0.01261
PARRY	0.000623274	0.000635755	-0.04916
PONNI SUGAR	0.001494839	0.00150293	-0.03187
RAJSREE	0.000123931	0.000137497	-0.05343
RENUKA SUGAR	-0.001081057	-0.001080508	-0.00216
SAKTHI SUGAR	-0.000408288	-0.000399548	-0.03442
SIMBHA SUGAR	0.000335628	0.000347571	-0.04704

CUT-OFF POINT:

The selection of securities depends upon the cut-off point. The stock with maximum cut-off point is chosen. The stocks above this value have high excess return to beta ratio and stocks below this value have less excess return to beta ratio. The stocks with high excess return to beta

ratio are included in constructing portfolio. Cut-off point increases up to certain value then it starts reducing. The point when it reaches maximum is chosen as cut-off ratio.(Fisher & Jordan)

Here we can see the cutoff point is 1.979868664 (from figure 3) and the corresponding company is PARRY sugar limited. The company above PARRY is selected for construction of portfolio.

TABLE 2 EXCESS RETURN TO BETA RATIO

COMPANY	(Ri-Rf)/β	New Ranking
S&P CNX nifty		
TATA STEEL	-0.355393154	RENUKA SUGAR
BHUSHAN	2.196450008	JSW STEEL
GUJARAT MINERAL	-0.993722882	BHUSHAN
HINDALCO	-6.959049437	KOTARI SUG
JSW STEEL	15.82272863	KCP SUGAR
NATIONAL	-3.64939363	PONNI SUGAR
SAIL	2.248362377	SAKTHI SUGAR
SESA GOA	-4.846142324	SAIL
WELSPUN	-4.270294578	BHUSHAN
KCP SUGAR	2.525161919	BANARI SUG
BANARI SUG	2.066860846	SIMBHA SUGAR
DWARIKESH	1.127961202	PARRY
KOTARI SUG	6.466861604	RAJSREE
PARRY	1.639139641	TATA STEEL
PONNI SUGAR	2.501244045	GUJARAT MINERAL
RAJSREE	1.517434756	NATIONAL
RENUKA SUGAR	38.11410699	WELSPUN
SAKTHI SUGAR	2.370783468	SESA GOA
SIMBHA SUGAR	1.719203387	HINDALCO

TABLE 3 CUT-OFF POINT FOR 20 COMPANIES

New Ranking	(Ri-Rf)*β	(RiRf)*β/ σ ² ei	σ ² m*(∑(Ri-Rf)*β)/σ ² ei	β ² / σ ² ei	1+(σ ² m* ∑ β ² /σ ² ei)	Ci
RENUKA SUGAR	0.0001	0.0700	2.40098E-05	0.0018	1.00000063	0.000024010
JSW STEEL	0.0004	0.2568	0.000112089	0.0162	1.000006201	0.000112088
BHUSHAN	-0.0065	-3.7787	-0.001183937	0.7704	1.000270445	0.00013204
KOTARI SUG	0.0010	1.1098	-0.000803292	0.1716	1.000329306	1.00004532
KCP SUGAR	2.5251	3.056	1.047522591	1.245	1.000756473	1.046730768
PONNI SUGAR	0.0025	2.649	1.048431307	1.0594	1.001119778	1.04725861
SAKTHI SUGAR	0.0028	2.7810	1.049385127	1.1730	1.001522101	1.047790285
SAIL	0.0029	2.8266	1.05035459	1.2573	1.001953345	1.048306885

BHUSHAN	0.0029	1.6922	1.05093499	0.7704	1.00221759	1.048609605
BANARI SUG	0.0031	4.4654	1.052466511	2.1604	1.002958578	1.049361892
SIMBHA SUGAR	1.7192	1.678.2	1.628062723	2.1596	1.003699293	1.62206224
PARRY	1.6391	1.050	1.988244083	1.5482	1.00423029	1.979868664
RAJSREE	0.0043	3.729	1.989523058	2.4574	1.005073143	1.979480868
TATA STEEL	-0.0184	-15.530	1.984196654	0.7704	1.005337388	1.973662451
GUJARAT MINERAL	-0.006	-4.339	1.982708261	0.2307	1.005416543	1.972026693
NATIONAL	-0.0018	-0.8422	1.982419394	0.2314	1.00549591	1.971583747
WELSPUN	-0.0015	-0.9881	1.982080473	0.23140	1.005575277	1.971091094
SESA GOA	-0.0013	-0.6715	1.981850149	0.1385	1.005622805	1.9707689
HINDALCO	-0.0009	-0.81866	1.981569369	0.1176	1.005663152	1.970410634

OPTIMAL PORTFOLIO:

Based on the cut-off rate stocks should be selected for construction of optimal portfolio. Optimal portfolio consists of stocks with high return. Here 12 stocks are included in the portfolio. After constructing portfolio then how much should be invested in each stock is to be estimated. These top companies are shown in Table 4.

Portfolio investment is calculated by using Z_i and X_i -proportion of money to be invested in each stock. Proportion of investment is shown in Table 5. It indicates weights on each security.

TABLE 4 SELECTION OF SECURITIES

COMPANY	CI
RENUKA SUGAR	0.0000240
JSW STEEL	0.0001121
BHUSHAN	0.0001320
KOTARI SUG	1.0000453
KCP SUGAR	1.0467308
PONNI SUGAR	1.0472586
SAKTHI SUGAR	1.0477903
SAIL	1.0483069
BHUSHAN	1.0486096
BANARI SUG	1.0493619
SIMBHA SUGAR	1.6220622
PARRY	1.9798687

Thus with help of Sharpe index model optimal portfolio is constructed and proportion of investment in each stock is found. Here in the portfolio the companies are from both AUGAR and METAL sector. The maximum investment should be made to KOTARI SUGARS PRIVATE LIMITED at 32% and followed by JSW STEEL and RENUKA SUGAR. It is shown in the Table 5. This shows companies in the SUGAR sector are growing at steady rate when

compared to companies in the metal sector. These metal sectors have future scope of investment as scenario in that industry is rapidly changing. Proportion of investment is shown in the

Figure 6.

TABLE 5 PROPORTION OF INVESTMENT IN EACH SECURITY

COMPANY	PERCENTAGE
RENUKA SUGAR	16.32322647
JSW STEEL	23.44341156
BHUSHAN	2.421117666
KOTARI SUG	32.43334936
KCP SUGAR	11.24166811
PONNI SUGAR	9.202177205
SAKTHI SUGAR	7.073146962
SAIL	4.955786628
BHUSHAN	2.421117666
BANARI SUG	2.537597737

Proportion of Investment

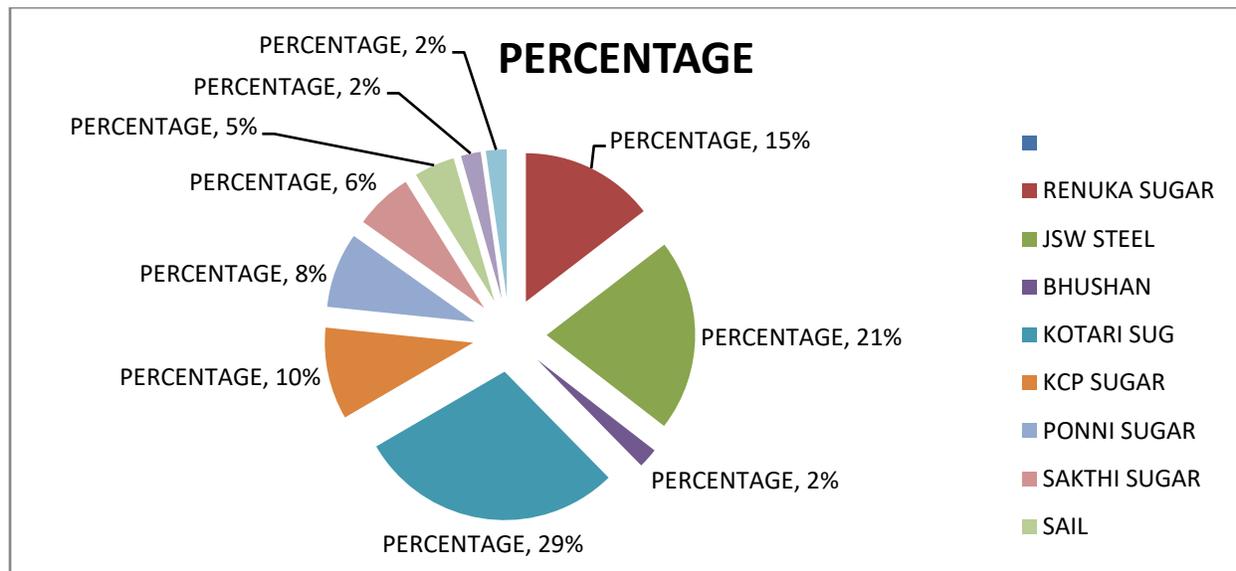


FIGURE 6 PROPORTION OF INVESTMENT IN PIE CHART

FINDINGS:

The performance of companies from both sectors like SUGAR and METALS are calculated. Based on this it is found that many companies in SUGAR sector offer high returns. Here portfolio is made up of companies in SUGAR sector because of its good performance. While companies in STEEL sector have low return except few companies like JSW, BHUSHAN,

SAIL. These METAL company are performing better when compared to even other good metal companies like Gujarat minerals, hindalco etc. Among SUGAR companies Rajsree ltd has low excess return to beta ratio and its performance is low when compared to other companies in sugar sector companies in the Hotels sector. All the stocks have beta value less than one than is less than market beta. Based on the alpha values it is found that 20% of companies have no assured return for risk because of negative alpha value. In that most of the companies are from metal sector. The KOTARI sugar company has high return when compared to all the other companies. So it is better to invest 29% of money for investment in KOTARI sugar limited.

IMPLICATIONS FOR THE PRACTITIONERS:

Based on the calculations it is recommended that proportion of investment should be more in KOTARI sugar limited at 29%. It offers maximum return with minimum risk among the selected companies. Investor should give first priority to invest in this company. In order to diversify the portfolio investor can invest in other companies such as SAIL, BHUSHAN, KCP SUGAR, and PONNI SUGAR. This diversification will help the investor to reduce the risk..The current situation for this sector is not steady but investors can invest in this sector in future as few companies are in rapidly growing stage. Further investors have to be cautious while investing in other companies in the metal as well as sugar company.

CONCLUSION

Nineteen companies selected from two sectors resulted in portfolio consisting of eleven companies from both SUGAR and METAL sector. Only those eleven companies meet the criteria according to Sharpe index model. Portfolio has mix of companies from SUGAR and METAL sector. Investing in share market involves many factors and it is challenging depending upon various situations. Investors have to earn maximum return with reduced risk. Their investment criteria depend upon their capability and different forces in the share market. This portfolio construction will be helpful for the investors to take good investment decisions. It also support to make high return investment in the future in companies from metal sector based on the current changing trends in the market. There is no restriction to invest in only companies from one sector; they can diversify their venture in other sectors also to earn high returns.

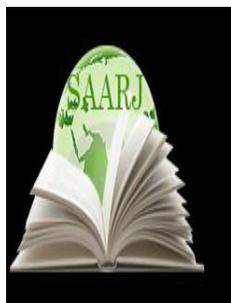
SCOPE FOR FURTHER STUDY

- The study analyses securities in sugar and metal sectors only. Further research can be done involving all sectors which would be a more optimal portfolio rather than from specific sectors.
- Sharpe Index model has its own limitations so in order to construct an optimal portfolio sharpe index model alone is not sufficient. Portfolio construction can be done with consideration of other models

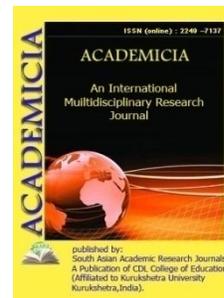
REFERENCE:

- Erhan Bayraktar, Virginia Young (2008), “Pricing options in incomplete equity markets via the instantaneous Sharpe ratio”, *Annals of Finance*, Volume 4, Number 4 **399-429**
- Gunjan M. Sanjeev, Kanika Gupta, Rumki Bandyopadhyay, (2012), "Financial challenges in the Indian hospitality industry", *Worldwide Hospitality and Tourism Themes*, Vol. 4 Iss: 2, pp.163 – 173
- Hyunjoon Kim, Zheng Gu (2003), “Risk-Adjusted Performance: A Sector Analysis of Restaurant Firms”, *Journal of Hospitality & Tourism*, Vol. no.27 issue 2. 200-216
- Juan Franco-Laverde, Andrew Littlewood, Craig Ellis, Ingrid Schraner and Maria-Estela Varua (2012), “FMCG Portfolio Budget Allocation to Price Promotions Using Modern Portfolio Theory (MPT)”, *International Review of Business Research Papers* Vol. 8. No.5. Pp.16 – 30
- Kei Keung Hung, Chi Chiu Cheung, Lei Xu (2000), “New Sharpe-ratio-related methods for portfolio selection”, *Computational Intelligence for Financial Engineering*, 2000. (CIFER) Proceedings of the IEEE/IAFE/INFORMS 2000 Conference, **Page(s): 34 – 37**
- Michael Stutzer (2000), “A Portfolio Performance Index”, *Financial Analysts Journal* Vol. 56, No. 3 pp. 52-61
- Murth B.P.S., Yoon K. Choi, Preyas Desa (1997), “Efficiency of mutual funds and portfolio performance measurement: A non-parametric approach”, *European Journal of Operational Research*, Volume 98, Issue 2 Pages 408–418
- Myong Jae Lee, SooCheong (Shawn) Jang (2007), “Market diversification and financial performance and stability: A study of hotel companies”, *International Journal of Hospitality Management*, Volume 26, Issue 2 Pages 362–375
- Nateson C, Parvathi S, Suganya D (2012), “The Volatility of Sectoral Indices with Special Reference to National Stock Exchange in India”, *European Journal of Scientific Research* ISSN 1450-216X Vol.73 No.3, pp. 398-405
- Oliver Ledoit, Michael Wolf (2008), “Robust performance hypothesis testing with the Sharpe ratio”, *Journal of Empirical Finance*, 15 850-859
- Peter Woehrmann, Willi Semmler and Martin Lettau (2005), “Nonparametric Estimation of the Time-varying Sharpe Ratio in Dynamic Asset Pricing Models”, *Institute for Empirical Research in Economics, Working Paper Series* ISSN 1424-0459, Working Paper No. 225.
- Philippe Jorion (1985), “International Portfolio Diversification with Estimation Risk”, *The Journal of Business*, Vol. 58, No. 3 pp. 259-278
- Preeti Wadhwa, Lokinder Kumar Tyagi (2012), “A Study on Organized FMCG Retailing in India - Road Ahead”, *Opinion: International Journal of Management, Opinion* Vol. 2, No. 1, ISSN: 2231-5470 (Print), 32-36

- Richard B. Spurgin (2001), “How to Game Your Sharpe Ratio”, The Journal of Alternative Investments, Vol. 4, No. 3: pp. 38-46
- Vinnie Jauhari, (2012) "Strategic growth challenges for the Indian hotel industry", Worldwide Hospitality and Tourism Themes, Vol. 4 Iss: 2, pp.118 - 130



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00179.8

**FERGHANA BRANCH OF TASHKENT UNIVERSITY OF
 INFORMATION TECHNOLOGIES**

D. Ganiyeva*; M. Parpiyeva**

*PhD,
 UZBEKISTAN

**Lecturer,
 UZBEKISTAN

ABSTRACT

Phonetic, figurative and stylistic devices are one of the most widely used methods in English and Uzbek literature, helping to increase the effectiveness of speech. This article provides a comparative analysis of the use of allegory, such as folklore, prose, and poetry. Many people think that it is enough to have rhythm, rhyme, wise thought, and visual means in a poem. "Every letter of a poem is like a cell in an organism, and it is always in motion," Bagritsky said. In prose, expressiveness is provided by phonetic techniques such as stretching vowels, folding consonants, repeating sounds, mispronouncing words, adding or subtracting sounds. The laws governing the use of sounds are limited.

KEYWORDS: *Phonetic, Artistic And Stylistic Means, Alliteration, Expressive Means, Structural Similarity.*

INTRODUCTION

In the process of analyzing the literary text, special attention should be paid to the aesthetic features of phonetic units. In a poetic text, the aesthetic potential of speech sounds is quickly and easily understood. Because the poem has a unique melody. This melody is achieved through the methodical use of sounds. In poetry, phonetic methods such as alliteration (consonant repetition), assonance (repetition of vowels), gemination (consonant folding) are mainly used. In prose, expressiveness is provided by phonetic techniques such as stretching vowels, folding consonants, repeating sounds, mispronouncing words, adding or subtracting sounds. The laws governing the use of sounds are limited. However, pronunciation and narrative compatibility can be achieved

using phonographic means. Even in the days of Plato and Aristotle, the problem of the pronunciation of a word and its transliteration attracted the attention of thinkers.

A. Gulamov, who is considered in Uzbek linguistics, commented on the methodological functions of phonetic means, the ability to realize the effectiveness of a large number of speech. The scientist points out that phonostylistic bases emerge as a result of the elongation and exchange of sounds of vowels and consonants. There is a wide range of stylistic possibilities of E.Kilichev's pronunciation and intonation. A.Abduazizov, A. Rustamov, Sh.Shoadurahmonov, H. Sharafuddinov also commented on the methodological style of phonetic means.

According to the research, while poets use phonetic methods such as alliteration, assonance, and gemination to express excitement, joy, sorrow, wonder, begging, amazement, desire, sadness, dissatisfaction, protest, and construction in the psyche of the protagonists, writers use pronunciations in prose. It was found that they prefer phonetic methods such as zish, consonant folding, word repetition, lowering sounds, gaining sounds.

Alleteration is a literary unit that conveys the sound of speech in a sequence of words that are close to each other. Alliteration usually uses consonant sounds at the beginning of a word to reinforce a syllable. This style plays an important role in poetry, giving a strong rhythm and musical structure to any literary text. Quick sayings are the easiest and most effective way to introduce children to alliteration:

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers picked Peter Piper.

If Peter Piper picked a peck of pickled peppers,

How many pickled peppers did Peter Piper pick?

A bunch of mulberries, a bunch of radishes under the mulberry.

Does the mulberry push the radish, does the radish push the mulberry?

White lid on white teapot, blue lid on blue teapot.

The choice of every word, word and even sound in communication is directly related to the human psyche. This is similar to an involuntary phenomenon, but on closer inspection, this process takes place in the continuous subconscious layers of the brain.

It is known that it is carried out by direct commands. It is better to observe this situation in the literary text. When the sound and meaning of each word are in harmony, such a word will have a bright, lively, solid place, and such words will be widely used in conversational, artistic style. is used. Sounds enhance the meaning of words, increase their emotional color. Many people think that it is enough to have rhythm, rhyme, wise thought, and visual means in a poem. "Every letter of a poem is like a cell in an organism, and it is always in motion," Bagritsky said. There are no dead cells in poetry, "Marshak said. "In poetry, not only every word, but every sound, every vowel, every consonant is given meaning. "

For example, the sound "m" was used in Tennyson's poem "The Lotus Eaters" to mean calm, gentleness.

How sweet it were,... ..

To lend our hearts and spirits wholly
 To the music of mild-minded melancholy;
 To muse and brood and live again in memory

This method, based on the musicality of the sounds, has long been widely used in Eastern poetry. In ancient art ("science bade"), alliteration was called "the art of tawzi." When we say alliteration, we think of the famous alliteration poem "q" by the great poet ErkinVahidov:

Qaroqoshing ,qalamqoshing,
 Qiyiqqayrilmaqoshingqiz,
 Qilibqatlimgaqasdqayrab-
 Qilichqotilqaroshing,qiz.
 Qafasdaqalbqushinqiynab,
 Qanotqoqmoqqaqo'yadaysan.
 Qarabqo'ygilqiyo,
 Qalbimniqizdirsin, quyoshingqiz. (E.Vohidov)

Therefore, alliteration is usually viewed as a musical accompaniment to the author's idea, supported by an ambiguous emotional environment that each reader interprets for himself or herself. Or, repeating the "d" sound in the lines in a quote from E.A. Po's poem "The Raven" is a feeling of fear, horror, anguish, or a combination of all these emotions.

Deep into the peering darkness,
 Long I stood there wondering, fearing.
 Doubting, dreaming dreams no mortals
 Ever dared to dream before. (E.A.Poe)

Alliteration in English is deeply rooted in the traditions of English folklore. The phonetic rules in Anglo-Saxon poetry are very different from modern English poetry. In ancient English poetry, alliteration was one of the main principles of the literary text, and along with rhythm, its main feature was studied. Each word in a row must begin with the same sound or combination of sounds. For example in Beowulf:

Fyrst for 5sewat: flotawaes on y Sum, bat under beogze. Beornassearwe on stefnstison: streamaswundon, sundwissande; secsasbaeron on bearmnacanbeorhtefroetwe... ”

The following example from the Uzbek literature shows the alliteration formed by the repetition of the consonants b, g', q, sh, t, k:

Butun bet-boshimbij-bijbo'ldi. Butun bet-boshimg'uj-g'ujajinbo'ldi. Bet boshim bet-bosh bo'lmadi-qaqroq-qaqroqyerbo'ldi. Bet-boshim bet-bosh bo'lmadi- sho'r-sho'ryerbo'ldi! (T.Murod)

The repetition of the initial sounds of the words in the line unites the spoken words into a structural unit. Unlike the rhyme in modern English poetry, in ancient English poetry alliteration

was used to reinforce the meaning of the line, leaving the line connection empty. But there is indeed a structural similarity between alliteration and rhyme (by repeating the same sound) as well as functionally (by conveying a unifying effect).

Alliteration is sometimes called initial rhyme. Alliteration, used as a component of ancient English poems and songs, is often used today not only in poetry but also in emotional prose, newspaper headlines, book headlines, proverbs and sayings. For example:

Tit for tat; blind as a bat, betwixt and between; It is neck or nothing; to rob Peter to pay Paul -

We can see that alliteration is also widely used in folk proverbs to ensure intonational integrity:

Suymagangasuykanma, suyganingdanayrilma.

Tulkiningtushigatovuqkirar,

Tovuqningtushigatariqkirar.

Tekturgangashaytontayoqtutqazar.

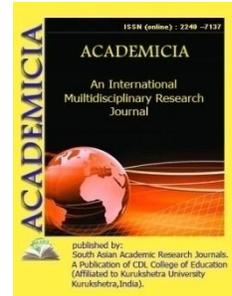
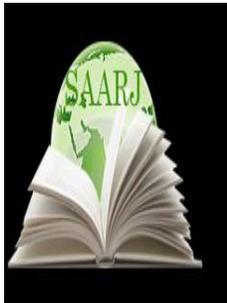
Yokikitoblarsarlavhalarida:

“Sense and Sensibility” (Jane Austin);

“Pride and Prejudice” (Jane Austin);

“The School for scandal” (Sheridan);

“A book of Phrase and Fable” (Brewer).



DOI: **10.5958/2249-7137.2021.00178.6**

PREVALENCE OF MODIFIABLE RISK FACTORS FOR CHRONIC NONCOMMUNICABLE DISEASES IN THE ELDERLY AND SENILE POPULATION

Mavlonov Namoz Xalimovich*

*Assistant of Internal Medicine and Endocrinology,
Department Medical Faculty,
Bukhara State Medical Institute, UZBEKISTAN

ABSTRACT

This article discusses the prevalence of modifiable risk factors for chronic non-communicable diseases among older age groups, namely in elderly and senile patients living in the city of Bukhara. The true frequency of MRF in elderly and senile people, most likely, in the conditions of the regions of Uzbekistan, is much higher.

KEYWORDS: *Chronic Non-Communicable Diseases, Prevention, Modifiable Risk Factors, Arterial Hypertension, Smoking, Overweight, Obesity, Inactivity, Excessive Consumption Of Table Salt.*

INTRODUCTION

Epidemiological research methods included in the toolkit of methods of preventive medicine play, according to modern concepts, an essential role in assessing the true situation with respect to chronic diseases. The results obtained in the study of the epidemiology (prevalence) of CNID in various populations and / or regions, including in elderly and senile people, serve as the basis for obtaining new scientific data, assessment of regional risks of development of CNID, is a fundamental basis for the development of measures secondary prevention of diseases [7,8,9,10,11].

One of the founders of the preventive direction in medicine M.Y. Mudrov stated: "The task of a doctor is not so much to cure diseases as to prevent them, but most importantly to teach patients to take care of their health."

This wise saying is especially relevant to this day in addressing the gerontological and geriatric aspects of the prevention of chronic diseases in terms of early prediction and identification of the causes of tragic deaths among the elderly [1.5].

LITERATURE REVIEW

It should be noted that in the literature, the frequency of modifiable risk factors (MRF) in the population / patients of older age groups is very different due to the lack of uniform criteria for their population diagnosis, which was already noted above. The true frequency of MRF in elderly and senile people, most likely, in the conditions of the regions of Uzbekistan, is much higher. This is due to the fact that the recognition of MRF in the population of this group is often very difficult [3, 4]. Therefore, it is obvious that the issues of studying the prevalence of MRF in the population of the older age group in the regions of Uzbekistan in general, in the conditions of the arid zone of Bukhara, in particular, need to be actively developed using methods of preventive medicine. [2.6]

Analysis: Goal of this work is to study the prevalence of modifiable risk factors for major non-infectious diseases in the elderly and senile population living in the arid zone of Bukhara.

The object of the research was a representative sample (1618) of the unorganized male and female population of the elderly (60-74 years old) and senile age (75-89 years old) of Bukhara.

The WHO STEPS methodology and tools were used to achieve the research goal and solve the assigned tasks

Data collection included the following 3 steps: Step 1 - Behavior study: a survey to identify CNID (cardiovascular diseases, chronic obstructive pulmonary disease, diabetes mellitus, cancer, osteoporosis, a survey to identify the main risk factors for CNID - unhealthy diet, insufficient physical activity, the presence of overweight, obesity, high blood pressure, high cholesterol, high blood glucose and uric acid levels, microelementosis, tobacco smoking, alcohol and nasvay, consumption of vegetables and fruits).

Step 2 - physical examination, anthropometric measurements, measurement of blood pressure (BP), pulse rate, ECG, ultrasound Echocardiography (optional)

Step 3 - determination of clinical and biochemical parameters

Research results: Let us consider this issue in our population material in elderly and senile people, since the prevention of MRF based on screening will reduce the risks of complications, disability and mortality, and improve the quality of life of these people / patients.

As a result of the screening work, epidemiological data were obtained on the frequency of MRF CNID among the elderly and senile population of Bukhara (Table 1 and Picture 1).

TABLE 1. FREQUENCY OF PREVALENCE OF MODIFIABLE RISK FACTORS IN THE ELDERLY AND SENILE POPULATION

Parameters	EP (n=1290)		OAP (n=254)		GP (n=1544)		Statistics of differences by t-test (P)
	n	%	n	%	n	%	

Physical inactivity (walking at a moderate pace 30/>30min)	1159	89,8	243	95,7	1402	90,8	>0,05
Increased blood pressure ($\geq 140/90$ mm Hg)	648	50,2	186	73,2	834	54,0	<0,05
BMI (BMI ≥ 25 kg / m ²)	547	42,4	111	43,7	658	42,6	>0,05
Obesity (BMI ≥ 30.0 kg / m ²)	442	34,2	77	30,3	519	33,6	>0,05
Low consumption of fruits and vegetables (eating <400g fresh vegetables and fruits)	639	49,5	144	56,7	783	50,7	>0,05
Drinking alcohol (at least once a month)	303	23,5	43	16,9	346	22,4	<0,05
Smoking (smoked daily or occasionally)	153	11,8	19	7,4	172	11,1	<0,05
Hyperglycemia (glucose ≥ 6.1 mmol / L)	279	21,6	52	20,4	331	21,4	>0,05
Dyslipoproteinemia (cholesterol >5.0 mmol / l)	1022	79,2	195	76,7	1217	78,8	>0,05

Note: * EP-elderly population; * OAP-old age population; * OP - general population (60-89 years old).

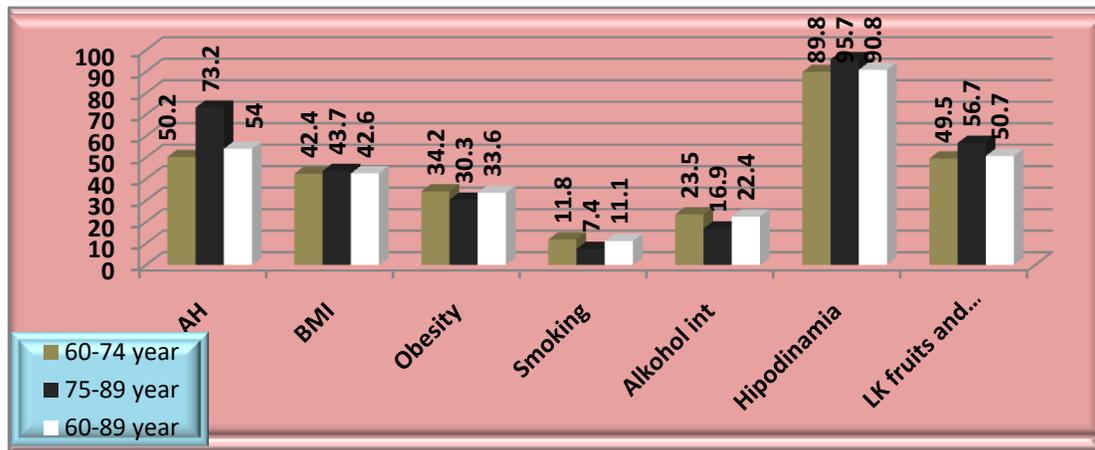
The study showed that the frequency of MRF CNID in the elderly and senile population differs from the general population. 1st place among all MRF in elderly and senile people is held by hypodynamia - 90.8%, dyslipoproteinemia is in 2nd place - 78.8%, in 3rd place - AH - 54.0%, 4th place - low consumption of vegetables and fruits - 50.7%, in 5th place - overweight - 42.6%, in 6th place - obesity - 33.6%, in 7th place - alcohol intake - 22.4%, in 8th place - hyperglycemia - 22.4% and in 9th place - smoking -11.1%.

In a comparative assessment of the incidence of hypodynamia in the groups of 60-74-year-olds (EP) and 75-89 years old (OAP), it was found that the incidence of this risk factor increased statistically not statistically significantly with age from 89.8% to 95.7% ($P > 0.05$).

When comparing the surveyed in the indicated age groups, other risk factors were determined with the following prevalence, respectively: AH - 50.2% and 73.2% each ($HR < 0.05$), BMI - 42.4% and 43.7% each ($P > 0.05$), NPOF - 49.5% and 56.7% each ($P > 0.05$), alcohol intake - 23.5% and 16.9% each ($P > 0.05$), smoking - 11.8% and 7.4% each ($P > 0.05$), hyperglycemia - 21.6% and 20.4% each ($P > 0.05$), DLP - 79.2% and 76.7% each ($P > 0.05$).

Thus, the study made it possible to identify relatively significant MRFs in elderly and senile people (Fig. 8), which in the conditions of the Bukhara region should be differentiated to focus attention and carry out timely preventive interventions.

DISCUSSION: In general, EP and OAP had almost the same level of modifiable risk factors, except for a lower frequency of determining obesity ($P > 0.05$), alcohol intake ($P < 0.05$), smoking ($P < 0.05$), hyperglycemia ($P > 0.05$) and dyslipoproteinemia ($P > 0.05$) among the elderly population compared with the elderly (Fig. 9)



Picture: 1 Frequency of MRF in the elderly population depending on age (%). Primary prevention programs, as follows from the data (Pic. 1), in the examined population of elderly and senile age should be focused, first of all, on reducing the incidence of hypodynamia, AH BMI, malnutrition and dyslipoproteinemia.

Taking into account the identified epidemiological conditions, we believe that it is vitally important to create an ideologically unified and epidemiologically supported preventive medical care for the elderly with MRF or high risk, the main outcome of which is CNID and the continuum from them.

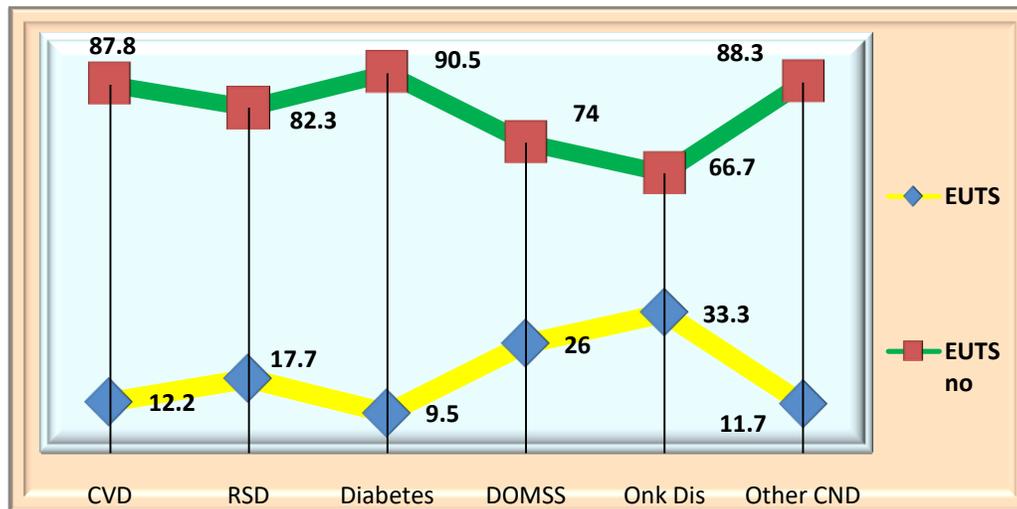
So, as an example, we cite a specially studied factor "Excessive use of table salt (EUTS)" and its effect on CNID (table 2 and picture 2).

It was revealed that due to the presence of the EUTS factor, the frequency of detection of various forms of CNID in the elderly and senile population increases as follows: CVD - by 12.2%, CRD - by 17.7%, DM - by 9.5%, BCMS - by 26.0%,

TABLE 2. INFLUENCE OF THE FACTOR "EXCESSIVE SALT INTAKE" ON THE FREQUENCY OF PREVALENCE OF CHRONIC DISEASES IN THE POPULATION OF ELDERLY AND SENILE AGE

Risk factor OHNZ	Cardiovascular diseases (n=1132) (1)		Respiratory system diseases (n=124) (2)		Diabetes (n=325) (3)		Diseases of the musculoskeletal system (n=187) (4)		Oncological diseases (n=51) (5)		Other CNID (n=383) (6)		P			
	n	%	n	%	n	%	n	%	n	%	n	%	<0.05	<0.01	<0.001	
Excessive consumption of table salt no	994	87,8	102	82,3	294	90,5	137	74,0	34	66,7	338	88,3	6-5-6-3	-	-	-
Excessive consumption of	138	12,2	22	17,7	31	9,5	48	26,0	17	33,3	457	11,7	2-1	2-3	5-3	

table salt is													4-1-5-1		
Total	1132	100	124	100	325	100	185	100	51	100	383	100			



Pic. 2 Population patterns of an increase in the main chronic non-communicable diseases in the presence and absence of the EUTS factor (%).

ONK3 - by 33.3% and other CNID - by 11.7%. In the presence of this factor in the elderly, the prevalence of ONKZ (P <0.001), BCMS (P <0.05) and CRZ (P <0.05) increase the most.

Therefore, screening for risk factors for CNID is recommended for all elderly people, the highest degree of risk for CNID is observed when all of the above 9 factors are combined.

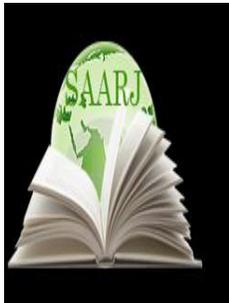
CONCLUSION

The prevalence of modifiable FR CNIDs among the elderly and senile population was: hypodynamia - 90.8%, including EP - 89.8% and OAP - 95.7%; dyslipoproteinemia - 78.8%, including in the EP group - 79.2%, and OAP - 76.7%; increased blood pressure - 54.0%, including in the EP group - 50.2% and OAP - 73.2%; low consumption of vegetables and fruits - 50.7%, including in the EP group - 49.5% and OAP - 56.7%; increased body weight - 76.2%, including in the EP group - 76.6% and OAP - 74.0%; alcohol intake - 22.4%, including in the EP group - 23.5% and OAP - 16.9%; hyperglycemia - 21.4%, including in the EP group - 21.6% and OAP 20.4%; smoking - 11.1%, including in the EP group - 11.8% and OAP - 7.4%.

It is necessary to plan and conduct preventive programs, taking into account the noted 11-priority and significant regional risk factors: hypodynamia, AH, NPOF, PMT, UA, Smoking, hyperglycemia, DLP, IIPS, pharmacological factor and VPP. When implementing prevention programs, it should be borne in mind that in the Bukhara region, priority classes are such as CVD, CND, SD, BKMS and ONKZ.

REFERENCES:

1. Danilova I. - The number of tragic deaths among the elderly is declining // Demographic Review. - 2014. - No. 2. - pp. 11-18.
2. Mavlonov N.X. - The prevalence of chronic non-communicable diseases among the unorganized population of the elderly and senile age. //Tibbiyotda yangi kun-2020 4 (32) ISSN 2181-712X. - pp-657-663
3. Popov V.V., Novikova I.I., Trokhova M.V. et al. - Early diagnosis and prevention of age-associated disorders of elderly and senile people living in the European North-Russia // Preventive Medicine - 2019. - No. 3. -FROM. 74-77.
4. Coyte P.C., Goodwin N., Laporte A. - How to balance the provision of care for the elderly? Brief Analytical Vision // European Analytical Review // WHO Regional Office for Europe. Copenhagen / European Observatory on Health Systems and Policies - 2008. - P.38.
5. <http://www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases>.
6. <http://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death>.
7. Resolution of the President of the Republic of Uzbekistan No. PP-4063 of December 18, 2018 "On measures to prevent non-communicable diseases, support a healthy lifestyle and increase the level of physical activity of the population." Tashkent - 2018; December 18.
8. Meeting of the President of Uzbekistan dated March 11, 2020 "On further improvement of measures to organize a healthy lifestyle among the population." - Tashkent - 2020. -11 March.
9. Decree of the President of the Republic of Uzbekistan No. UP - 4947 dated February 7, 2017 "On measures of action for the further development of the Republic of Uzbekistan - Tashkent. - 2017. -7-February "
10. Flethcher C., Peto R. - The natural history of chronic airflow obstruction // Br Med.J. - 1977: L: PP.1646-1647.
11. Libby P., Bonow R.O., Mann D.L. at al. - Braunwald's heart disease: a text book of cardiovascular medicine // vol. 1, chapter 1,2, Eugena Brauwald, 8th ed. - Else - vier jnc., 2008 - 624p. ISBN 978-1-4160 -1 //.



DOI: **10.5958/2249-7137.2021.00177.4**

NON-STANDARD METHODS FOR SOLVING INEQUALITIES

Ortiqova Malika Turaboevna*; **Sadullaeva Nodira Khujaboyqizi****

*Tashkent University of Economics,
UZBEKISTAN

**Student,
Specialized IT School named after Muhammad al-Khwarizmi,
UZBEKISTAN

ABSTRACT

This article discusses some interesting methods for solving inequalities. And there are some inequalities that will help with this. For example: Cauchy inequality, Cauchy-Schwarz inequality, Titu's Lemma, Holder's inequality, Chebyshev's inequality. Examples of inequalities are also considered for better understanding.

KEYWORDS: *Cauchy Inequality, Cauchy-Schwarz Inequality, Titu's Lemma, Holder's Inequality, Chebyshev's Inequality.*

INTRODUCTION

Not every equation or inequality as a result of transformations or with the help of a successful change of variable can be reduced to an equation (inequality) of one or another standard form, for which there is a certain solution algorithm. In such cases, it sometimes turns out to be useful to use other methods of solution, which will be discussed in the course of this work.

In this article, we will consider some formulas and rules that can help in such situations to solve inequalities of difficult and Olympiad level.

The first inequality which is helpful in many types of inequalities is a **Cauchy inequality**:

$$a_1 + a_2 + \dots + a_n \geq n\sqrt[n]{a_1 \cdot a_2 \cdot \dots \cdot a_n} \geq 0$$

Proof: To prove it, we simplify the expressions by imagining that we find the arithmetic mean and geometric mean of only two numbers. So, we have to prove:

$$a_1 + a_2 \geq 2\sqrt{a_1 a_2}$$

$$a_1 + a_2 - 2\sqrt{a_1 a_2} \geq 0$$

$$\sqrt{a_1} + \sqrt{a_2} - 2\sqrt{a_1 a_2} \geq 0$$

$$(a_1 - a_2)^2 \geq 0, \text{ we proved it.}$$

Let's consider some examples where we can use Cauchy inequality.

Example 1.

If $x = \sqrt{b^2 - bc + c^2}$, $y = \sqrt{c^2 - ac + a^2}$, $z = \sqrt{a^2 - ab + b^2}$, prove that $xy + yz + zx \geq a^2 + b^2 + c^2$.

Solution.

From the Cauchy inequality we have, that

$$x^2 + y^2 + z^2 \geq 2xy + 2yz + 2zx$$

$$x^2 + y^2 + z^2 \geq xy + yz + zx$$

Substitute expressions x, y and z

$$b^2 - bc + c^2 + c^2 - ac + a^2 + a^2 - ab + b^2 \geq xy + yz + zx \geq a^2 + b^2 + c^2$$

$$b^2 - bc + c^2 - ac + a^2 - ab \geq 0$$

$$a^2 + b^2 + c^2 \geq ab + bc + ac$$

This expression is true due to the Cauchy.

We proved what was required.

Example 2.

If $a, b, c, d, e, f > 0$, prove that

$$\frac{a + b + c}{\sqrt[3]{abc}(\frac{d}{e} + \frac{e}{f} + \frac{f}{d})} \leq \frac{\sqrt[3]{def}(\frac{a}{b} + \frac{b}{c} + \frac{c}{a})}{d + e + f}$$

Solution.

We can overwrite the given inequality, as

$$(a + b + c)(d + e + f) \leq \sqrt[3]{def}(\frac{a}{b} + \frac{b}{c} + \frac{c}{a}) \cdot \sqrt[3]{abc}(\frac{d}{e} + \frac{e}{f} + \frac{f}{d})$$

This inequality is monomial, therefore, $abc = 1$ and $def = 1$.

$$(a + b + c)(d + e + f) \leq (\frac{a}{b} + \frac{b}{c} + \frac{c}{a})(\frac{d}{e} + \frac{e}{f} + \frac{f}{d})$$

From the Cauchy inequality we will find

$$\left\{ \begin{array}{l} \frac{a}{b} + \frac{a}{b} + \frac{b}{c} \geq 3 \sqrt[3]{\frac{a^2}{bc}} = 3 \sqrt[3]{\frac{a^3}{abc}} = 3a \\ \frac{b}{c} + \frac{b}{c} + \frac{c}{a} \geq 3b \\ \frac{c}{a} + \frac{c}{a} + \frac{a}{b} \geq 3c \end{array} \right. +$$

$$3\left(\frac{a}{b} + \frac{b}{c} + \frac{c}{a}\right) \geq 3(a + b + c)$$

$$\left\{ \begin{array}{l} \frac{a}{b} + \frac{b}{c} + \frac{c}{a} \geq a + b + c \\ \frac{d}{e} + \frac{e}{f} + \frac{f}{d} \geq d + e + f \end{array} \right. \times$$

$$(a + b + c)(d + e + f) \leq \left(\frac{a}{b} + \frac{b}{c} + \frac{c}{a}\right)\left(\frac{d}{e} + \frac{e}{f} + \frac{f}{d}\right)$$

Therefore,

$$(a + b + c)(d + e + f) \leq \sqrt[3]{def} \left(\frac{a}{b} + \frac{b}{c} + \frac{c}{a}\right) \cdot \sqrt[3]{abc} \left(\frac{d}{e} + \frac{e}{f} + \frac{f}{d}\right)$$

$$\frac{a + b + c}{\sqrt[3]{abc} \left(\frac{d}{e} + \frac{e}{f} + \frac{f}{d}\right)} \leq \frac{\sqrt[3]{def} \left(\frac{a}{b} + \frac{b}{c} + \frac{c}{a}\right)}{d + e + f}$$

We proved what was required.

The next inequality, which is very helpful for solving a plethora of problems is a **Titu's Lemma**:

$$\frac{x_1^2}{y_1} + \frac{x_2^2}{y_2} + \dots + \frac{x_n^2}{y_n} \geq \frac{(x_1 + x_2 + \dots + x_n)^2}{y_1 + y_2 + \dots + y_n}$$

Proof: Its proof directly comes from the **Cauchy-Schwarz inequality**:

$$(a_1^2 + a_2^2 + \dots + a_n^2)(b_1^2 + b_2^2 + \dots + b_n^2) \geq (a_1 b_1 + a_2 b_2 + \dots + a_n b_n)^2$$

Titu's Lemma obtained by applying the substitution $a_i = \frac{x_i}{\sqrt{y_i}}$ and $b_i = \sqrt{y_i}$, it then becomes

$$\left(\frac{x_1^2}{y_1} + \frac{x_2^2}{y_2} + \dots + \frac{x_n^2}{y_n}\right)(y_1 + y_2 + \dots + y_n) \geq (x_1 + x_2 + \dots + x_n)^2$$

$$\frac{x_1^2}{y_1} + \frac{x_2^2}{y_2} + \dots + \frac{x_n^2}{y_n} \geq \frac{(x_1 + x_2 + \dots + x_n)^2}{y_1 + y_2 + \dots + y_n}$$

Let's prove the Cauchy-Schwarz inequality too:

Let $A_n = a_1^2 + a_2^2 + \dots + a_n^2$, $B_n = a_1 b_1 + a_2 b_2 + \dots + a_n b_n$, $C_n = b_1^2 + b_2^2 + \dots + b_n^2$. It follows from arithmetic-geometric means inequality (Cauchy inequality) that

$$\frac{A_n B_n}{B_n^2} + 1 = \sum_{i=1}^n \frac{a_i^2 C_n}{B_n^2} + \sum_{i=1}^n \frac{b_i^2}{C_n} = \sum_{i=1}^n \left(\frac{a_i^2 C_n}{B_n^2} + \frac{b_i^2}{C_n} \right) \geq 2 \sum_{i=1}^n \frac{a_i b_i}{B_n} = 2$$

Therefore

$$A_n C_n \geq B_n^2$$

That is

$$(a_1^2 + a_2^2 + \dots + a_n^2)(b_1^2 + b_2^2 + \dots + b_n^2) \geq (a_1 b_1 + a_2 b_2 + \dots + a_n b_n)^2$$

We proved both inequalities.

Let's consider some examples.

Example 1.

If $x, y, z \geq 1$ and $\frac{1}{x} + \frac{1}{y} + \frac{1}{z} = 2$, prove that

$$\sqrt{x+y+z} \geq \sqrt{x-1} + \sqrt{y-1} + \sqrt{z-1}$$

Solution.

$$\frac{1}{x} + \frac{1}{y} + \frac{1}{z} + 1 = 3$$

From the Titu's Lemma and simplifications

$$\begin{aligned} 1 &= \left(1 - \frac{1}{x}\right) + \left(1 - \frac{1}{y}\right) + \left(1 - \frac{1}{z}\right) = \frac{x-1}{x} + \frac{y-1}{y} + \frac{z-1}{z} = \\ &= \frac{\sqrt{x-1}^2}{x} + \frac{\sqrt{y-1}^2}{y} + \frac{\sqrt{z-1}^2}{z} \geq \frac{(\sqrt{x-1} + \sqrt{y-1} + \sqrt{z-1})^2}{x+y+z} \end{aligned}$$

$$x+y+z \geq (\sqrt{x-1} + \sqrt{y-1} + \sqrt{z-1})^2$$

$$\sqrt{x+y+z} \geq \sqrt{x-1} + \sqrt{y-1} + \sqrt{z-1}$$

We proved what was required.

Example 2.

If $a, b, c > 0$, prove the Nesbitt's inequality

$$\frac{a}{b+c} + \frac{b}{a+c} + \frac{c}{a+b} \geq \frac{3}{2}$$

Solution.

Let's overwrite our inequality, as

$$\frac{a^2}{ab+ac} + \frac{b^2}{ab+bc} + \frac{c^2}{ac+bc} = S$$

From the Titu's Lemma

$$S \geq \frac{(a+b+c)^2}{2(ab+bc+ac)} \geq \frac{3}{2}$$

$$(a+b+c)^2 \geq 3(ab+bc+ac)$$

$$a^2 + b^2 + c^2 \geq ab + bc + ac$$

$$2(a^2 + b^2 + c^2) \geq 2(ab + bc + ac)$$

$$(a-b)^2 + (b-c)^2 + (c-a)^2 \geq 0$$

We proved what was required.

The following inequality is a **Holder's inequality**:

$$(a_1 + a_2 + \dots + a_n)(b_1 + b_2 + \dots + b_n) \dots (c_1 + c_2 + \dots + c_n) \geq (\sqrt[m]{a_1 b_1 \dots c_1} + \sqrt[m]{a_2 b_2 \dots c_2} + \dots + \sqrt[m]{a_n b_n \dots c_n})^m$$
, there are m brackets at the left part

Its proof comes from the Cauchy-Schwarz inequality.

Let's consider some examples.

Example 1.

If $a, b, c > 0$ and $a + b + c = 1$, prove that

$$\left(1 + \frac{1}{a}\right)\left(1 + \frac{1}{b}\right)\left(1 + \frac{1}{c}\right) \geq 64$$

Solution.

From the Holder's inequality we have

$$S = \left(1 + \frac{1}{a}\right)\left(1 + \frac{1}{b}\right)\left(1 + \frac{1}{c}\right) \geq \left(\sqrt[3]{1} + \sqrt[3]{\frac{1}{abc}}\right)^3$$

If we prove that

$$\left(\sqrt[3]{1} + \sqrt[3]{\frac{1}{abc}}\right)^3 \geq 64$$

It will mean, that also $S \geq 64$ is true.

$$\sqrt[3]{1} + \sqrt[3]{\frac{1}{abc}} \geq 4$$

$$\sqrt[3]{\frac{1}{abc}} \geq 3$$

$$\frac{1}{abc} \geq 27$$

$$abc \leq \frac{1}{27}$$

From the Cauchy inequality

$$a + b + c \geq 3\sqrt[3]{abc}$$

$$1 \geq 3\sqrt[3]{abc}$$

$$\frac{1}{3} \geq \sqrt[3]{abc}$$

$$abc \leq \frac{1}{27}$$

Then

$$\left(1 + \frac{1}{a}\right)\left(1 + \frac{1}{b}\right)\left(1 + \frac{1}{c}\right) \geq 64$$

We proved what was required.

Example 2.

If $a, b, c > 0$ and $a + b + c = 1$, prove that

$$\frac{a}{\sqrt[3]{a+2b}} + \frac{b}{\sqrt[3]{b+2c}} + \frac{c}{\sqrt[3]{c+2a}} \geq 1$$

Solution.

Let's designate

$$\frac{a}{\sqrt[3]{a+2b}} + \frac{b}{\sqrt[3]{b+2c}} + \frac{c}{\sqrt[3]{c+2a}} = T$$

Then, we will use the Holder's inequality

$$T^3 \cdot (a(a+2b) + b(b+2c) + c(c+2a)) \geq (a+b+c)^4$$

$$T^3 \cdot (a^2 + b^2 + c^2 + 2ab + 2bc + 2ca) \geq 1$$

$$T^3 \cdot (a+b+c)^2 \geq 1$$

$$T^3 \geq 1$$

$$T \geq 1$$

$$\frac{a}{\sqrt[3]{a+2b}} + \frac{b}{\sqrt[3]{b+2c}} + \frac{c}{\sqrt[3]{c+2a}} \geq 1$$

We proved what was required.

One more equation is a **Chebyshev's inequality**:

$$a_1 \geq a_2 \geq \dots \geq a_n, b_1 \geq b_2 \geq \dots \geq b_n$$

$$a_1b_1 + a_2b_2 + \dots + a_nb_n \geq \frac{(a_1 + a_2 + \dots + a_n)(b_1 + b_2 + \dots + b_n)}{n} \geq a_nb_1 + a_{n-1}b_2 + \dots + a_1b_n$$

Let's consider some examples with this inequality.

Example 1.

If $a + b + c + d = 4$ and $a, b, c, d > 0$, prove that

$$\frac{1}{11 + a^2} + \frac{1}{11 + b^2} + \frac{1}{11 + c^2} + \frac{1}{11 + d^2} \leq \frac{1}{3}$$

Solution.

$$(a - 1) + (b - 1) + (c - 1) + (d - 1) = 0$$

Because our inequality is symmetric, we can write the sum as

$$\sum \frac{1}{11 + a^2} \leq \frac{1}{3}$$

$$\sum \left(\frac{1}{11 + a^2} - \frac{1}{12} \right) \leq 0$$

$$\sum \frac{1 - a^2}{12(11 + a^2)} \leq 0$$

$$T = \sum \frac{1 + a}{11 + a^2} \cdot (1 - a) \leq 0$$

There we will use the Chebyshev's inequality

$$T \leq \left(\sum \frac{1 + a}{11 + a^2} \right) \cdot (1 - a + 1 - b + 1 - c + 1 - d) = 0$$

$$\frac{1}{11 + a^2} + \frac{1}{11 + b^2} + \frac{1}{11 + c^2} + \frac{1}{11 + d^2} \leq \frac{1}{3}$$

We proved what was required.

Example 2.

If $a, b, c, d > 0$ and $a^2 + b^2 + c^2 + d^2 = 4$, prove that

$$\frac{a^2}{b + c + d} + \frac{b^2}{c + d + a} + \frac{c^2}{d + a + b} + \frac{d^2}{a + b + c} \geq \frac{4}{3}$$

Solution.

Because our inequality is symmetric, we can take $a \geq b \geq c \geq d$

$$a^2 \geq b^2 \geq c^2 \geq d^2$$

$$\frac{1}{b + c + d} \geq \frac{1}{c + d + a} \geq \frac{1}{d + a + b} \geq \frac{1}{a + b + c}$$

There we will use the Chebyshev's inequality

$$T \geq \frac{1}{4}(a^2 + b^2 + c^2 + d^2) \left(\frac{1}{b+c+d} + \frac{1}{c+d+a} + \frac{1}{d+a+b} + \frac{1}{a+b+c} \right) \geq \frac{4}{3}$$

Then we will use the Titu's Lemma

$$S = \frac{1^2}{b+c+d} + \frac{1^2}{c+d+a} + \frac{1^2}{d+a+b} + \frac{1^2}{a+b+c} \geq \frac{4}{3}$$

$$S \geq \frac{(1+1+1+1)^2}{3(a+b+c+d)} \geq \frac{4}{3}$$

$$4 \geq a + b + c + d$$

$$4(a^2 + b^2 + c^2 + d^2) \geq (a + b + c + d)^2$$

$$4^2 \geq (a + b + c + d)^2$$

$$4 \geq a + b + c + d$$

We proved what was required.

Let's consider one more problem, where we will use our new knowledge. Actually, in many cases we have to use several inequalities, as in the problem below.

Problem 1.

If a, b, c are the sides of the triangle and its perimeter is equal to 3, then prove the inequality below

$$\frac{1}{\sqrt{a+b-c}} + \frac{1}{\sqrt{b+c-a}} + \frac{1}{\sqrt{c+a-b}} \geq \frac{9}{ab+bc+ca}$$

Solution.

$$a + b + c = 3$$

First of all, we will use the Titu's Lemma. Then, we have to prove

$$\begin{aligned} & \frac{1^2}{\sqrt{a+b-c}} + \frac{1^2}{\sqrt{b+c-a}} + \frac{1^2}{\sqrt{c+a-b}} \geq \\ & \geq \frac{(1+1+1)^2}{\sqrt{a+b-c} + \sqrt{b+c-a} + \sqrt{c+a-b}} \geq \frac{9}{ab+bc+ca} \end{aligned}$$

After simplifications, we need to prove

$$\begin{aligned} ab + bc + ca & \geq \sqrt{a+b-c} + \sqrt{b+c-a} + \sqrt{c+a-b} = \\ & = \sqrt{3-2c} + \sqrt{3-2a} + \sqrt{3-2b} \end{aligned}$$

From the Cauchy inequality

$$\begin{cases} \sqrt{(3-2c) \cdot 1} \leq \frac{3-2c+1}{2} = 2-c \\ \sqrt{3-2a} \leq 2-a \\ \sqrt{3-2b} \leq 2-b \end{cases} +$$

$$\sqrt{3-2c} + \sqrt{3-2a} + \sqrt{3-2b} \leq 2-c + 2-a + 2-b = 6-3 = 3$$

On the other hand, from the Chebyshev's inequality

$$ab + bc + ca \geq \frac{(a+b+c)(b+c+a)}{3} = \frac{(a+b+c)^2}{3} = 3$$

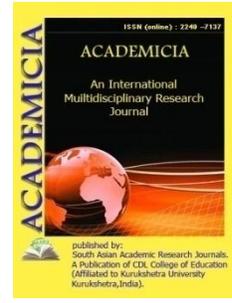
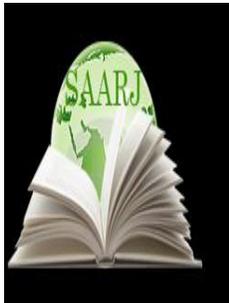
Therefore

$$ab + bc + ca \geq \sqrt{3-2c} + \sqrt{3-2a} + \sqrt{3-2b}$$

We proved what was required.

REFERENCES:

1. <https://brilliant.org/wiki/titus-lemma/>
2. Various proofs of the Cauchy-Schwarz inequality Hui-Hua Wu and Shanhe Wu, Department of Mathematics and Computer Science, Longyan University, Longyan, Fujian 364012, P. R. China
3. D. S. Mitrinović, J. E. Pečarić, A. M. Fink, Classical and New Inequalities in Analysis, Kluwer Academic Publishers, Dordrecht, 1993.
4. S. S. Dragomir, Discrete inequalities of the Cauchy-Bunyakovsky-Schwarz type, Nova Science Publishers, Inc., Hauppauge, NY, 2004.
5. Sheldon M. Ross, Introduction to Probability and Statistics for Engineers and Scientists (Fourth Edition), 2009



DOI: **10.5958/2249-7137.2021.00176.2**

INTERACTIVE TEACHING METHODS: CRITICAL THINKING

Kuvatova Nozima Bakhtiyorovna*

*Advanced Training of Teachers,
Basic doctoral student of the Institute of Pedagogical Innovations,
Management of Vocational Education and Retraining and,
Tashkent, UZBEKISTAN

ABSTRACT

The article provides information about critical thinking as an interactive method of teaching, its content, the learning environment that helps students to form critical thinking in the classroom, the situations in which students should follow.

KEYWORDS: *Critical Thinking, Learning, Time, Permission, Cognitive, Teaching, Learning Environment.*

INTRODUCTION

Ways to Develop Critical thinking the members of the consortium, developed as part of the Reading and Writing for Critical Thinking project implemented by the Consortium for Democratic Education, are: the International Reading Association, Hobort and William Slims Colleges, and North Iowa University. The project is funded by the New York Open Society Institute and the Soros Foundation for Central and Eastern Europe.

What is critical thinking? Thinking is a process similar to reading, writing, speaking, and listening. It is a process that encompasses thoughts about a truth in itself.

Brown points out that learning skills that are separated from task and real life goals can give learners the opportunity to pass objective tests well, but they cannot apply these skills in new situations.

According to Rixer, the definition of learning and thinking is based on the results of research in the field of cognitive (cognitive process) education in psychology, philosophy and multimedia culture. The main results of this study are as follows:

1. Effective and continuous learning involves the activity of students to assimilate, synthesize and fully master information (Anderson and co-authors, 1985).

2. The learning process is more successful only when it uses a variety of strategies to develop thinking activities. Such a strategy is further developed in the learning process (Palinskar and Brown, 1989).

3. Learning and critical thinking develop when students have the opportunity to apply new knowledge to specific tasks (Resnik, 1987).

4. Learning is strengthened only on the basis of previous knowledge and experience of students. These allow students to enrich and link their knowledge with new information (Ros, 1990).

5. Critical thinking and learning take place only when educators understand and appreciate the diversity of ideas and experiences. Critical thinking occurs in the process of a mentality that accepts a “single correct answer”.

Developing critical thinking is not easy. It is also not a task that is completed and forgotten at a certain age. However, it is also not a complete path that leads to critical thinking. But there is a set of specific learning conditions that help shape critical thinkers. To do this:

- give time and opportunity to gain experience of critical thinking;
- give students the opportunity to think;
- Acceptance of various ideas and opinions;
- Ensuring the active participation of students in the learning process;
- to instill in each student a sense of confidence in their ability to think critically;
- It is necessary to teach to appreciate the emergence of critical thinking.

To do this, students must rely on:

1. Build self-confidence and understand the value of your own thoughts and ideas.
2. Active participation in the learning process.
3. Listen carefully to different opinions.
4. He must be ready to formulate his judgments and to withdraw from them.

Critical thinking requires:

1. Time, - that is - expresses his thoughts in his own words over time;
- exchange critical opinions;
 - be able to express their ideas and respond to constructive suggestions;
 - to be able to implement ideas in the form of specific ideas, in a comfortable environment and to fully and clearly express their ideas.

Permission. For freedom of critical thinking, students must be allowed to say things they like and dislike, to think about them, to be creative. Once students understand the permissible situations, they actively engage in critical analysis.

Permission for critical analysis is based on the principle of consciousness. In this case, the difference between analysis and exaggeration must be determined.

Permission for critical thinking is given in a friendly and productive environment where the real goal is to think.

Color is variety. Different thoughts and ideas emerge in the students' thinking process.

Color - a variety of thoughts and ideas arise only when the notion that there is a single answer is eliminated. When expression is limited, students' thinking is limited. If there is only one answer, it is possible to use different tools and processes so that students can find that answer.

Activity. Critical thinking is directly related to student activity. Usually, students are slow listeners, because they have knowledge of the teacher or his knowledge is reflected in the text, which leads to the belief that their knowledge is the responsibility of the teacher. The active participation of students in the learning process and their readiness to take responsibility for their studies provides the expected results in critical thinking. A pedagogical approach to encouraging students to think and share their ideas and opinions increases their activism.

Risk. Free thinking is based on risk. It is permissible to encourage people who take risks without fear in his educational activities.

In the process of thinking, foolish ideas can also be cases in which unintelligible connections and concepts are put forward. The teacher should explain this to the students as a natural state of the learning process.

- Ensuring the active participation of students in the learning process;
- to instill in each student a sense of confidence in their ability to think critically;
- It is necessary to teach to appreciate the emergence of critical thinking.

To do this, students must rely on:

1. Build self-confidence and understand the value of your own thoughts and ideas.
2. Active participation in the learning process.
3. Listen carefully to different opinions.
4. He must be ready to formulate his judgments and to withdraw from them.

Appreciation. One of the factors in critical thinking is that students value the thinking process. In the process of organized thinking, students respond with deep responsibility and attention, realizing that their ideas and imaginations are valued by the teacher.

Value. During the organization of the thinking process, the student needs to inculcate in their minds that their thoughts, the results of their critical analysis, are valuable.

When a teacher requires students to simply process a particular material, it should be free of ready-made templates. In fact, students need to be able to show that their opinion, the ideas and perceptions that apply to them, are valuable. Students themselves need to be able to make sure that their ideas are valuable.

Mutual exchange of views. The thinking process involves the exchange of ideas between students. The exchange of ideas between students lays the foundation for their friendship in learning from each other. Students are required to disclose to others their thinking as a thinker and their ability to make simple mistakes.

In the exchange of ideas, students are also required to listen carefully, to force their point of view on the speaker, and to refrain from correcting other speakers.

There are several models in organizing and conducting the thinking process.

They are:

- *Self-confidence;*
- *Very active participation;*
- *Communication with peers and the teacher;*
- *listen to the opinions of others.*

2. Questions that provide critical thinking. Analyzing and interpreting information in the process of critical thinking? analysis of ideas, questions aimed at reorganizing the studied stories with their own tentative plans are used:

1. Moving questions. These questions are given to students so that they can demonstrate the situations, scenes, and events they are learning, describing, and seeing. Moving questions inspire students to process information or move it to other forms.
2. Questions aimed at explaining to students to reveal connections between ideas, arguments, notes, and values.
3. Implementation questions. Such questions provide an opportunity to solve and deepen the logic problems encountered in the reading (pronunciation) process or learning experience.
4. Questions for analysis. This encourages students to answer the question of whether the significance of any event is well covered.
5. Synthesis questions. Encourages creative problem-solving based on innovative thinking. Synthesis questions allow students to use all their knowledge and experience in a creative solution to a problem. Synthesis questions may also require the creation of alternative scenarios.
6. Evaluation questions. It is given to judge good and evil, justice and injustice. Assessment questions are given so that students can evaluate the quality of information, their attitude towards new information, and appreciate them.

There are 4 types of perception in organizing the process of developing critical thinking.

1. Perception as a whole. It is a form of perception that gives a general knowledge of a subject or science.
2. Explanatory perception. In this type of cognition, the student sheds light on the interrelationships of ideas and events, discusses their essence, and integrates ideas and information from different areas of science, even externally related phenomena.
3. Personal perception. Students reflect on the process of understanding the structure of personal experience and knowledge they already have by linking it to new knowledge.
4. Critical perception. Putting the content aside, analyzing it is an assessment of its relative value, accuracy, usefulness, and its importance in the context of students' knowledge, understanding, and acceptance.

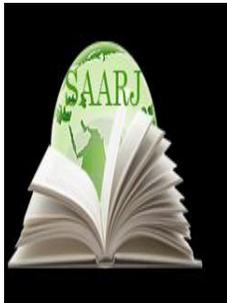
Thus, the use of information retrieval, reflection and reasoning techniques allows to solve the following important tasks:

1. Helps students understand their goals.
2. Ensures activity in training.
3. Encourages effective discussion.
4. Helps students to compose questions themselves and ask them in the form of questions.
5. Helps students express their personal knowledge.
6. Supports students' personal reading motivation.
7. Creates a sense of respect for any thoughts.
8. Helps students develop a sense of belonging.
9. Creates conditions for students to think critically.
10. Serves as a cause for change.
11. A number of hopes are expressed for the critical involvement of students.

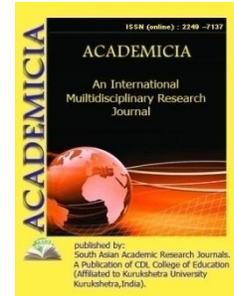
Based on the above data, it can be concluded that the use of the method of "critical thinking" in seminars, workshops and training practices in higher education and vocational education is one of the most effective ways to achieve the objectives of the course. This method develops critical thinking, critical analysis in students, and increases students' free thinking and self-expression, self-confidence, and speech development.

REFERENCES:

1. Ismailova Z.K. Pedagogy. Textbook. - T.: Finance and Economics, 2008.
2. Ishmukhamedov R.Dj. et al. Innovative technologies in education. - T.: Talent Fund, 2008.
3. Khimmataliev D.O. Integration of pedagogical and technical knowledge in the diagnosis of professional training. Monograph. - T.: Uzbekistan, 2018.- 168p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00175.0

**IMPLEMENTATION IN COUNTRIES AROUND THE WORLD ON THE
 BASIS OF THE JAPANESE MODEL OF ECOLOGY AND PROTECTION
 OF THE NATURAL ENVIRONMENT**

Kurbanov U.G*

*A cadet of the 133rd group of the Military Technical Institute,
 National Guard of the Republic of UZBEKISTAN

ABSTRACT

This article explains how to properly manage all the natural resources in nature without wasting them. The ability of the human mind to write has been studied in the case of the Japanese people. Suggestions and recommendations were made for the conversion of all used sources to renewable energy. The perfect use of intellect in the preservation of ecology, nature, and the natural environment has been examined with various examples. Areas of implementation are highlighted.

KEYWORDS: *Natural Resources, Nature, Environment, Environmental Issues, Economy, Environmental Pollution, Intelligence.*

INTRODUCTION

We all know about developed countries today. We recognize the most developed countries in the world as the G-7. This in turn represents the seven most developed countries in the world. They produce more than fifty percent of the products produced by countries around the world. Naturally, this in turn means the very rapid development of production and the extensive use of natural resources. This means that such growth will be achieved through the steady development of all sectors of industry.

As natural resources are depleted, industrial production develops. This in turn leads to drastic changes in nature and the natural environment. If we take the coal industry as an example, it is a natural resource. As a result of its application in industry, it is used as an industrial raw material. Coal, which is the only natural resource, is taken from nature, converted into carbon dioxide, which is harmful to the environment, and re-released into nature. Man is harming the whole of nature, the climate, the state of the environment, out of self-interest.

But it would be a mistake to say that in all developed countries, the environment, ecology, nature is not taken into account. Let's look at the example of Japan, which is moving with its most advanced technology, focusing all its attention on ecology, the natural environment and nature conservation. How the ecological problems in Japan itself began. In the post-war period, Japan's rapid economic development was accompanied by the same rapid pollution of the environment. This was due to a number of circumstances. First, the relatively small size of the country, the features of the relief, the geological structure. Second, in the early stages of the "economic miracle" its economy was dominated by industries such as thermal energy, ferrous and nonferrous metallurgy, chemistry and petrochemistry, cement, cellulose and paper industry. As a result, in a densely populated 1 km area, Japan produced 20 times more GDP than the United States and consumed 25 times more fuel and energy.

Through the above considerations, we have considered in which industries Japan has developed. Japan was able to shape its strengths from its weaknesses. These formations, in turn, were accompanied by environmental crisis, environmental problems. In particular, there was severe pollution of the hydrosphere, in which 19 of the 24 largest rivers turned out to be highly polluted. As a result of this pollution and depletion of fresh water resources, the country is facing a real risk of water scarcity. The problem of air pollution has also become topical. The main sources of this pollution are energy, heavy industry, road transport, as well as home heating using traditional grills. They released more than 5 million tons of sulfur oxides and the same amount of nitrogen oxides into the atmosphere each year, causing acid rain. Soil resources are at risk of erosion, contamination with chemical compounds, metals, household waste. This state of the environment has led to many negative consequences, but in particular has had a negative impact on human health and has led to specific diseases.

Realizing this in time, the Japanese government developed the following system of measures to combat environmental pollution. In 1970, the country's parliament passed the Basic Law on Combating Environmental Pollution, as well as laws on combating air and water pollution, noise regulation, and the use of chemicals in agriculture. The Ministry of Environmental Protection was established, strict quality standards were introduced, a network of control and measuring stations were established, the production of environmental protection equipment was launched, and public and private investment in environmental protection was increased. The policy of greening of production required to increase the general level of ecological culture of the population. To this end, in the mid-70s. a radical rethinking of secondary and higher education programs began, which shifted from a simple introduction to the concept of 'kogay' to a deeper understanding of the relationship between society and nature, the nature of environmental policy measures. In the early 1990s. about half a million people were trained in special environmental courses.

The whole Japanese people consciously tried in order to preserve the ecology and the natural environment, to protect it from pollution.

Let us consider the achievements made as a result of such efforts. All of these measures have led Japan to significantly improve the environmental situation, ahead of many other developed countries in this regard. For example, per capita carbon emissions were in the mid-1990s. In Japan it was 2.4 tons (5.3 tons in the US and Canada). Sulfur dioxide emissions have halved. The spread of pollution in the aquatic environment has also decreased. All of these successes were

largely due to technical improvements. As an example, we can cite the creation of an environmentally friendly hybrid electric car by Toyota. Similar improvements have been made to the railways. Statistics show that in modern Japan, 100 percent of the urban and rural population has access to treated water and sanitation, which means that deforestation does not occur. It is known that recycling plants use a large proportion of solid waste. However, many problems are still awaiting their solution. Thus, in terms of carbon dioxide emissions (1,200 million tons), Japan ranks fourth in the world and has a per capita income of 10 tons per year.

Given all the results, Japan is trying to put huge plans in front of it. I would like to refer you to some of Japan's future plans. As for the reduction of carbon dioxide emissions into the atmosphere, Japan has proposed to reduce them by 50 percent globally by 2050 and by 80 percent in the developed world, with Japan advancing further technological innovations to achieve this goal. Japan is helping to reduce emissions in developing countries through the proliferation of advanced low-carbon technologies through the Joint Credit Mechanism (JCM).

Just as nothing is complete, even in the most developed Japan, which is called the country of technology all over the world, the most damaging phenomena occur in ecology, the environment and nature. One example of this is the accident at the Fukushima-1 nuclear power plant on March 11, 2011 as a result of a magnitude 9.0 earthquake in northeastern Japan. Following the coastal quake, a 14-meter tsunami wave triggered, flooding four of the plant's six reactors and shutting down their cooling systems, leading to a series of hydrogen explosions and the melting of the core. In the three years since the accident, there have been reports of water leaks contaminated with a certain amount of radiation, as well as various malfunctions in the operation of the Fukushima-1 treatment system. In 2017, Japanese scientists discovered that radiation levels near a nuclear power plant had dropped and reached natural levels.

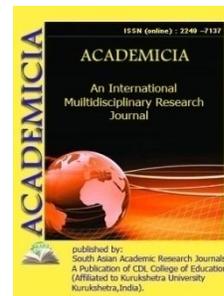
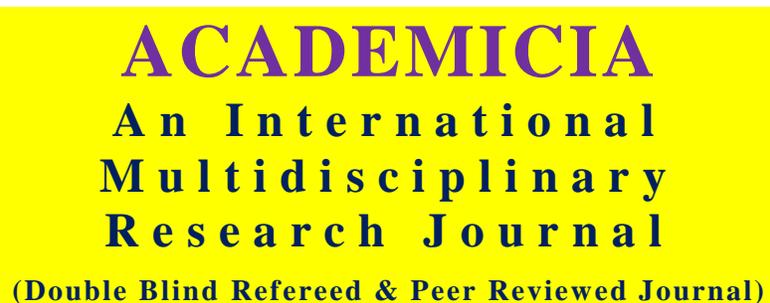
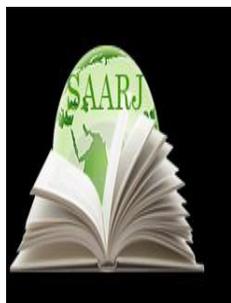
In this article, I would like to make the following suggestions and recommendations based on the Japanese experience:

1. The population of Komikatsu, Japan is just over 1,700. But this is where all the waste is collected. 80% of them are re-produced and 20% are processed at the expense of fertilizers. It produces 34 types of garbage. If such cities or territories are established in each state, the wastes that pollute nature, ecology, the natural environment will be directed to useful purposes.

2. Togo, one of the Japanese corporations, presented a project to create perfect ecological cities for the country. The first of these was the smart city of Fujisawa. This is such a city of the future, a number of energies work in a way that is 100% harmless to the environment. The 600 homes in the city are powered by solar panels. If there is an emergency and the city is cut off from the rest of the world, 3 days can be self-sufficient with everything. It is necessary to systematically produce such cities in a consistent manner in all countries of the world. If we conclude from all the above-mentioned ideas, in the essence of all this is intellect, knowledge, human consciousness. Given the limited natural resources given to us, we can see how useful the above suggestions are. How beneficial it would be for the whole of humanity, nature, ecology, the environment, if the whole world, like the Japanese, used renewable energy in all areas. In the minds of the Japanese people, it is not for their own benefit, but for the benefit of the whole world around them, to use ways that benefit them. The Japanese are able to create a full-blooded practice based on their own experience of mobilizing not only the use of resources to mobilize all sectors.

REFERENCES:

1. Тихоцкая И.С. Японская инновационная концепция рециклирования ресурсов // Вестник МГУ. Серия «География». 2010. №4.
2. Karan. Japan in the 21st century. Environment, Economy and Society. The University Press of Kentucky, 2005.
3. Тимонина И.Л. Япония: экономика и окружающая среда. М.: Наука, 1988.
4. Wackernagel, Mathis & William E. Rees. Our Ecological Footprint. Reducing Human Impact on Earth. New Society Publishers, Gabriola Island, B.C., 1996.
- 5.. Japan Ecological Footprint Report 2012. URL:
http://www.footprintnetwork.org/images/article_uploads/Japan_Ecological_Footprint_2012_Eng.pdf
- 6.www.ifes-ras.ru/js.



DOI: **10.5958/2249-7137.2021.00174.9**

MODULATED MAGNETIC STRUCTURES AND MODELS OF THEIR THEORETICAL EXPRESSION

Yuldasheva Nilufar Bakhtiyorovna*; **Fayziev Shakhobiddin Shavkatovich****

*Lecturer of Department of Physics,
Bukhara State University, UZBEKISTAN

**Candidate of Science of Physics and Mathematics,
Bukhara State University, UZBEKISTAN

ABSTRACT

This paper is devoted to study of physical processes occurring in weak ferromagnetics iron - borate doped diamagnetic magnesium under external influence. The ideas of phase transitions are not only successfully applied in various fields of modern physics, but also in biology, chemistry, geology, and even economics and other social sciences. Thus, the article presents the results of the study of changes in the magnetic properties of iron borate when a magnesium mixture is added and the properties of this change as a result of external influences (temperature, mechanical impact, magnetic field and light).

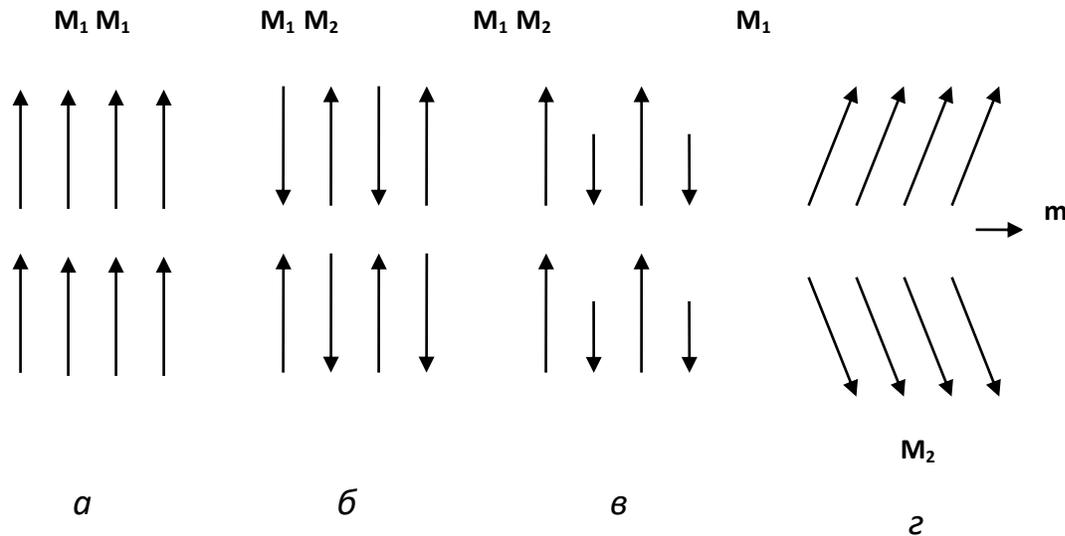
KEYWORDS: *Modulated Magnetic Structure, Linear Magnetic To Refracting Rays Domain Structure.*

INTRODUCTION

In today's world, where the division of physics into many disciplines is taking place, the ideas and ideas that generalize the different branches of physics play an important role. Such synthesizing assumptions can lead to scientific ideas related to phase transitions. The ideas of phase transitions are not only successfully applied in various fields of modern physics, but also in biology, chemistry, geology, and even economics and other social sciences. Phase transitions are the subject of traditional research in condensed matter physics, and magnetically ordered crystals are known to be the classic object of this research.

Picture 1. Magnetic arrangement of crystals: a - ferromagnetism, b - antiferromagnetism, c - ferrimagnetism, g - weak ferromagnetism (**M1**, **M2** - magnetic moments of neighboring atoms;

m - weak ferromagnetic moment). is devoted to the study of changes in physical processes that occur as a result of external influences.



Iron borate is a green, transparent, optically anisotropic crystal in the spectral field of view. Below the Neel temperature, FeBO_3 remains an optical two-axis, one of the optical axes coinciding with the symmetry head axis (C_3 axis) [3]. At room temperature, the maximum absorption spectra of iron borate in the light spectrum are 0.62 and 0.88 μm , and the value of the absorption coefficient is a $\sim 50 \text{ cm}^{-1}$ [4,5]. These two maxima in the absorption spectrum correspond to the separated states of Fe^{3+} ions in the crystal field. They can be associated with transitions between cases 4T_2 (4G) and 4T_1 (4G), which are excited from the ground state, i.e., 6A_1 (6S), respectively [1,2].

The study of the magneto-optical properties of this crystal is carried out in the field of transparency, i.e. mainly using the Faraday effect and magnetic linear dichroism methods [2,5]. The value of these effects is in the same order when light is scattered near the crystal optical axis (increases by 1.7 times when cooled to $\sim 10^{-3}$, 77 K at $T = 300 \text{ K}$). Magnetic binary refraction (MBR) in the FeBO_3 crystal has been studied in the field of transparency of the crystal, i.e., in the field with a wavelength $\lambda \sim 0.5 \mu\text{m}$ [1]. The value of MBR was the difference in refractive indices of the specific modes of the crystal when the temperature $T = 77 \text{ K}$ was $\approx 2 \times 10^{-5}$.

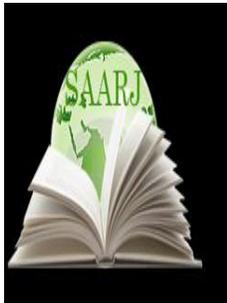
When a small amount of diamagnetic compounds was added to the iron borate, a change in its magneto-optic properties was observed without changing the Neel temperature [4].

CONCLUSION: Thus, the article presents the results of the study of changes in the magnetic properties of iron borate when a magnesium mixture is added and the properties of this change as a result of external influences (temperature, mechanical impact, magnetic field and light). This means that when the crystal is exposed to light, the displacement of Fe^{4+} ions is metastable, and when light is received, the Fe^{4+} ions return to their initial state over a period of time, i.e. the photoinduced changes in the magnetic parameters of the crystal "dissipate" in the absence of additional illumination. Similar photomagnetic phenomena can be observed in the $\text{FeBO}_3: \text{Mg}$ crystal.

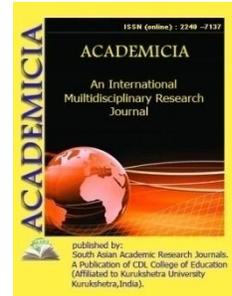
REFERENCES:

1. Boidedaev S.R., Dzhuraev D.R., Sokolov B.Y., Faiziev S.S. Effect of the transformation of the magnetic structure of a FeBO₃:Mg crystal on its magneto-optical anisotropy // Optics and Spectroscopy 107:4 (2009), pp. 651
2. Shavkatovich S.F., Baxtiërovna N.Y. Changes occurring in ferromagnets by adding some mixture // Scientific reports of Bukhara State University 4:1 (2020), pp 8-13.
3. Sharipov M.Z., Sokolov B.Yu. Fayziev Sh.Sh. Influence of the rearrangement of the magnetic structure of the FeBO₃: Mg crystal on its magneto-optical anisotropy // Science, technology and education 10: 4 (2015), pp. 15-18
4. Valiev U.V., Dzhuraev D.R., Malyshev E.E., Saidov K.S. Electronic structure of the ground multiplet of the Dy³⁺ ion in the DyAlO₃ orthoaluminate // Opt. Sp., №5, (1999), pp.703-706.
5. D.R.Dzhuraev, B.Yu.Sokolov, K.S. Saidov, L.N. Niyazov. Investigation of the spontaneous orientational phase transition in Terbium-Yttrium ferrite-garnet by the magneto-optical method. // Ukrainian Physical Journal. 2012 No. 5.T.57. pp 531-537.
6. Ochilov L.I., Abdullaev Zh.M. Removal of fresh water from underground groundwater by means of a solar water pump desalination plant. // Young scientist. 10 (2015), pp. 274-277.
7. Ochilov L.I. Water adsorption on zeolites of the ZSM-5 type // Young Scientist, (2016) No. 12 C 358-360
8. Fayziev Sh.Sh., Saidov K.S., Askarov M.A. Dependence of the magnetically modulated structure on the orientation of the field in the crystal. // Bulletin of Science and Education (2020) № 18 (96) Part 2 C 6-9.
9. Rakhmatov I.I., Tolibova O. Model of mass transfer during drying in co-current and counter-current mode // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 9-12.
10. Razhabov B.Kh. Analysis of physical processes in two-stage solar desalination plants // Bulletin of Science and Education (2020) No. 18 (96) Part 2 C 13-17.
11. Ochilov L.I., Arabov Zh.O., Ashurova U.D. Measuring the transformation of potential energy into translational and rotational energy using the Maxwell wheel // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 18-21.
12. Nazarov E.S., Nazarov Sh.E. Features of the integration of information technologies in teaching the subject of "physics" // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 9-12.
13. Ochilov L.I. Technology of making a wick from capillary-hollow materials // Young Scientist, (2016) No. 12 C 360-362
14. Kakhkhorov S.K., Rakhmatov I.I., Mukhammedov Sh.M. Features of building the educational process based on modular learning technologies in Uzbekistan // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 33-36.
15. Kobilov B.B., Nasyrova N.K. Features of studying physics in universities // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 52-55.

- 16.** Narzullaev M.N., Kamolov V.Sh. The use of astronomical knowledge in the formation of the ecological culture of students // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 56-59.
- 17.** Nasyrova N.K., Nasyrova N.G. Methods of teaching practical classes in quantum mechanics in higher educational institutions // Bulletin of Science and Education (2020) No. 18 (96) Part 2 P 60-63.
- 18.** Ochilov L.I. Investigation of some properties of capillary-hollow materials // Young Scientist, (2016) №12 C 362-364
- 19.** Saidov S.O., Atoeva M.F., Fayzieva Kh.A., Yuldosheva N.B. The Elements Of Organization Of The Educational Process On The Basis Of New Pedagogical Technologies. //The American Journal of Applied Sciences, (2020). 2(09), PP 164-169.
- 20.** Nasirova N.K., Tuksanova Z.I., Nasirova N.G. Innovative technologies in physics education. // European Journal of Research and Reflection in Educational Sciences (2020) PP 19-22.
- 21.** Kobilov B.B. The implementation of the model of formation of professional competencies of the future teachers of physics. // European Journal of Research and Reflection in Educational Sciences (2020) PP 23-26.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00173.7

HYPNOSIS IN THE THERAPY OF SEXUAL DISORDERS IN UZBEKISTAN

Sakellion D.N*; Irgashev D.S; Alimov U.Kh***; Sultanov Sh.Kh******

*Associate Professor of the Department of Therapeutic
 Directions III, Tashkent State Dental Institute,
 Doctor of Psychology, Psychiatrist,
 Scientific consultant at the Multidisciplinary Hospital "Doctor D",
 UZBEKISTAN

**Candidate of Medical Sciences, Director of the,
 Multidisciplinary Hospital "Doctor D",
 UZBEKISTAN

***Professor,
 Head. Department of the Tashkent Institute,
 Advanced Training of Doctors,
 UZBEKISTAN

****Associate Professor,
 Department of Therapeutic Directions III,
 Tashkent State Dental Institute,
 UZBEKISTAN

ABSTRACT

The influence of the Internet provokes young people of minor age to become addicted to watching porn sites. The sexual tension of young people leads to relaxation in the form of masturbation. Adolescents may develop an inferiority complex. There is a threat of sexual perversion among young people. The aim of this work is to identify the psychological characteristics of individuals suffering from various types of sexual disorders and to eliminate them by suggestion in hypnosis. Treatment in hypnosis can improve the sexual relationship of partners, remove tension in their interpersonal relationships.

Clinical studies have confirmed changes in the behavior of sexual partners as a result of hypnotherapy. EEG studies in a state of hypnotic trance showed a positive reaction on the part

of the patient's motive activity and an improvement in the emotional background of the subject, expressed in a change in the corresponding biorhythms of the brain. A change in the hormonal background of patients was noted.

KEYWORDS: *Hypnotherapy, Sexual Disorders, Hormonal Status, EEG Monitoring.*

INTRODUCTION

The provocative influence of the Internet on young people under age leads to the spread of addiction among young people to viewing porn sites.

Young adolescents aged 13 to 16 are at risk.

The sexual tension of young people, especially boys, leads to release in the form of masturbation. A chronic dependence of adolescents on pornography is forming.

In adolescents, personal identification is impaired, which leads to a loss of confidence in their own potency and the development of an inferiority complex.

The chronization of porn addiction leads young people to browse sites with stories of homosexuality, lesbianism, pedophilia and bestiality. There is a threat of sexual perversion among young people.

Passion for the virtual sexual world weakens the interest of young people in sexual partnership, which is a problem when there is a desire to create a real family and has a negative effect in the future on the interpersonal relationships of spouses [3, pp. 157-162].

In the advanced countries of the world - the USA, England, France, Germany, Italy, Canada and Australia, many doctors use hypnotherapy in the treatment of sexual dysfunctions [9, Pp. 213-224; 19, Pp. 33-45; 20, P. 560].

Hypnotherapy has been studied, taught and practiced in higher educational institutions of Uzbekistan for many years together with Greek scientists [2, pp. 39-47; 14, Pp. 119-120].

Clinical hypnosis at the Doctor D hospital is used in the treatment of various kinds of sexopathological problems: masturbation, impotence, homosexuality, infertile marriages, interpersonal partnerships between men and women in a family or in a civil marriage [1, pp.16-17].

The Universal Decimal Classification system recognizes the code 612.821.71. "Hypnosis and the physiological nature of suggestion in hypnosis."

Hypnoidness is a physiological condition inherent in humans and animals. Hypnotic states are not only physiological and behavioral, but also special mental states [4, pp. 16-22]. Under hypnosis, it is impossible to inspire a person with the need to commit an act that is immoral for him and essentially criminal in nature [5, pp. 27-33].

Hypnosis allows you to transfer the patient to an altered state of consciousness (ASCs), in which the person's suggestibility increases.

Hypnosis is a dynamic method for studying the human psyche, with its use in the scientific, theoretical and therapeutic aspects. [10, P. 32; 13, P. 816].

Hypothesis: It is assumed that hypnotherapy helps to improve the sexual relationship of married couples, clinically it manifests itself in the stabilization of interpersonal relationships, the emergence of positive emotions, possibly accompanied by changes in the EEG of the brain and the normalization of the hormonal status of men.

Justification of the methods used: The task is to objectify the results of hypnotherapy not only by the clinical behavioral characteristics of the examined patients, but also by laboratory studies of the EEG of the biorhythms of the brain and the hormonal status of patients.

Method: Research is conducted from 2009 to 2020. under the leadership of Doctor of Medicine Irgashev D.S. in the consultation of various specialties and professors of psychiatry of higher educational institutions of the country, together with the doctor of psychological sciences, hypnologist Sakellion D.N., invited from Greece.

The Doctor D hospital is equipped with a special hypnotarium, a neurophysiological laboratory is used to study the EEG of the brain of patients in a state of hypnosis, and a biochemical laboratory to identify their hormonal status.

With the voluntary cooperation of patients with sexological behavioral problems and compliance with ethical norms, we carried out:

1. Psychoanalytic scanning, with the identification of individual personality problems.
2. Tracking facial expressions and pantomimics of the patient.
3. Psychological survey of married couples.

The collection of anamnesis was carried out individually, in person, incognito.

Our psychological approach allows us to maximize patient confidence.

The objects in the last study are 80 patients (50 men and 30 women aged 24 to 45).

Patients were interviewed to determine their sexological status, character traits, adequacy of self-appraisal and the degree of awareness about the possibility of resolving their psychological problems. There was a short briefing on the psychotherapeutic effect of hypnosis. A neurological and systemic anamnesis was collected. The hormonal status of men was investigated (the level of testosterone was determined). We used the author's method of induction of "lightning" hypnosis with immobilization of the subject.

Preparation for the introduction to hypnosis also consisted of teaching the subjects to abstract from the environment, including as much as possible to ignore the verbal influence of others, to relax with closed eyes and to focus on the sensations of heaviness and warmth in the body. The sensation of a masklike face (to relax facial expressions), freshness and coolness of the head, and stopping of thought processes were suggested.

A certain rhythm and duration of suggestion relieves the "stress of expectation" in a patient who is in a state of sensory deprivation, while suggestion is most effective [6, Pp.147-166; 11, Pp. 336-363].

The degree of hypnotizability was determined by the timing of immobility and clinical symptoms described on the international classification scales of the Harvard and Stanford groups [18, 21].

When questioning the patient, his feelings of space and time were clarified.

Hypnotherapy was preceded by a study of the hormonal status of men in connection with their dominant role in the process of sexual intercourse. Testosterone levels were determined and appropriate andrological predictions were made.

To register the hypnotic state, laboratory studies of the EEG of the biorhythms of the brain were used.

An 8-channel electroencephalograph "Neuron-Spectrum-4" (manufactured in Russia) was used when placing active electrodes according to the generally accepted international system (10/20) of monopolar standard leads: frontal, central, temporal and occipital. For each of the leads in the left and right hemispheres, the spectral power, amplitude-frequency and index characteristic of EEG rhythms were assessed within 0.5-32 Hz (δ -, θ -, α -, β_1 - and β_2 - ranges).

To exclude artifacts, the low- and high-frequency filters of the device (Neurosoft software) were used.

Results: After a consultation of doctors of various specialties of the Hospital "Doctor D", a parallel consultation with professors of psychiatry and neurology, and laboratory and instrumental examinations, the patients were prescribed pharmacological and physiotherapeutic therapy for various forms of sexual dysfunctions.

Psychotherapeutic counseling and hypnotherapy of patients were carried out in the amount of 8-10 sessions.

Summarizing the problems of sexual dysfunctions, we want to focus on sexological disorders in the behavior of young men, which are a catalyst for disorders in interpersonal relationships.

Analysis of the individual characteristics of the majority of men allowed us to identify a generalized type of a particular patient.

We were approached by a patient whose sexual dysfunctions were assessed as manifestations of a pronounced astheno-neurotic syndrome. The patient was tense during the conversation. When answering the doctor's questions, he was laconic, shy, timid, anxious, pessimistic, irritable, vegetative disorders with facial flushing and sweating were noticeable.

Systematic screening of the patient showed that he did not have mental and neurological diseases.

The patient's anamnesis revealed: Masturbation from 14 to 16 years of age: stopped because his parents frightened him of the adverse health effects of the habit. Before marriage, he had 4 sexual partners. The duration of inter courses is was 2 to 4 minutes. Married since 24 years.

Sexopathological examination of the patient revealed the following complaints:

1. Weakness of erection, short duration of coitus, premature ejaculation, the duration of sexual intercourse was 1-2 minutes.
2. The syndrome of anxious expectation of sexual failure (ASFES) led the patient to a decrease in sexual activity. STOSN is a special type of erectile dysfunction that occurs due to psychological problems and unsuccessful sexual experience of a man.

3. Marked psychosomatic changes in the form of irritability, anxiety, low mood, absent-mindedness, recurrent headaches, and sometimes bad dream.
4. For 4 months I tried to have sexual intercourse with a frequency of about 1 time in 7-10 days.
5. He experienced sexual failures hard, constantly thinking about it. About 2 months ago, the heartbeat began to disturb, a feeling of lack of air, the mood dropped, could not sleep for a long time, there were unpleasant sensations in the perineum.
6. Asserts that in recent months he has been unable to work productively because of thoughts about his sexual problems. Notices that he has noticeably changed in character: he became touchy, withdrawn.
7. Due to constant obsessive thoughts about failures in intimacy and deterioration of the general condition, performance has decreased.
8. The wife regarded this as evidence of complete indifference to her.
9. There were thoughts of divorce.

At the beginning of the psychotherapeutic effect, the patient was nervous, fussed, and showed obvious anxiety.

However, as a result of a special psychological approach, with the proposal to the patient - "immediately and unconditionally trust the doctor", he calmed down. The offer to tune in to the positive - aroused the patient's desire for cooperation.

The patient was asked to reconsider the sequence of interaction with his spouse, it was recommended to devote most of the time (50%) to caresses, kisses, declarations of love and delight in relation to his spouse, and only 50% to sexual intercourse. Following the sequence of such a procedure can have a positive effect on the sexual potency of a man.

The author's method of inducing hypnotic trance allowed us in most cases, within 3-4 minutes, to achieve a deep immersion in hypnosis and stay in this state for up to 30 minutes. Calmness, relaxation, stabilization of motive activity are noticeable, the patient froze, facial expressions relaxed, the eyelids stopped twitching, the patient fell asleep, with the possible opening of his mouth, as in a dream.

In deep hypnosis, there was a lack of perception of the environment (the command "open eyes" was accompanied by a violation of the process of accommodation and oculomotor reflex during photo and phonostimulation).

It is in this state that the suggestive influence is especially effective. These subjects performed well with post-hypnotic suggestion. Post-hypnotic amnesia was observed, which allowed to remove the doubts and stress of the patients experienced during the process of hypnotic induction.

Suggestion during hypnosis was focused on the following: eliminating fear of failure during coitus, increasing self-appraisal, improving interpersonal relationships and harmonizing sexual interaction with a spouse.

EEG studies in a hypnotic trance state showed an increase in delta- rhythms in the frontal leads of the left hemisphere, and an increase in theta- rhythm in the temporal leads of both hemispheres was also observed.

Laboratory tests conducted before and after the hypnotherapy cycle have shown an increase in testosterone levels in the blood.

The discussion of the results: Conducted 8 sessions of hypnotherapy.

Most of the patients treated with the author's method of clinical hypnosis achieved a state of somnambulism, which increased their suggestibility.

The result of the cycle of hypnotherapy with the suggestion of positive thoughts and an increase in self-esteem was the stabilization of the patient's psychological state.

There was an improvement in the patient's physiological qualities, expressed in an increase in spontaneous and adequate erection, an increase in the duration of sexual intercourse with his wife to 5-10 minutes with a frequency of at least 4 times a week.

Irritability, internal anxiety, low mood, distraction of attention disappeared. The headaches have gone and sleep has returned to normal. The heartbeat and feeling of lack of air ceased to bother, obsessive thoughts about sexual problems of intimacy disappeared, working capacity was restored and thoughts of divorce ceased.

In hypnosis, motor activity, sensory perception, and emotional state become regulated, which is confirmed by the corresponding changes in the delta- and theta- rhythms on the EEG. Delta activity in the frontal leads of the left hemisphere corresponds to sensory deprivation in deep hypnosis and a high degree of relaxation of the subject [8, Pp. 48-53; 12, Pp. 266-285; 17, Pp.94-116;], and the theta- rhythm in the temporal leads correlates with a positive emotional response to hypnosis [7, Pp. 24-29; 16, Pp. 151-160].

We have analyzed the possibility of influencing the patient's biochemical status by suggestion in hypnosis [15, Pp. 21-26]. Found an increase in testosterone levels in men.

CONCLUSIONS: 1. In hypnosis, the patient's mental processes are stabilized, while he productively perceives psychotherapeutic suggestion.

2. The hypnotic effect is effective and is not associated with simulation, as evidenced by the EEG rhythms of the brain and biochemical parameters obtained in laboratory conditions.

3. Using the method of clinical hypnosis, it is possible to treat sexual disharmony in the interpersonal relationships of partners.

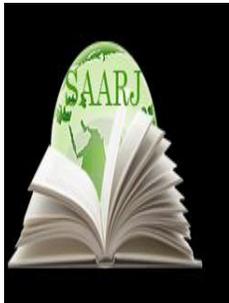
Research in the field of hypnology allows to get as close as possible to the subconscious processes of patients suffering from sexual dysfunctions. The patient especially trusts the psychotherapist, which allows to increase his physiological attraction to the opposite sex without the use of stimulants that potentiate sexual desire (Viagra).

REFERENCES:

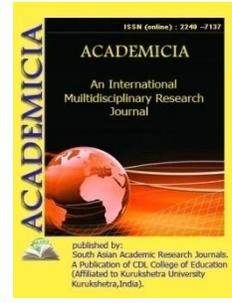
1. Sakellion D. N., Irgashev D. S., Alimov U. Kh., Sultanov S.Kh., Gopurova G. F. Treatment Of Sexual Dysfunctions In The "Doctor D" Hospital In Uzbekistan // The American Journal of Medical Sciences and Pharmaceutical Research. 31.2. 2020. Pp. 134-140

2. Sakellion D.N., Mukhamedzhanov N.Z., Sultankhodzhaeva N.D., Karimberdiev D.R., Kadyrov B.R. // Objectifying EEG deprivation correlates of hypnosis-modeled catalepsy // Journal of Neurology and Psychiatry. Korsakov. - Moscow, 2006. - volume 106, number 3. - pp. 39-47.
3. Sakellion D.N., Sultanov Sh.Kh., Alimov U.Kh., Irgashev D.S. Clinical hypnosis and its use in addiction treatment. // "PSYCHOLOGY" magazine. - Bukhara, 2020. -- S. 157-162.
4. Simonov P.V. On the nature and physiological mechanisms of animal hypnosis. Brain and behavior. - M.: Nauka, 1990. -- S. 16-22.
5. Umansky S.V., Utkin V.A. Analysis of subjective perception of a hypnotic state // Journal of Neurology and Psychiatry. - 2006, No. 1. - S. 27-33.
6. Alladin Assen, Amundson Jon. Cognitive Hypnotherapy as a Transdiagnostic Protocol for Emotional Disorders. // International Journal of Clinical and Experimental Hypnosis. - Volume 64, 2016 - Issue 2. Pp.147-166.
7. Ilyuchonok I.R., Dubrovina N.I., Podgornaya E.K. (1998). Mechanisms of emotiogenic regulation of memory. // Bulletin of Russian Academy of Medical Science, 9. - Pp. 24-29.
8. Iznak A.F., Gorbachevskaya N.L., Zhigulskaya S.E. (2001). Quantitative EEG correlates dysfunction of frontal parts of cortex of human brain.// Bulletin of Russian Academy of Medical Science, 7. - Pp. 48-53.
9. Johnson Aimee K., Johnson Alisa J., Barton Debra, Elkins Gary. Hypnotic Relaxation Therapy and Sexual Function in Postmenopausal Women: Results of a Randomized Clinical Trial. // International Journal of Clinical and Experimental Hypnosis. Volume 64. - 2016 - Issue 2. - Pp. 213-224.
10. Kaplan V., Sadock's B. Clinical Psychiatry Handbook. New version. Litsa medical editions. - 2007. Athens. Greece. - Pp. 32.
11. Keara E. Valentine, Leonard S. Milling, Lauren J. Clark, Caitlin L. Moriarty. The Efficacy of Hypnosis as a Treatment for Anxiety: A Meta-Analysis.// International Journal of Clinical and Experimental Hypnosis Volume 67. - 2019 - Issue 3. - Pp 336-363.
12. Lee, J-S., Koo, B-H.(2012). Fractal analysis of EEG upon auditory stimulation during waking and hypnosis in healthy volunteers. // International Journal of Clinical and Experimental Hypnosis, 60 (3). - Pp. 266-285.
13. Michael R. Nash, Amanda J. Barnier. The Oxford Handbook of Hypnosis: Theory, Research, and Practice. - OUP Oxford, 2012. - Pp. 816.
14. Sakellion D. N., Georgila P., Kadirov B.R., Alimov U. Kh. Psycho physiological criteria that is objectify the hypnotic catalepsy // Materials of 25 PanHellenic Psychiatry Conferees. 2017, 11-14 May. Kerkira. Greece. - Pp. 119-120.
15. Sakellion D.N., Sultanov Sh.Ch., Musachanova G.M. Modulation of catecholamine and other neuromediators levels in ASCs. Materials of the IV International Scientific and Practical Conference «Medicines for human». Kharkov 13-14 March. 2020. Pp. 21-26.

16. Sebastiani L., Simoni A., Gemignani A., et al.(2003). Autonomic and EEG correlates of emotional imagery in subjects with different hypnotic susceptibility. // Brain Research Bulletin, 60 (1-2). - Pp.151-160.
17. SeppoHiltunen, MaaritVirta, SakariKallio, Petri Paavilainen. The effects of hypnosis and hypnotic suggestion on the mismatch negativity in highly hypnotizable subjects. International Journal of Clinical and Experimental Hypnosis. Volume 67, 2019 - Issue 2. Pages: 192-216.
18. Shor R.E., Orne M.T. Harvard Group Scale of Hypnotic Susceptibility, Form A (HGSHS: A). // Palo Alto, Calif.: Consulting Psychologists Press. - 1962.
19. Stephan E. Hypnotherapy for pain management, self-esteem, and re-establishing sexuality and intimacy after surgery part 3: Neuroscience and ancient sexual teachings. // Australian Journal of Clinical Hypnotherapy and Hypnosis. 2014 36(2). - Pp 33-45.
20. Sugarman Laurence, Western William III, Western William C., Therapeutic Hypnosis with Children and Adolescents: Second edition. Crown House Publishing, 2013. P. 560
21. Weitzenhoffer A.M., E.R. Hilgard: Stanford Hypnotic Susceptibility Scale, Form C.-E. Palo Alto, Calif.: Consulting Psychologists Press- 1962.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00172.5

THE ARTISTIC INTERPRETATION OF THE IMAGE OF THE “REBEL WOMAN” IN THE WORKS OF GEORGE SAND

Alikulova Dildora Bakir kizi*

*Teacher,
 Department of French language and Literature,
 Karshi State University, Karshi,
 UZBEKISTAN

ABSTRACT

In this article given a brief overview of the life and work of the famous French writer Georges Sand. The plot and composition of his works, artistic and ideological, social problems are analyzed. Her two most famous novels, “Indiana” and “Consuelo”, analyze and explore the use of female protagonists in the revolt against the oppressive environment and disgusting image of the time.

KEYWORDS: *George Sand, Bourgeois, Social Injustice, Male Oppression, Love, Woman, Rebellious.*

INTRODUCTION

The lady, whose real name was Aurora Dudevan, but who entered literature under the pseudonym George Sand, was born on July 1, 1804, in Paris. The father of the future writer belonged to the nobility, and his mother was a member of the common class. After the death of his father, he was raised by his grandmother. He received his primary education in a boarding house at a Catholic monastery. He loves to read and study the works of Rousseau, Voltaire, Chateaubriand and Byron. The lives of George Sand’s heroes are also relevant to his personal life. At the age of 18, Aurora married a young artillery officer, Kazimir Dudevan. Due to the relentless quarrels between the couple, they divorced after 12 years of marriage, despite having two children, and 30-year-old Aurora Dudevan moved to Paris with her children. When arrived in the capital, Aurora decided to pursue a career in writing [1:295].

In 1832, his first novel, Indiana, was published under the pseudonym George Sand, and brought the writer great fame. Popularity made the author’s life much easier. When Aurora moved to

Paris, she would walk the streets in a men's suit and amaze Parisians with her feminist reflections.

The novel depicts the fate of a delicate but courageous woman who first suffered from the wrath of her cruel father, then her husband, and finally rose up against their tyranny and the intrigues of various ignorant people.

“This work is not imaginary, the events of the Middle Ages from a modern point of view complement each other, there is no falsity, but life and tragedies are as full as Shakespeare's,” he said. In short, the work was a success”, said Balzac, a well-known realist writer [4:319]. In addition, in “Indiana”, George Sand “captures the contradictions between the feelings of a lustful, arrogant man and a woman who has been in love for a lifetime”, said Yulduz Hoshimova[5:180]. In this novel Indiana, the author tells the story of a rebellious woman who stood up for her rights, freedoms and love. The protagonist is a romantic image of Indiana. The social events taking place in France, the rise of the workers' movement, require the singing of the barricade fighters, not the lone heroes, but the representatives of the broad masses.

After that, George Sand has written novels on social themes such as The “Traveler disciple”, “The Millman from Anjib”, and “Mr. Antoine's infidelity”.

In these works, the writer creates a gallery of images of greed, bourgeois exploitation, and the pursuit of wealth.

He brutally exposes the disgusting image of Bricolen and Cardonne, who exchanged their children's happiness for money (“the Millman from Anjibo”) and ruthlessly plundered the people who worked under them (“Mr. Antoine's infidelity”).

In addition to his Indiana, the author also tells the lives of lonely romantic heroes in his works such as “Valentina” (1832), “Lelia” (1833), and “Jacques” (1834). In his novels of this period, the author raises the issue of women's freedom, the ongoing struggle in the family, the order that undermines women's human maturity, the struggle against the oppression of men.

In George Sand's novels, issues of social justice and individual freedom, particularly women's rights, were combined with his socio-utopian views. Continuing the tradition of the French Democratic novelists, Georges Sand has been interested in sensationalist ideas, leftist Republican views, since the mid-1930s.

His novels “Mopra” (1837) and “Oras” (1841-1842) were written in this spirit. Rebellious romanticism, the pathos of the national liberation struggle, is reflected in the novel Consuelo (1842-1843). George Sand also wrote novels such as “The Snowman” (1858), “Jean from Rome” (1859) and a multi-volume memoir, “A History of My Life” (1854-55). In most of George Sand's works, images of women are widely used as the protagonist as well as to reveal this or that situation. The female protagonists in her works are: Edme, Luize, Valentina, Mezial, Juletta, Paulina, Naam, Lavinia, Indiana, Nun, Martha, Consuelo and others.

Like other works by Georges Sand, the plot of Consuelo describes the social environment of the time, the relationship between people, as well as the activities of the political forces that dominated French society at the time. In this work, too, the author creates the image of a woman who seeks her love, encounters various difficulties along the way, and when she finds her true love, does not live up to her expectations and spends her life with the memory of her love.

The protagonist, Consuelo, like George Sand, is a symbol of his unforgettable moments when he finds love, there is no place for emotion in life, they are unhappy because of a mentor who sees fame in life as a barrier to one's success, who puts material superiority above all other relationships. Maybe it's also wrong to blame his coach Porpor? Because the student who failed in his first love, who was depressed because of his failed love, may have tried to prevent such a thing from happening again in his life?

Did he do so because he hoped that if he devoted himself to art he would forget the dilemmas, and because this gentleman, who was in the place of his student's father, cared for him? These questions, of course, can be answered only by a reader who reads the work diligently and has a deep understanding of the events in it. At the same time, the play highlights the betrayal that occurs among people, the image of people who go in different directions for personal gain through the image of Andzoletto.

In the period expressed in the play, the inability of women to go against the wishes of others, blind obedience to the opinions of others, social illiteracy are portrayed through the image of Albert's cousin Amalia. Amalia steps on the threshold of marrying a young count just because her father and relatives want her to. The relationship between people is vividly expressed in the play. George Sand's rebellious romanticism, the pathos of the national liberation struggle, found great expression in his novel *Consuelo* (1842-1943).

The events of the work take place in the 40-50s of the XVIII century. Ms. Paulina Viardo, who is a close friend of the family to the work, takes the talented singer as a prototype of the protagonist of the work. The reader descends from sunny Venice into the dark Bohemian forests with a hero named Singer Consuelo, traveling the roads of the Czech Republic, Austria and Prussia. Consuelo is the daughter of a gypsy woman. Nature had endowed this little girl, who did not even know who her father was, with strange musical possibilities and a charming voice. The hardworking and simple Consuelo became a favorite student of the famous educator and musician Porpora.

Her teacher notices her amazing ability and gives her a free education. The girl's mother died early and the little girl lived alone. A similar plot took place in J.Sand's personal life, more precisely, he copied the story into his own life from fiction. The great composer Frederic Chopin was forced to leave Poland, which was in turmoil in the wake of the uprisings, and land in Paris. In addition to giving concerts here, he also teaches music[7:174].

In one of his next concerts, Chopin meets the beautiful novelist George Sand and, unable to hide his passions, his love for the writer becomes unstable. Years later, Chopin, who was seriously ill, was first cared for by his wife as a nurse, standing on his head, trying to cheer him up as much as possible. In the end, George Sand's ten-year family relationship is put to an end, even if he can't stand the test. The same plot is transferred to the author's novel "Consuelo" with his artistic description.

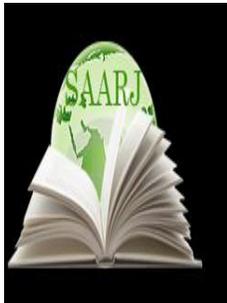
George Sand spends the last years of his life in Noanda. There he blindly carries out charitable work, the locals are respected and honored. This famous writer died on June 8, 1876.

Even, Victor Hugo, the author of more than thirty novels and the news of the death of George Sand, writes: "As I say goodbye to the deceased, I applaud the eternal creator in his person". Indeed, J. Sand's creative legacy is eternal. This great figure, who glorified the interests of

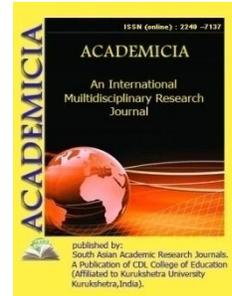
women in his works and advocated gender equality, will always remain in the memory of students and it will be a pleasure to conduct research on her work.

REFERENCES:

1. Lagarde A., Michard L. XIXe siècle. Les grands auteurs français du programme./Anthologie et histoire littérature. – Paris: Bordas, 1985. – P. 295.
2. Histoire de la littérature étrangère du XIX^e siècle/édité. N.M. Michalska. - M., 1991.
3. Histoire de la littérature étrangère du XIX^e siècle. N.A.Soloviev. -M., 2000.
4. Андреева А.Г., Козлова Н.П., Косиков Г.К. История французской литературы. – М., 1987. – С. 319
5. Hoshimova Yu. I am happy to look for you ... // “World Literature” magazine, 2013, issue 7, page 180.
6. George Sand. Indiana. Roman. Translated from the French by Yu.Khushvaqtov // "World Literature" magazine, 2015, issues 7, 8, 9.
7. Miraziz Azam. Adult love. Essays. - T., NMIU named after Gafur Gulam, 2012. - B. 174.
8. Lileeva I. George Sand (1804-1876) <http://russofile>.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00171.3

INTEGRATED LEARNING CONCEPT

Gofirov Muzaffar Jumaevich*

*Senior Lecturer,
 Karshi Engineering and Economic Institute,
 Karshi, UZBEKISTAN

ABSTRACT

The article describes the main purpose of education, the general interests of teachers and students in the chosen methodology, the effective use of innovative technologies in teaching, integrated education, its content and role in the educational process. Undoubtedly, one thing: in order to conduct an integrated lesson, you need to analyze the entire amount of information in advance and select only those questions that are close in meaning or purpose of use. In fact, the possibilities for integration in the educational process are quite wide. Regarding the number of sessions of integrated content, it is believed that there can be no single answer.

KEYWORDS: *Education, Student, Teacher, Innovative Technology, Integration, Integrated Education, Integrated Course.*

INTRODUCTION

One of the main goals of training is the development of the student's ability to think logically and be able to creatively apply the complex of knowledge obtained in the learning process while independently solving the task assigned to him.

The common interests of the teacher and students depend on the correct chosen teaching methodology. Therefore, the most important feature of the teaching methods of economic disciplines is the relationship of educational technologies with the role of knowledge in economic development. An integral part of the innovative teaching methodology is the integration of the forms of education and disciplines of the curriculum.

An integrated lesson is a special type of lesson that combines teaching simultaneously in several disciplines while studying one concept, topic or phenomenon. In such a lesson, the following are always distinguished: the leading discipline, acting as an integrator, and auxiliary disciplines, contributing to deepening, expanding, clarifying the material of the leading discipline.

An integrated lesson allows you to solve a number of tasks that are difficult to implement within the framework of traditional approaches.

Some of these tasks are:

1. Increasing the motivation of educational activities due to the non-standard form of the lesson (this is unusual, it means interesting);
2. Consideration of concepts that are used in different subject areas;
3. Organization of purposeful work with mental operations: comparison, generalization, classification, analysis, synthesis, etc. ;
4. Demonstration of intersubject connections and their application in solving various problems.
5. Ability to synthesize material;
6. Organically link the material together;
7. Conduct a lesson without overloading students with impressions.

As for the integrated lessons, there can be no definite answer. It all depends on the teacher's ability to synthesize material, organically link together and conduct an integrated lesson without overloading with impressions and was not an unnecessary element of individual actions. Until a sufficient number of integrated textbooks have been created, the selection and systematization of material is not an easy task for a teacher. What are the benefits of integrated lessons?

Benefits of integrated lessons

1. They are a powerful stimulant of mental activity;
2. In the classroom, you can teach the application of theoretical knowledge in practical life;
3. Integrated lessons bring the learning process closer to life;
4. In the classroom, students begin to analyze, contrast, compare, look for connections between objects and phenomena.

Integration is an extremely attractive form for the student. Educators are more prone to fatigue caused by monotony. Another unusual course of the lesson stimulates interest and stimulates activity.

Integrated lessons are often conducted in the form of workshops. This is a common practice. Today, pedagogy is inclined to believe that integrated lessons should be based on a humanistic orientation. The impersonality of knowledge is being erased, the social importance of educational material comes to the fore. This directs the teacher to search for vivid, vivid examples, to adapt to the current interests of educational literature, to the personal significance of the material for the student.

Integrated lectures are conducted with the aim of studying, consolidating and generalizing material on a specific topic. The lectures provide for a change in the types of activities of students, the use of technical means (presentations, computer programs). Integration allows you to bring objects closer together, find common points of contact, more comprehensively and in a large volume to present the content of disciplines. The subject of analysis in integrated lessons is multifaceted objects, information about the essence of which is contained in various academic

economic disciplines. This leads to the emergence of a qualitative new type of knowledge, which is expressed in general scientific concepts, categories, approaches.

Structure of integrated lessons:

- Extreme clarity, compactness of educational material;
- The logical relationship of the material;
- Large informative capacity of educational material.

When planning and organizing such classes, it is important for the teacher to consider the following conditions:

- in an integrated lesson, blocks of knowledge of two or three different subjects are combined, therefore it is important to correctly determine the purpose of the lesson.
- integration helps to relieve stress, reboot, fatigue of students by switching them to different types of activities during classes.

In fact, the possibilities for integration in the educational process are quite wide. Regarding the number of sessions of integrated content, it is believed that there can be no single answer. It depends on the teacher's ability to conduct an integrated lesson in such a way as to avoid information overload of students and achieve the set goal. Undoubtedly, one thing: in order to conduct an integrated lesson, you need to analyze the entire amount of information in advance and select only those questions that are close in meaning or purpose of use.

If the students master this abstract model of the functioning of an enterprise in the market, then in the future it will be easy to see and understand the functioning of the entire economic mechanism. Due to the information integration of several basic economic disciplines (enterprise economics, management documentation, accounting, financial analysis - economic activity, taxes and taxation), the teacher can explain to students the processes of the implemented systemic interaction of all structural subsystems of the enterprise, its integration into the external environment, interaction with its participants, as well as give students the opportunity to propose alternative solutions themselves, for example, to develop a plan for the company's activities in the near future. Students can independently simulate an artificial crisis situation that has developed in the market, and, within the framework of an integrated lesson, offer options for an anti-crisis program to increase the competitiveness of an enterprise.

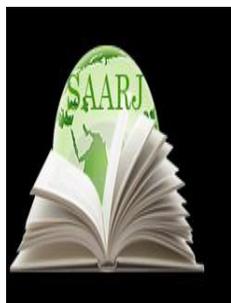
In the course of analyzing an integrated lesson, the teacher gets the opportunity to look at the result of his pedagogical activity reflexively: to purposefully comprehend the totality of his own theoretical knowledge, methods, methods of work in their practical application in interaction with the audience and specific students.

As a result, we can say that mastering the method of integration in the educational process, the teacher, undoubtedly, goes through a difficult path. The reason for the difficulties in the implementation of interdisciplinary relations can be considered insufficient knowledge by students of the content of academic disciplines, the absence of methodological recommendations on specific topics, the ability of students to quickly respond to receiving a significant block of information.

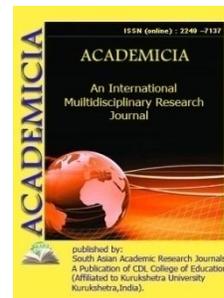
Probably, in the near future it will become possible to create fundamentally new teaching methods, where all disciplines will be permeated with integration ideas and tasks. Already today, testing this method in practice, students and the teacher have the opportunity to expand the boundaries of perception and understanding of economic processes, to emphasize a completely new, unique experience of obtaining and modeling information, which, as a result, will have a positive effect on the quality of knowledge.

REFERENCES

1. Ismailova Z.K. Pedagogy. Textbook. - T .: Molia-iktisod, 2008.
2. Pidkasisty, P.I. Pedagogy. / P.I. Perky. - M.: 2012
3. Podlasy, I.P. Pedagogy new course. / I.P. Sour. - M.: 2012
4. Samoilenko, P.I., Sergeev, A.V. The integrative function of teaching the basics of science / P.I. Samoilenko, A.V. Sergeev. // Specialist. 1995. No. 5-7.
5. Spastenin, A.A. Pedagogy. / A.A. Spastenin, I.F. Isaev, E.N. Shiyarov - M., 2002
6. Strelkova, L.Yu. Implementation of interdisciplinary connections / L.Yu. Strelkova / Specialist 2003. No. 3
7. Khimmataliev D.O. Integration of pedagogical and technical knowledge in the diagnosis of professional training. - T .: Uzbekistan, 2018.-168 p.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00200.7

USE OF MINERALIZED WATER FOR EFFECTIVE COTTON IRRIGATION

Shadmanov Jamoliddin Kazakjanovich*; Marufkhanov Khusankhuja Muratovich**

*Candidate of Agricultural Sciences, SNS,
 Uzbekistan, Scientific Research Institute of Breeding,
 Seed Production and Agricultural Technology of
 Cotton Growing, SRIBSPATCG,
 UZBEKISTAN

**Master of the Moscow State University of Civil,
 Engineering, MSUSE,
 UZBEKISTAN

ABSTRACT

The article discusses the possibility of using the saline waters of the Shuruzyak reservoir of medium and increased concentration for irrigation of cotton and their effect on the yield of raw cotton in the conditions of the Hungry Steppe. The number of boxes when irrigated with river water was 7.9 pcs / plant, with alternating watering of the river and from the Shuruzak collector, it decreased by 2.2 pcs / plant, when watering only with water from a vertical drainage by 2.6 pcs / plant compared to watering with river water.

KEYWORDS: Concentration, Drainage,

INTRODUCTION

In the world, today, one of the key problems is the lack of fresh water. The total volume of water resources on Earth is approximately 1400 million km³, of which 2.5% (about 35 million km³) is fresh water. Most of the fresh water reserves are concentrated in the perennial ice and snow of Antarctica and Greenland, as well as in deep underground aquifers. The main sources of water for human consumption are lakes, rivers, soil moisture and shallow groundwater. The exploitable part of the fresh water used is about 200 thousand km³, or less than 1% of the total fresh water reserves and only 0.01% of all water reserves on Earth (according to UNEP). The same estimates are given by the World Meteorological Organization (WMO)/UNESCO: 97.5% of the Earth's

water resources are salty, and only 2.5% is fresh. Of fresh waters 2.24% are inaccessible or difficult to access (polar ice, glaciers, deep underground waters).

Only 0.26% of the world's total water is available freshwater. These 0.26% of the Earth's waters are a potential source of possible conflicts.

Furthermore, a number of studies are currently being carried out in many countries to determine the effectiveness of the use of saline water for irrigation, and also on the influence of the degree of their mineralization on the physiological processes of plants.

When using mineralized waters of increased concentration for irrigation of agricultural crops, in certain conditions, salt accumulation in the soil may occur. The accumulation of salts in the soil and changes in water-physical properties depend on a number of factors: composition of salts, degree of drainage of the territory, water permeability, irrigation norms and water salinity.

V.I. Lisovsky (1929), studying the possibilities of using mineralized waters in the Rostov region, revealed that when agricultural crops were irrigated with water containing 4.45 and 6.62 g/l of solid residue, cultivated crops did not suffer from salinity.

Use for irrigation of water with a salinity of 3.28 g/l based on solid residue, including chlorine ion 0.41 g/l, on light gray soils in the new development zone of the Hungry Steppe. After irrigation, the salt content in the 1-meter soil layer remained almost unchanged, and only redistribution of salts along the profile took place.

Some authors believe that salt solutions have only a toxic effect on plant cells and do not take into account the effect of osmotic pressure. The roots of plants can only withstand immersion in salt water for a very short time, they need contact with air (Boyko N., 1968).

In some parts of the world, groundwater is the main source of irrigation. This primarily refers to a number of regions of Morocco, Algeria, Tunisia, Lebanon, the United Arab Emirates, Australia and India (A. Mavlyanov, S. Mirzaev, 1962). In the Republics of Central Asia and the Caucasus, groundwater can be used for irrigation due to the lack of water in surface sources. (N.M. Reshetkina, 1963).

In the conditions of newly irrigated light gray soils of the Syrdarya region, we have identified the possibility of using mineralized waters in the cultivation of cotton.

The soils of the experimental plot in the arable layer (0-30 cm) contain humus up to 1.0-1.2%, nitrogen from 0.08 to 0.1%, phosphorus from 0.1 to 0.2% and potassium 2.0 -2.5%.

According to the degree of salinity, the soils of the experimental site for the period of the study were classified as moderately saline. By the nature of salinity, the soils are of the chloride-sulfate type with a large predominance of sulfates. The calcium, sodium and magnesium sulfates make up 60-75%, sodium chloride 15-20% and calcium bicarbonate no more than 10% of the total content of harmful salts.

According to the classification of V.A. Priklonsky, the groundwater of the experimental site is highly mineralized in the initial state (1971), their mineralization remains at the level of the initial state in other years of the experiment (1972-1998). However, there have been some changes in salt content between the options for groundwater salinity.

So, for example, in the spring of 1973, compared with previous years, the salt content in the groundwater of the experimental site decreased significantly, especially there, where the cotton was watered with river water, but by the fall, in all variants, an increase in the number of salts is observed, although during this period their amount when irrigated with river water is much less than when cotton is irrigated with mineralized waters.

However, it should be noted that there is a certain paradox here: where the cotton was watered only with mineralized water from the vertical drainage well (dense residue 5.0-5.5 g/l), there was less salt in the groundwater than when the Shuruzyak collector was watered.

In 1974, in the spring and at the end of the growing season, the concentration of salts increased, especially in the fall, this is due to the fact that this year, for organizational reasons and they could not carry out flushing irrigation.

In connection with leaching irrigation with river water at a rate of 5000 m³/hec (from 24.III. To 24.XII.-74 years), a sharp decrease in the salt content (two times) in the groundwater is noted in all variants, at the end of July, almost the same condition is observed in the variants with cotton irrigation with river water and water from Shuruzyak (2.5-3.0 g/l), as well as in the variant with the first irrigation with river and the second with mineralized water (5.0-5.5 g/l).

At the end of the growing season (1.X.), the groundwater, where the cotton was watered with river water, turned into moderately mineralized, and in other cases highly mineralized.

In 1977, in the spring, the salt content in groundwater more than doubled. This is apparently due to flushing with water from the Shuruzyak reservoir with a salinity of 2.5-3.0 g/l and a lower flushing rate (3100 m³/ha) than in 1975.

As we know, the geological, hydrogeological conditions, soil cover, land reclamation and meteorological conditions of the region, as well as the agrochemical, agrophysical properties of the soil, the regime of ground waters and their mineralization, depending on irrigation with water of various mineralization, has a direct impact on the growth, development and productivity of cotton.

Analyzing the effect and aftereffect of these conditions on the growth, development of cotton and related crops in the crop rotation, it was established that on July 1, no significant difference was observed in plant height between the variants, however, the difference was observed in the number of sympodial branches and fruit elements.

In the variant where the cotton was watered with river water during the first watering, and the second watering was carried out with Shuruzak water, the number of sympodial branches decreased by 0.2 pieces of the plant, when watering with water from a vertical drainage (5.0-5.5 g/l of salt) their amount decreased 0.5 pcs/plant. The number of fruit elements also decreased by 1.3 pcs relative to river watering.

According to phenological observations of plants on August 1 and September, an advance of plant growth by 3.0-6.3 cm was noted when watering cotton with mineralized water compared to watering with river water and when irrigated with river water, then with water from vertical drainage, it increased by 10 cm and when irrigated with water from vertical drainage, it increased by 12 cm.

When cotton was irrigated with river water only, the number of sympodial branches was greater than in other variants. The number of boxes when irrigated with river water was 7.9 pcs / plant, with alternating watering of the river and from the Shuruzak collector, it decreased by 2.2 pcs / plant, when watering only with water from a vertical drainage by 2.6 pcs / plant compared to watering with river water.

This pattern for the accumulation of bolls persisted on September 1.

In the experiments of 1974, the picture of the accumulation of the number of cotton bolls was observed differently - the largest number of bolls accumulated on September 1. when irrigated with river water and in the variant when irrigated with Shuruzak water (7.3 and 7.1 pcs/plants, respectively), and the smallest amount was observed in the variant when irrigated with river and water from the Shuruzak collector.

Phenological observations of the subsequent years on the growth and development of cotton are mainly dominated by irrigation of cotton with river water.

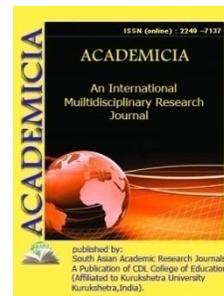
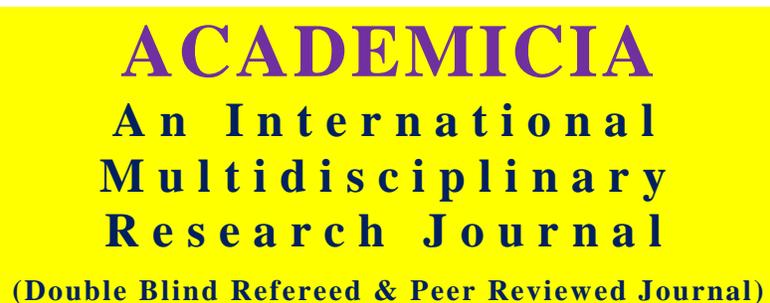
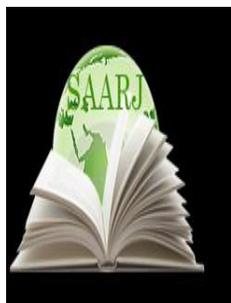
The same pattern persisted in subsequent years of the experiments. From 1971 to 1978, over the course of 8 years, the yield of cotton, depending on the quality of irrigation water, was distributed as follows: where the cotton was watered with river water, the yield averaged 36.5 c/hect; on the option with irrigation with mineralized water with a salt content of 2.5-3.0 g/l, 7.1 c/hect was less; in the option for the first watering river and the second watering with mineralization of 5.0-5.5 g/l by 6.9 c/hect; in the variant with irrigation with only mineralized water, 5.0-5.5 g / l is 10.9 c / ha less than in the variant with irrigation only with river water.

It was found that when cotton is irrigated with water with a mineralization of 2.5-3.0 g/l and when the first irrigation is carried out by a river, and with secondary water with a mineralization of 5.0-5.5 g/l, there was no difference in yield between the options.

Irrigation with mineralized waters to some extent reduces the yield of cotton and other agricultural crops. In dry years (which in recent years are often repeated), irrigation is carried out with saline waters with a salt content of 2.5-3.0 g/l, or the first watering with river water, and the subsequent one with mineralization up to 2.0-2.5 g/l, in extreme cases, 5.0-5.5 g/l only on light soils in terms of texture.

REFERENCES:

1. Lisovskiy VI - On the issue of salt water irrigation. - ed. Donskoy. Institute of Agriculture and Land Reclamation., Vol. 9. Novocherkassk, 1929
2. Mavlyanov A., Mirzaev S. - State and prospects for the development of irrigation in Central Asia and South Kazakhstan//Influence of irrigation on secondary salinity, chemical composition and regime of groundwater: Abstracts of the Tashkent International Symposium. Tashkent, 1962.P. 7-8
3. Reshetkina N.M. - Use and regulation of groundwater in connection with the development of irrigation in the desert zone. On Sat. "Land and water resources of deserts and their usage". Publishing house of the Academy of Sciences of the USSR, Ashgabat, 1963
4. Boyko N and Vouko E. - Saline irrigation for agriculture and forestry, 1968, P.82



DOI: **10.5958/2249-7137.2021.00199.3**

STUDY OF PEREONIMES IN THE UZBEK LANGUAGE

Sidikova Nozgul Nabiyeвна*

*Foreign Languages Department,
Bukhara Engineering-Technological Institute,
UZBEKISTAN

ABSTRACT

This article discusses the role of pereonyms, a type of onomastic units, in Uzbek linguistics as well as studies conducted on them. In recent years, world linguists have paid special attention to the role of onomastic units in language and speech and created significant research on their etymology, lexical-semantic, morphological, stylistic, linguocultural features. Such scientific research, which led to the formation of onomastic in linguistics, also exists in Uzbek linguistics. However, the etymology of pereonyms, a type of onomastic unit, has not been analyzed and studied. This article discusses the study of pereonyms in the Uzbek language and their classifications.

KEYWORDS: *Onomastic Units, Pereonyms, Land Vehicles, Water Vehicles, Air Vehicles.*

INTRODUCTION

In recent years, world linguists have paid special attention to the role of onomastic units in language and speech creating significant research on their etymology, lexical-semantic, morphological, stylistic, linguocultural features. The creation of research by linguists on the etymology of onomastic units, their role in linguistics, functions, classification, lexical and semantic features has opened a wide way to find solutions to the issues in this area. In particular, the Russian scientist A.V. Superanskaya conducted several studies on the problems of onomastic units and classified them into the following groups¹: anthroponyms, zoonyms, phytonyms, toponyms, winds, names of natural disasters, cosmonyms, chromonyms, names of holidays, events and organizations, names of institutions, enterprises and communities, names of vehicles, publications, names of documents and laws, various objects, weapons (chrematonyms), goods, machine names, myponyms: fairies (demon), theonyms, mytopoonyms, the names of imaginary objects that are supposed to be, but have not been proven to exist in practice, the names of works of art created by artists.

In her work under the name “Onomastics”², G.Yu. Syzranova studies the problems of the theory of onomastic units and divides them into anthroponyms, toponyms, cosmos, astronomies, zoonyms, ethnonyms and theonyms.³

In Uzbek linguistics, E. Begmatov⁴ was one of the scientists who conducted research on onomastic units, and his research served as a basis for the study of onomastic units.

Although several types of onomastic units have been studied in linguistics, no separate studies on the problems of pereonyms are still available.

MATERIAL AND METHODS

It should be also noted that one of the most important tasks of modern linguistics is to determine the lexical-semantic, national-cultural, linguistic-stylistic, poetic features of pereonyms in the language as well as the factors of language acquisition from one language to another, the reasons for maintaining their originality in translation.

In the language system of the world nation, pereonyms form a separate lexical system as the names of moving vehicles created for land walking, swimming and flying in the air. Determining their place in language and speech as well as their social status, linguoculturological basis, etymology, historical and modern layers, features of construction and lexical-semantic, methodological features associated with their use in literary texts is important in the study of language history.

One of the linguists who has studied onomastic in a monographic way in the Uzbek language is Ya.I.Avlakulov⁵. He points out the types of pereonyms in his research.⁶

Pereonyms is derived from Greek “periov” which means “the means of movement”. This type of onomastic unit includes the names given to a separate piece of any vehicle. Vehicles are distinguished by their movement in the air, on the ground, underground, on rails or on the water, underwater. Accordingly, pereonyms can be divided into the following three groups:

1) The names of surface and underground vehicles: Mercedes-Benz, Damas, Tico, Nexia, Matiz, Lacetti, Volga, Jiguli, Maserati, Toyota Prado, Maybach, Ferrari, Ford, Chevrolet Captiva (cars), Tashkent Metro”.

2) Name of floating vehicles. Famous horses of this type are called "nautonyms" in onomastics (from the Greek "nautuxos" - fleet, "onoma" -name). Transportation ships such as the Brig, Caravella, Shlyupka, and Frechat, as well as warships, belong to this group.

3) Names of air vehicles (aircraft, helicopters, balloons, etc.): “A-310”, “Il-z86”, “Il-76”.

Conditionally, the type of pereonyms can include the names given to agricultural, construction machinery: such as “Keys”, “Belarus”, “Altai”.

It should be noted that pereonyms are one of the least studied themes in both world linguistics and Uzbek linguistics.

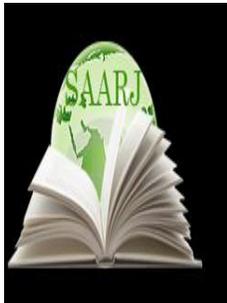
CONCLUSION

Based on the ideas and analyzes cited, it can be said that the problem of pereonyms defines the level of language and speech as a direction of modern onomastics in linguistics. Furthermore, the study of pereonyms is a process that involves not only linguistics but also production. In the

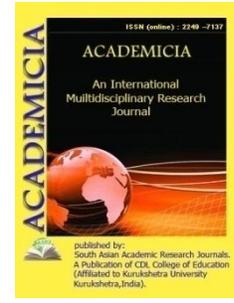
future, the increase in the number of studies on pereonyms will determine the place of language in the economy of society, along with the development of onomastics.

REFERENCES:

1. Avlakulov Ya.I. (2017). Onomastic degree of Uzbek language. – Tashkent: Science and Technology, – p. 138.
2. Begmatov E.(1965.) Antroponomika uzbekskogo yazika: Avtoref. Diss.kand.filol.nauk. – Tashkent, – p. 27
3. Begmatov E. (1970). Spelling of human names. - Tashkent: Fan, - p. 116
4. Begmatov E., Dosimov Z., Nafasov Z., Qoraev S. (1991). Uzbek anthropology: research directions and methods. - Khiva, - № 1, p. 12
5. Begmatov E. (1994). The beauty of the name. - Tashkent: Fan, - p. 152
6. Begmatov E. The meaning of Uzbek names. - Tashkent: National University of Uzbekistan, 1998. – p. 608
7. Begmatov E., Ulugov N.M. (2006). Annotated dictionary of terms of Uzbek onomastics. - Namangan, - p. 88
8. Begmatov E., Kenjaeva S. (2007). The meaning of Uzbek names. - Tashkent: Fan, - p. 95
9. Superasnkaya A.B. (1973). Obshaya teoriya imeni sobstvennogo. – Moskva: Nauka,– p. 159.
10. Syzranova G.Yu. (2013). Onomastika. – Tolyatti: TGU, – p. 248



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00198.1

TEACHING BASED ON DISTANCE EDUCATION TECHNOLOGY AS A COMPLETE PEDAGOGICAL PROBLEM

Karimov Komiljon Abduraximovich*

*Independent researcher of the Institute of Pedagogical Innovations,
 Doctor of Philosophy in Pedagogy (PhD),
 Vocational Education Management and Retraining and Advanced Training of Teachers,
 Tashkent, UZBEKISTAN

ABSTRACT

This article addresses issues such as distance learning technology, its content, the importance of distance learning, its distinctive features from traditional forms of teaching, the current pedagogical problem in the teaching process. Distance learning is a universal social form of education based on the use of new information and telecommunication technologies, the exchange of information in dialogue with the teacher, technical means that allow the student to freely choose a field of science according to the appropriate standard. Distance learning is a form and means of education that uses the best traditional methods in the learning process based on computer and telecommunication technologies is calculated.

KEYWORDS: *Computer, Telecommunications, E-Mail, Distance Learning Technology, Distance Learning, Distance Learning, Interactive Learning Tools.*

INTRODUCTION

Although distance learning emerged at the end of the twentieth century, it is entering the 21st century as an effective and promising system for training engineers. Distance learning is a form and means of education that uses the best traditional methods in the learning process based on computer and telecommunication technologies is calculated. Distance learning is an intensive independent work of the student, in which the learning process is goal-oriented and controlled, can be read in a convenient place on a personal schedule, with a set of special learning tools and a teacher by phone, e-mail, as well as in person.

Distance learning reflects the asynchronous process of interaction of subject and objects in learning through goal-oriented interactive, interactive and educational tools. In this case, the

learning process does not depend on where they are located. The educational process is based on the purpose of teaching, which is an element of a specific pedagogical system, the structure of learning, teaching methods, teaching aids, organized forms of learning, identification-control, teaching material, financial-economic, normative-legal, marketing part systems. In the education system, distance learning is a social principle in which no one is excluded from the opportunity to study due to need, geographical or temporal constraints, social insecurity and physical disabilities due to employment or other productive activities.

Distance learning has entered the 21st century in the form of a more promising, social, integrated system of education.

One of the most effective ways to use computer technology in education is to use multimedia textbooks. In recent years, active work is underway to create multimedia textbooks. In particular, textbooks on specific sciences, spiritual and educational sciences are being prepared.

Distance learning is a multimedia system and new information is a unique modern form of full-time, part-time and evening education based on technology.

Distance education (DL) is a system in which a student implements a distance learning process to validate and achieve a specific area of education that is then transformed into his or her creative or work activities. It is a comprehensive educational service based on the means of distance learning information exchange (satellite television, radio, computer communication, etc.), provided abroad and to the population of the country with the help of a specialized information-educational environment. The information-learning environment of distance learning includes a set of data transmission tools, information resources, communication protocols, hardware, software and organizational-methodological software, a set of system-organizational tools designed to meet the educational needs of users.

Distance learning is a different form of distance learning in which there is an active exchange of information between the participant and the teacher, as well as the maximum use of new information technologies (audio-visual media, personal computers, telecommunications) between the participants. Distance learning is a universal social form of education based on the use of new information and telecommunication technologies, the exchange of information in dialogue with the teacher, technical means that allow the student to freely choose a field of science according to the appropriate standard. In this case, the reading process is in the student's environment does not depend on location and time. The interest in distance learning was formed long ago. And now, in the era of rapid development of telecommunications technology, distance learning is of particular importance.

The purpose of training. Acquisition of skills and knowledge system by the trainee in accordance with the duly approved educational program, specialist model and state order.

Content of training. Pedagogical model of social order. The teaching process, methods of implementation and organizational forms are determined by its content.

Object of training. From the educational services of distance education users (students, learners, etc.) are objects of learning. Unlike students studying in the traditional form of this form of education, distance learning students must have a high level of perseverance, knowledge, planning, ability to work independently and be able to use computers and telecommunications.

Teaching subjects. Teachers are the subjects of teaching. Teacher-distance learning is a key link in ensuring a highly effective learning process. The specificity of the activities of teachers conducting distance learning necessitated the use of the term tutor. This is a consulting teacher who should be familiar with the basics of fundamental informatics and telecommunications. His level of knowledge should be of a progressive nature.

Scope of application

Distance learning can be used at all levels of the system of continuing education of the Republic of Uzbekistan. The high effectiveness of distance learning is reflected in the system of secondary special and higher education, as well as in the retraining and advanced training of teachers and specialists.

Teaching methods

Distance learning is carried out in four ways: TV conferences; Video conferencing; Via the Internet and (or) Intranet; preparation and transfer of a collection of training materials. The high quality of distance learning is achieved by combining these four methods.

General didactic methods of teaching

The distance form includes five general didactic methods: information-receptive, reproductive, problem-solving, heuristic, and exploratory. They include a set of pedagogical documents (acts) related to the interaction between student and teacher.

Teaching aids. Distance learning uses both traditional and new teaching aids based on the use of computer technology and telecommunications.

Scientific and educational material base

A set of materials and tools needed for teaching in accordance with the curriculum. It includes teaching and learning rooms, experimental equipment, technical teaching aids, textbooks, teaching aids and other teaching materials.

Because of the long distances between students, much of the research material base constitutes a virtual information learning environment.

There are also some objective problems in the way of widespread use of distance learning technological methods based on multimedia and Internet tools. The most important of these is the development of computer programs that guide students through the learning materials, laws, and other guidelines they need. We believe that the widespread use of modern computer technology in the process of education and retraining of students will lead to the development of mature and highly qualified professionals in the future.

The following features of distance learning can be distinguished from traditional forms of teaching.

Flexibility. Teaching at a time, place, and environment that suits you gives the opportunity.

Modularity. Implements an individual and group curriculum that is independent of the course.

Qurshov. Addressing multiple participants simultaneously on educational information Proper organization of mutual information exchange using the Network.

Savings. Efficient use of training facilities, technical means, vehicles, the representation of training information in a collected and unified manner and the training of specialists who have achieved them will reduce costs.

Technological. The use of newly acquired information and telecommunication technologies that allow a person to move into the global low-industrial space in the educational process.

Social equality. Equal opportunity for education independent of the teacher's place of residence, state of health, financial security.

Baynalminallik. Exports and imports of achievements in the market of educational services.

New responsibilities of teachers. Distance learning expands and updates the teacher's responsibilities. The courses taught must constantly improve, increase their creative activity and coordinate the knowledge process in accordance with the skills, innovations and innovations introduced.

It has a positive effect on the demand for distance learning, self-organization, the pursuit of knowledge, interaction with computer technology and the adoption of independent responsible solutions, it develops his creative and thinking potential.

The quality of distance learning has not improved in terms of the quality of full-time education, but has been improved by bringing in great faculty and the availability of the best teaching materials and review tests in the learning process.

Content of training. The implementation of the teaching process, methods and organizational order is characterized by its content.

Object of training. Distance learning from educational services

the user will be the object of learning in this way.

Teaching subjects. The subjects of distance learning are teachers. The teacher is a key link in ensuring the high efficiency of the learning process. Distance learning necessitates the introduction of the term computer in an important specialty of teacher activity. A teacher consultant, he must know the basics of fundamental informatics and telecommunications. He must have a character that breaks his knowledge.

Teaching methods. The distance mode includes 5 general didactic teaching methods: information-receptive, reproductive problem-solving, heuristic and research. They cover the whole set of pedagogical acts of teacher-student interaction.

Teaching method. The interaction of teacher and student interaction to achieve learning objectives is a didactic series that provides theoretical insights into the system of norms.

Content of training. This is the content, structure and

information and a set of issues, assignments and trainings, which form professional skills and perceptions, allow to gather initial experience of labor activity.

Teaching aids. Innovative teaching aids are used in the process of distance learning along with traditional education. They are based on the latest advances in computer technology, telecommunications applications, and supply technology.

Educational and scientific material basis. A set of materials and techniques needed for teaching, appropriate to the curriculum. It includes teaching and learning aids, teaching aids, textbooks, manuals and other teaching materials.

Financial and economic system. Market relations in education as participants are not only customers of educational institutions and educational services, the state will also be the customer and consumer.

Convenience of distance learning. In the future, it may be possible to reduce the number of laboratory operations as appropriate.

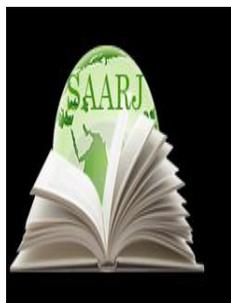
Distance learning control. It consists of checking the results of theoretical mastering of the studied study materials. The test actually consists of a lot of questions on science, with several answer options offered for each question. The student must choose the correct answer among them. The tests are well designed for self-examination and are very convenient for individual lessons.

Distance learning participants (listeners and teachers) must be sufficiently prepared, i.e. able to use the methods, tools and organizational forms of distance learning. Therefore, fundamental informatics as a natural science must be an integral part of distance learning.

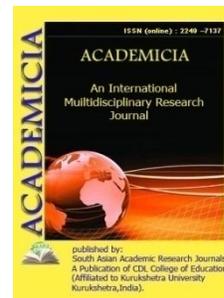
In short, distance learning is a universal social form of education based on the use of new information and telecommunications technologies, the exchange of information through dialogue with the teacher, technical means that allow the student to freely choose a field of science according to the appropriate standard. In this case, the learning process does not depend on the student's location and time in the environment. The interest in distance learning was formed long ago. And now, in the era of rapid development of telecommunications technology, distance learning is of particular importance.

REFERENCES:

1. Djuraev R. Interactive technologies in education. - Tashkent, 2010. - 87 p.
2. Jo'raev H.O. Providing information on alternative energy sources using integrated media education // Bulletin of the National University of Uzbekistan. - Tashkent, 2016. №1 / 5. - B.92-95.
3. Zakharova I.G. Information technologies in education. –M.: Academy, 2008. – 192 p.
4. Polat ES et al. Pedagogical technologies of distance learning / Ed. E.S. Polat. - M., "Academy", 2006.
5. Teaching on the Internet: Textbook. / OTV.ed. IN AND. Soldatkin. - M.: Higher school, 2003
6. Friedman, A. M. Visibility and modeling in teaching / A. M. Friedman. - M.: Knowledge, 1984. -- 80 p.
7. Khamidov J.A. Technology of creation and application of modern didactic means of teaching in the training of future vocational education teachers. Author's abstract of the doctoral dissertation (DSc) on pedagogical sciences. –T. 2017.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00197.X

PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF TEACHING STUDENTS

Adilova Dilorom Kadirovna*

*Department of Uzbek Language and Literature,
 Karshi State Institute of Engineering and Economics,
 UZBEKISTAN

ABSTRACT

This article highlights the psychological and pedagogical aspects of student learning and discusses the tools required in the process from the student and the teacher. Understanding of the events that take place in the pedagogical process. One of the problems of secondary specialized educational institutions is the low quality of general education of the first year, the lack of the formation of general educational skills, skills of organizing independent work, mental activity, insufficient development of the communicative culture. At the same time, the teacher must know a large number of them - in certain cases, combine or use only one - the choice depends on the teacher's competence.

KEYWORDS: *Education, Knowledge, Educational Process, Innovative Technologies, Implementation*

INTRODUCTION

In the modern world, the situation is characterized by the role of knowledge as the main engine of economic growth, i.e. it is about building a knowledge-based economy. Under these conditions, education is of particular importance for the formation of the country's intellectual potential. Education should become a factor in the creation of an investment system in Russia and prepare specialists capable of creating this system. In this regard, the knowledge-based society imposes the following requirements on the modern specialist:

- the ability to translate acquired knowledge into innovative technologies, turning new knowledge into concrete proposals;
- providing access to global sources of knowledge;

- be motivated to learn and have the skills to independently acquire knowledge and conduct scientific research;
- possess modern information technologies necessary for life in a modern democratic society and possess the necessary social and professional competencies.

In this regard, curricula should be: flexible, cost-effective, in demand in the educational services market, combining fundamental and innovative training of specialists in strategic areas and in accordance with current needs. This is realized by the system of not only higher, but also secondary specialized education. The latter is a combination of theoretical and practical orientation of training.

Modern concepts of education require a transition to a new style and forms of education, which should be aimed at developing the main manifestations of human intelligence: the ability to learn, think, act. The future belongs to teachers who deeply know their subject, own a variety of methodological techniques, and have psychological and pedagogical training. To improve the educational process, multimedia, interactive methods are used.

In college, as an element of secondary vocational education, these aspects are fully implemented. A special role is given to the upbringing process. College, as an intermediate link between secondary and higher education, helps to direct the student's activities in such a way that there is motivation for self-study, and, therefore, for research work, which will be fully implemented at the level of higher education. Therefore, an educational system based on a campaign is applied: upbringing and education are inextricably linked processes.

Against the background of the complication of the living conditions of society, the growth of the volume of accumulated knowledge entering our consciousness is accelerating. There is a need for fast and dense packing of new scientific information in the long-term memory of the human brain and the development of human creative abilities. Helping students understand not only the basics of economic education, but also moral values, without which there will be no desire for self-development - this is the main direction of activity of every teacher of the college.

The tasks that the teacher has to solve when organizing the educational activities of students:

- Involvement of almost all students in the active process of obtaining knowledge;
- To differentiate between the level of preparedness, ability, motivation of each student;
- To carry out systematic current and final control of knowledge for mastering the relevant competencies;
- if possible, establish communication with parents;
- the presentation of the material should be accompanied by the use of various interactive methods that help to make the process of mastering new material more visual, interesting and memorable. Ways to implement the tasks:
- implementation of a personal-active approach at each lesson;
- consultations for students are compulsory and optional;
- an individual approach to each student;
- involvement in extracurricular work.

An important factor in the successful pedagogical process is such an aspect of the personality as learning. Each student is characterized by his own style of activity, attitude towards it. Learn ability is the most important characteristic of subjects of educational activity. It is one of the main indicators of readiness for learning and mastering knowledge spontaneously or purposefully in the context of any specific educational system.

Learning is associated with productivity, which is understood as the quality, pace of work, its volume per unit of time, the absence of stress and fatigue for a long period, satisfaction with the results of work. Learn ability according to A.K. Markova is the student's susceptibility to the assimilation of new knowledge and new ways of obtaining it, as well as the readiness to move to new levels of mental development. One of the problems of secondary specialized educational institutions is the low quality of general education of the first year, the lack of the formation of general educational skills, skills of organizing independent work, mental activity, insufficient development of the communicative culture. As a result, they experience difficulties in mastering vocational education standards at the required level, and in obtaining a full-fledged general and professional education.

From the first days of their stay at the college for freshmen, our teachers teach the skills of educational work, which allows them to painlessly adapt in the educational process, improves the quality of learning. During the lessons, the work is aimed at making each student realize the need and obligation of independent work at home. Homework, as one of the elements of self-study, should be an integral part of the learning process, especially in such a difficult transition period from school life to adult students. Thus, in order to achieve high results in academic performance, it is necessary to apply educational methods that are used by the science of pedagogy and psychology. Otherwise, the learning process will be boring and uninteresting. The purpose of the activities of our teachers is to identify motivational processes in the development of students in order to bring up an integral personality who realizes the importance of education and further intellectual development.

The motivational system of a person is a complex and multifaceted formation, which includes, in addition to motives, various components, such as motives, inclinations, interests. So that the student has a motivation, i.e. the desire to learn and improve in this direction, the teacher must create a need. Moreover, this need is, according to the classification of psychologists, supraorganic, i.e. is inherent in man as a social member of society. To form the student's motivational and educational activity, teachers have to use various educational and psychological approaches in the educational process. These include:

- Incentives - encourage a person to set goals for himself to achieve the highest possible result;
- meaning-making
- give the student's activity a personal meaning;
- guides - guide the student in the course of his activities.

In addition, for a successful educational process, teachers must also take into account the psycho-emotional state of students. Yesterday's schoolchildren are practically not prepared in this direction, and some have left their homes, and without daily parental care they are simply not ready for independent life and education. Therefore, all teachers have to, especially at the initial stage of training, pay close attention to the mood, emotions, feelings and attitude of their wards.

In this regard, the teacher of the secondary school is, among other things, a teacher-psychologist who is constantly improving in this direction, because the key to successful education is its inextricable connection with education. When educating a person, there is no need to impose moral values, they are only offered, and the student himself realizes the need for them.

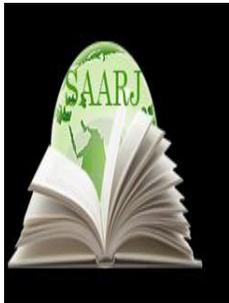
The problems of training and education have always existed and will continue to exist. The goal of any teacher's activity is to overcome them. There are various scientific approaches to solving emerging problems. At the same time, the teacher must know a large number of them - in certain cases, combine or use only one - the choice depends on the teacher's competence. The scientific works of researchers in the field of psychology and pedagogy highlight various approaches in teaching and upbringing, which can be combined into the following groups:

- Personal (the central element is the criterion of the effectiveness of a person
- his personality)
- activity (the basis of human development is his activity)
- cultological (culture is perceived as a universal characteristic of the activity of the social environment)
- ethnopsychological (ethnic characteristics of personality socialization)
- anthropological (data from all sciences about man as a subject of education).

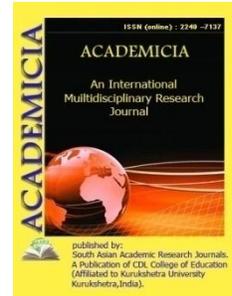
It is important that the methods used are adequate to the tasks set in the educational process. All levels of training and education methodology are closely related to the progress of scientific, technical, organizational and other forms of activity. Therefore, it is important in the education system to use scientific methodology not only in teaching various disciplines, but also in educating the student as a person.

REFERENCES:

1. Baranov, A.E. Internet psychology / A.E. Baranov. - M.: ITs RIOR, 2012. -- 264 p. - ISBN 978-5-369-01000-6.
2. Volkov, B.S. Methodology and methods of psychological research: textbook / B.S. Volkov, N.V. Volkova. - M.: KNORUS, 2014. -- 344 p. - ISBN 978-5-406-03254-1.
3. Makogon, I.K. Psychology. Short course / I.K. Macogon. - M.: Prospect, 2014. -- 112 p. - ISBN 978-5-392-13471-7.
4. Pastyuk, O. V. Psychology and Pedagogy: Textbook. /O.V. Pastyuk. - M.: NITs INFRA-M, 2013. -- 160 p. - ISBN 978-5-16-006300-3.
5. Lobb, M.S. Discovery at every moment // Our psychology. - 2014. - No. 7. - P.72-84.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00196.8

PSYCHOLOGICAL ASPECTS OF DETERMINING THE CHILD'S READY FOR THE EDUCATIONAL PROCESS

Melieva Yayra*

*Senior Lecturer,
 Institute for Retraining and Advanced Training of Managers and,
 Specialists of Preschool Education Institutions,
 Tashkent, UZBEKISTAN

ABSTRACT

The article provides information about the preparation of the child for school education, his mental development, the conditions of their admission to school education, the psychological aspects of determining their readiness for the educational process. The only exceptions are the "Home" and "Mental Awareness" or "Determining the Predominance of Game Motives" methodologies. Parents are not involved in conducting these techniques so as not to distract the child. All assignments should be taken as play by the child. The play environment allows children not to get excited, to behave freely helps. If the child is anxious, afraid to respond, the experimenter should provide emotional support.

KEYWORDS: *Child, Preschool Organization, Mental Development, Preparation For The Educational Process, Conversation, Psychological Aspects.*

INTRODUCTION

The problem of psychological preparation of a child for school education can vary depending on the actions, working conditions. Particularly favorable conditions occur when inspections are carried out in kindergartens in April-May. As a result, the child's mental development card is completed and handed over to the school psychologist for storage along with the medical card.

The timing of the test (April-May) is equally important, regardless of whether it is in kindergarten or school. The essence of this is that by this time, the future 1st graders will be 6 years old - 5 years and 6 months old. For example, it is not possible to conduct an earlier recommended screening program.

It is advisable to check the prospective first-grader in kindergarten. This is because the child will be in an environment that he or she is comfortable with. Thus, the exciting impact of an event called an 'exam' on school admissions is minimized.

In a preschool, an examination can be conducted during one admission, and if the child works too slowly and gets tired too quickly, it can be conducted during two admissions. At school, too, it's a good idea to split the test into two parts so that kids don't get tired.

Almost all inspections are carried out in the presence of both the former and the parent. The only exceptions are the "Home" and "Mental Awareness" or "Determining the Predominance of Game Motives" methodologies. Parents are not involved in conducting these techniques so as not to distract the child. Parental involvement is encouraged during other assignments, such as when a child is only preparing for school, especially when choosing a gymnasium or lyceum. It is only when parents personally see that their children have not been given any complex assignments or asked simple questions that their children have not been able to meet the school's demands and they cannot object to the fact that the child was not admitted to the school and that an unfair conclusion was not reached. Later, the subjects will be tested using the "Shoes" and "Event Mode" methods.

The second stage of the examination in the selection of children for schools based on a complex program is carried out with the participation of a small commission consisting of teachers. Parents are their children not in front of him, but sitting next to him at a certain distance, seeing and hearing them all, but not to disturb. A psychologist works with the child. Upon completion of the inspection, the selection committee will announce its decision to the parents based on the results of the inspection after all children of the same age have been interviewed. If the examination is not conducted for the purpose of selecting children for admission to school, but to study their mental development, then the participation of the commission in the second stage of the examination is not necessary.

It is important to establish a friendly relationship with the child during the conversation. All assignments should be taken as play by the child. The play environment allows children not to get excited, to behave freely helps. If the child is anxious, afraid to respond, the experimenter should provide emotional support. During the performance of duties, he should always be informed that he is doing everything correctly and well. Upon completion of all tasks, if necessary, based on the results of the inspection, parents will be given recommendations on how well to prepare the child for school during the remaining time.

The results of the examination aimed at determining the psychological readiness for school should be recorded on the child's mental development card. The card for psychological preparation of the child for school is described in detail in the book "School Psychological Service". The first page contains general information about the child, name, date of birth, family, class. Then the table "Data on the set of work with the child" is given.

This table will be completed during the student's time in school.

The table has the following sections:

1. Sana.
2. Reasons for the inspection or other types of work

3. Purpose and outcome of the event.

4. Issues related to further work. This is followed by the sections with the exact results of the work with the child:

1. Information about the specifics of developmental education in the early stages of development.

2. Health information.

3. Information on diagnostic (diagnostic) work (methods used, results).

4. Information on psychocorrection and developmental work.

5. Information about the work done in collaboration with the teacher (a written copy of the interview with teachers, their description of the child's personality, psychologist's recommendations, joint decisions, analysis of the results of the implementation of decisions and recommendations).

6. Information on cooperation with parents (interviews with parents, recommendations given by a psychologist, the results and analysis of the implementation of joint decisions).

7. A copy of the conclusions given by the psychologist about the child to third parties.

8. Conclusions of experts obtained in response to non-psychological questions about the child

9. Additional information.

It is advisable to encrypt the card so that the psychological information is not transparent. In this case, the first sheet of general information is stored separately. Like other pages of the psychological card, it shows the key and password stored in the psychologist. Administration and educators may use the information on the card only in consultation with a psychologist. In connection with the transfer of a student to another educational institution, the card can be given to the psychologist of the same educational institution.

The purpose of a child's psychological examination at school admission is to identify children who need special developmental work. In this sense, at the time of the examination, it is necessary to fill in all the sections of the psychological map that reflect the development of the child and to determine the plan of developmental work to be organized with them.

If a psychologist identifies a child who is far ahead of his or her peers in development, the above requirements set out when filling out the card will apply to him or her as well. It should be noted that the curriculum for the intermediate level student requires an individual approach to the personality of the prospective student, so as not to negatively affect the pace of its development.

We emphasize once again that the purpose of determining school readiness is not to identify those who are not sufficiently prepared for education, but to ensure a special attitude towards the student in education.

REFERENCES:

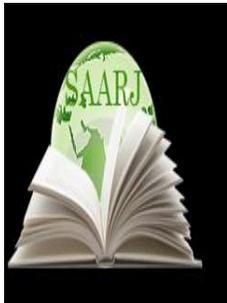
1. "First step" for preschool education organizations, approved by the decision of the Board of the Ministry of Preschool Education of the Republic of Uzbekistan dated July 7, 2018 No 4. The

state curriculum of preschool educational institutions. Compilers: I.V.Grosheva, L.G.Evstafeva, D.T.Mahmudova, Sh.B.Nabikhanova, S.V.Pak, G.E.Djanpeisova. - T.: MTV, 2018. - 69 pages.

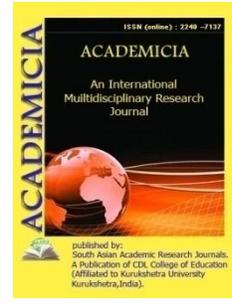
2. New State Requirements for the Development of Preschool Children. - Tashkent - 2018.

3. Belaya K.Yu. Innovative activity in preschool educational institution: Methodological guide. - M.: TC Sphere, 2005. -- 64 p.

4. Qodirova F. et al. Preschool pedagogy. - T.: Tafakkur Nashr. 2019.-553p .



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00195.6

**FOREIGN DIRECT INVESTMENT AND ITS IMPACT ON
 MACROECONOMIC VARIABLES, INVESTMENT POLICY IN FRANCE:
 IMPLEMENTING INVESTMENT FRAMEWORK OF FRANCE IN
 UZBEKISTAN**

Nozim Muminov* ; Jakhongir Tursunov ; Zilola Urozaliev*** ;
 Marufjon Nematjonov******

*PhD in Economics,
 National University of Uzbekistan under Mirzo Ulugbek,
 UZBEKISTAN

**PhD in Economics,
 Tashkent Institute of Finance,
 UZBEKISTAN

***Student,
 National University of Uzbekistan under Mirzo Ulugbek,
 UZBEKISTAN

****Student,
 Tashkent Institute of Finance,
 UZBEKISTAN

ABSTRACT

This research is conducted to describe the impact of Foreign Direct Investment (FDI) on several macroeconomic variables such as sustainable economic growth (GDP growth), unemployment rate(U), export (EXP) and trade openness (TO) in France and studying investment policy in order to use some effective methods in Uzbekistan.

KEYWORDS: *Foreign Direct Investment, Economic Growth, Sustainable Development, Unemployment, Inflation, Export, Trade Openness, Globalization, Empirical Data, Coefficient Of Determination, T-Statistics, F-Statistics, Ordinary Least-Squares Method, Regression Model, Response Variable, Explanatory Variable.*

INTRODUCTION

Foreign Direct Investments play a significant role in the sustainable development of every country's economy because it is crucial for the much-needed industrialization in the country. FDI not only accelerates the path of industrialization, fosters and maintains economic growth but also reduces unemployment rate. Globalization is making countries to become integrated and to open up free trade. In this context, globalization provides an unparalleled opportunity for developing countries to foster and achieve economic growth through trade and investment (Arndt 1999). Hence, many countries—especially the least developed countries—are implementing liberal economic policies to encourage more capital inflows from developed countries (Bengoa and Sanchez-Robles 2003). Numerous scientists assert that the role of transnational corporations in the development of Foreign Direct Investments and globalization has valid grounds for being considered (Muminov 2020). On top of that according to a study conducted by EY, France was in 2020 the largest Foreign Direct Investment recipient in Europe, ahead of the UK and Germany. EY attributed this as a direct result of reforms of labour laws and corporate taxation, which were well received by domestic and international investors like”.¹

Today, the importance of FDI has increased in the form of technology transfer and market networks that can result in efficient production and sales globally (Lipsey and Sjöholm 2010; Urata 1998). Foreign investors benefit by utilizing their assets and resources efficiently through FDI, while the recipients are expected to benefit by securing technologies and becoming involved in international trade networks (Louzi and Abadi 2011). Analyzing the investment and innovations separating them into extensive and intensive investment and innovations has not only great theoretical but also practical importance (Rasulev 2017).

FDI is often considered to be an important vehicle for economic growth (Vu Le and Suruga 2005a, b). A vast majority of empirical studies have focused on the effect that FDI may exert on economic growth along with the causal link from FDI to growth. As noted by Chakraborty and Basu (2006), however, the causal link from economic growth to FDI and the feedback relationship deserve further attention. Therefore, the direction of this relationship between FDI and economic growth needs to be stressed because the FDI-related spillover effect of knowledge encourages economic growth, which, in turn, attracts more FDI (Chakraborty and Basu 2006).

Empirical studies, such as Vu Le and Suruga (2005a, b), Durham (2004), Borensztein et al. (1998), and Balasubramanyam et al. (1996), have investigated the FDI-growth nexus. They have stressed that the possibility of a positive impact of FDI on economic growth depends on such mechanisms as the technology-upgrading progress, human capital investment, absorptive capacity, and trade policy adopted by the host country (Gönel and Aksoy 2016; Katircioglu 2009; Silajdzic and Mehic 2016). These studies generally considered a panel of countries, suggesting that FDI can have a positive effect on economic growth.

I. Foreign Direct Investments: a theoretical overview: A foreign direct investment (FDI) is an investment in the form of a controlling ownership in a business in one country by an entity based in another country.² Foreign direct investments are commonly made in open economies that offer a skilled workforce and above-average growth prospects for the investor, as opposed to tightly regulated economies. Foreign direct investment frequently involves more than just a capital investment. It may include provisions of management or technology as well. The key feature of

foreign direct investment is that it establishes either effective control of or at least substantial influence over the decision-making of a foreign business.

Foreign direct investments can be made in a variety of ways, including the opening of a subsidiary or associate company in a foreign country, acquiring a controlling interest in an existing foreign company, or by means of a merger or joint venture with a foreign company.

The threshold for a foreign direct investment that establishes a controlling interest, per guidelines established by the Organisation of Economic Co-operation and Development (OECD), is a minimum 10% ownership stake in a foreign-based company. However, that definition is flexible, as there are instances where effective controlling interest in a firm can be established with less than 10% of the company's voting shares.³

FDI represent an international strategy to grasp an opportunity outside the country; the choice to undertake an investment into a foreign country through FDI is determined by several determinants. One of the main reasons for undertaking this kind of investment is represented by the acquisition of particular resources not available at home or feasible at higher prices; this category is the so-called resource seeking. Moreover, a firm may want to invest abroad to gain market access in order to locate near to the customer base or to avoid the costs of serving a market on distance.

Furthermore, FDI allows taking advantage of differences in the availability and costs of factor endowments, the so-called market seeking motive. Hence FDI, especially in case of broad participation, provides extensive access to management policies, strategies, resources. Firms also choose FDI when the business is related to complex technology or when there is a risk of leakages of technology. As illustrated by the table among the economic determinants, the efficiency-seeking can be another driver of FDI; indeed, there also other input costs as communication and transport costs, that may affect and determine foreign direct investments.

TABLE 1.1 HOST COUNTRY DETERMINANTS OF FDI

Host country determinants	Types of FDI classified by motives of TNCs	Principal economic determinants in host countries
I. Policy framework for FDI <ul style="list-style-type: none"> • economic, political and social stability • rules regarding entry and operations • standards of treatment of foreign affiliates • policies of functioning and structure of markets (especially competition and M&A policies) 	A. Market-Seeking	<ul style="list-style-type: none"> • market-size and per capita income • market growth • access to regional and global markets • country-specific consumer preferences • structure of markets
	B. Resource/asset-seeking	<ul style="list-style-type: none"> • raw materials • low-cost unskilled labour • skilled labour • technological, innovatory and other created assets

<ul style="list-style-type: none"> • International agreements on FDI • privatization policy • trade policy (tariffs and NIBs) and coherence of FDI and trade policies • tax policy 			<ul style="list-style-type: none"> (e.g. brand names), including as embodied in individuals, firms and clusters • physical infrastructure (ports, roads, power, telecommunication)
<p>II. Economic determinants</p> <p>III. Business facilitation</p> <ul style="list-style-type: none"> • investment promotion (including image-building and investment-generating activities and investment-facilitation services) • investment incentives • hassle costs (related to corruption, administrative efficiency, etc.) • after-investment services 		C. efficiency-seeking	<ul style="list-style-type: none"> • cost of resources and assets listed under B, adjusted for productivity for labour resources • other input costs, e.g. transport and communication costs to/from and within host economy and costs of other intermediate products • membership of a regional integration agreement conducive to the establishment of regional corporate networks

Figure 1: FDI determinants – UNCTAD

II. Data and Methodology: In this empirical analysis, the variables utilized are FDI inflows(FDI), inflation rate (INF), economic growth (GDP), trade openness (TO), Export (EXP) and unemployment rate (U) in France. The variables of FDI, GDP, TO,EXP consist of yearly data spanning between 1980 and 2018, with 39 observations while unemployment rate consists of yearly data between 1991 and 2018, with 28 observations. Trade openness is calculated as the share of exports of goods and services (constant 2010 US \$) in GDP (constant 2010 \$). Inflation in this analysis is measured by the consumer price index which reflects the annual percentage change in the cost to the average consumer of acquiring a basket of goods and services that may be fixed or changed at specified intervals, such as yearly.

.In this study, all variables are obtained from the World Bank Database.

The analysis is conducted in OLS (Ordinary Least-Squares) method.⁴ Our regression models include two variables, namely, response variable and one explanatory variable:

$$1. GDP = a_0 + a_1 * FDI + \epsilon_i$$

$$2. TO = b_0 + b_1 * FDI + \epsilon_i$$

$$3. EXP = d_0 + d_1 * FDI + \epsilon_i$$

$$4. U = g_0 + g_1 * FDI + \epsilon_i$$

They can be written as:

$$y_i = \beta_0 + \beta_1 * x_i + \epsilon_i \quad (1)$$

Here, ϵ_i is the error term for observation i since it contains all factors affecting y_i other than x_i .

III. The impact of foreign direct investment on macroeconomic variables in France

TABLE1. DESCRIPTIVE STATISTICS

Variables	t ₀ statistics	t ₁ statistics	F-statistics	R-squared	adjusted R squared
GDP=1797782.248+15.873*FDI	22.17	6,6	43,56	0,54	0,53
TO=22.22+0.00012*FDI	32.4	5,66	32,05	0,46	0,45
EXP=300299.63+8.12*FDI	6.85	6,250	39,06	0,51	0,50
U=11,6+(-5,04E-05)*FDI	22.98	-3.956	15.65	0,38	0,35

Source: Authors' compilation with Excel

Foreign Direct Investments are the driving force behind the economic growth. Although FDI cannot bring the GDP growth immediately, it can show its result after a few years due to investment lag. According to this analysis, the coefficient of determination (R²) between GDP growth and FDI inflows is 0.54 meaning that FDI inflows have significant impact on GDP growth. Critical value of t-student is 2.03 (for a 5 % level test and with n-k-1=36 degrees of freedom). The true value of t₀-statistics is 22.17 and t₁-statistics is 6.6. Due to 6.6 > 2.03, β_1 (15.873 in our model) shows the real impact of FDI on GDP growth and 22.17 > 2.03, β_0 (1797782 in this model) shows the impact of other factors on GDP growth. The critical value of F-statistic is 4.11 and the true value of it is 43.56. 43.56 > 4.11 and it is obvious from this that the model is significant at the 5 % significance level.

As for the regression model between trade openness and foreign direct investment inflows, the coefficient of determination (R²) is 0.46 meaning that FDI inflows have a dramatic influence on TO. The critical value of t-statistic is 2.03 (for a 5 % level test and with n-k-1=36 degrees of freedom). The true value of t₀-statistics is 32.4 and t₁-statistics is 5.66 meaning that β_1 (0.00012 in our regression model) and β_0 (22.22 in this model) are significant at the 5 % significance level. The critical value of F-statistic is 4.11 and true value of it is 32.05. Owing to 32.05 > 4.11, the model is significant at 5 % significance level.

As to the regression model of FDI inflows and export, the coefficient of determination is 0.51 meaning that the explanatory power of the model is slightly strong with the independent variable explaining 51 % of the movement in the dependent. The critical value of t-statistic is 2.03 (for a 5 % level test and with n-k-1=36 degrees of freedom) The true value of t₀-statistics is 6.85 and t₁-statistics is 6.25 meaning that β_1 (8.12 in our regression model) and β_0 (300299.63 in this model) are significant at the 5 % significance level. The critical value of F-statistic is 4.11 and true value of it is 39.6. Owing to 39.06 > 4.11, the model is significant at 5 % significance level.

FDI inflows result in reduction of unemployment rate. The coefficient of determination 0.38 meaning that the independent variable of FDI inflows explains 38 % of the movement in the dependent variable of unemployment. The critical value of t-statistic is 2.06 (For a 5 % level test and with $n-k-1=26$ degrees of freedom) while The true value of t_0 -statistics is 22.98 and t_1 -statistics is -3.956. β_1 (-5,04E-05 in this model) and β_0 (11.6 in this model) are significant at 5 % significance level. The critical value of F-statistic is 4.11 and true value of it is 15.65. Owing to $15.65 > 4.11$, the model is significant at 5 % significance level.

IV. France's investment framework: implementing its methods in Uzbekistan: Why France attracts foreign investors is that tertiary fabric (including tourism) is highly developed, it has a vast industrial base, skilled and productive workforce being 2nd European country in terms of hourly productivity and most importantly France has an investment-friendly business environment and relatively stable and transparent legal framework.⁵ The Government of France have made many reforms to revitalize the economy in the country and to attract more investors. To illustrate, administrative formalities to establish foreign companies have been relaxed. Another stimulant is that the same subsidies are provided for foreign companies as French companies meaning that foreign companies can have more financial resources for R&D, to employ more skilled workers and improve their staff's both vocational and professional qualifications. Moreover, there are a number of organizations that improve business environment in France such as Business France which is an investment aid agency supporting the international development of the French economy.

It is clear from these observations that Uzbekistan can also enhance its business environment and attract foreign investors by introducing flexible regulations on companies which have foreign investment due to the fact that frequent amendments to laws also affect adversely the attitudes of investors towards the business environment in the country. Another pressing issue that should be paid more attention is the qualification and skills of human resources. This is the important factor for the development of every company and urges investors to invest their financial resources.

Foreign Direct investment inflows to France fluctuated over the 40 years from 1980 and 2019. However, if FDI net inflows in 2019 is compared to the quantity in the past period, for example in 1980 and 1990, it can be seen that it increased dramatically from 3282.77 mln US dollars in 1980 and 13183.29 mln US dollars in 1990 to 51038.71 mln US dollars in 2019. (Figure 2)

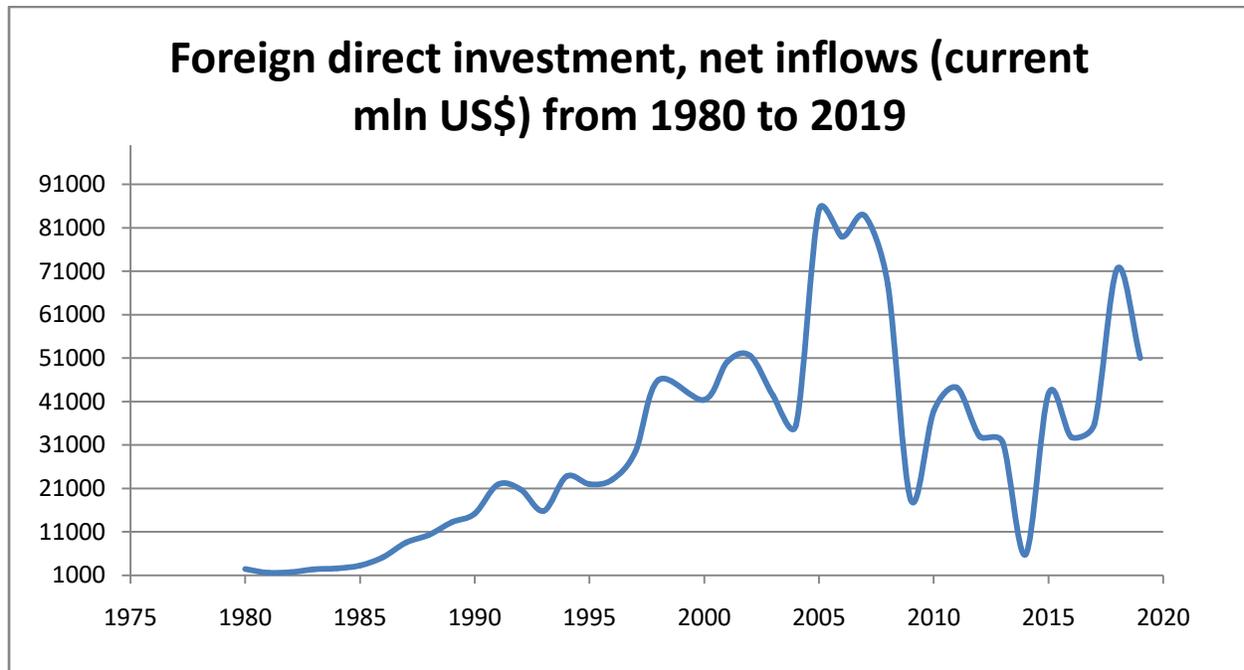
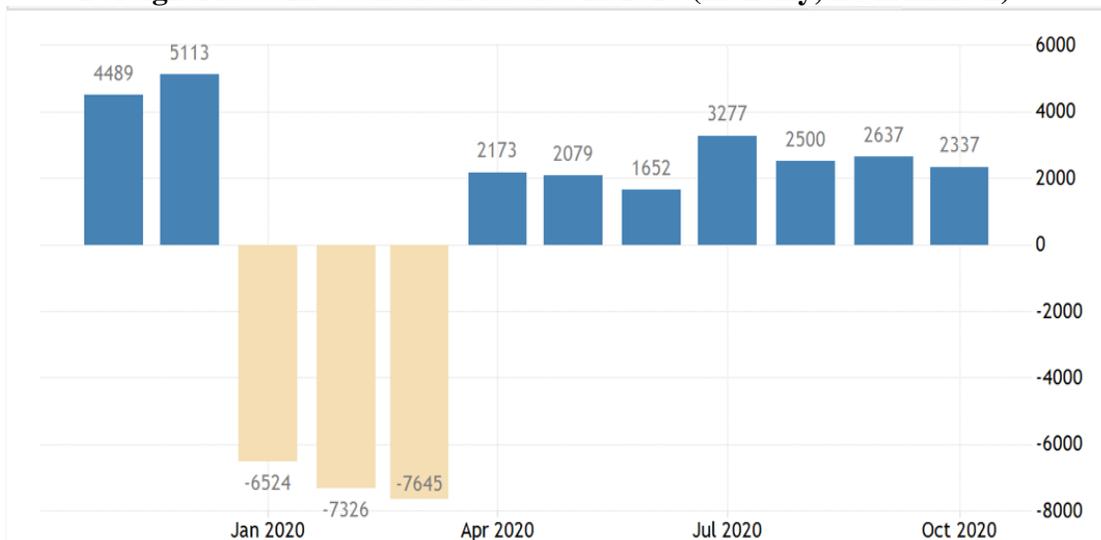


Figure2. Foreign Direct Investment net inflows from 1980 to 2019 in France.

According to the World Investment Report 2020, published by UNCTAD, FDI flows to France decreased by 11% to reach USD 34 billion (compared to USD 38 billion in 2018). This was mainly due to a decline in cross-border M&A sales of assets. France is the 13th recipient of FDI in the world. According to the Global Investment Trend Monitor published by UNCTAD, France was the 4th country receiving FDI flows during the first half of 2019, receiving USD 33 billion in FDI. Luxembourg, the Netherlands, the United Kingdom and Switzerland are the main investors in France and represent more than 50% of the stock of FDI.

Foreign Direct Investment in France in 2020 (monthly, EUR million)



Source: TRADINGECONOMICS.COM | BANQUE DE FRANCE

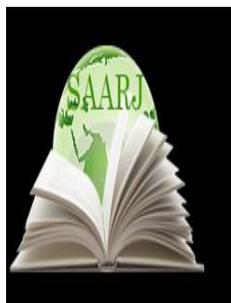
Foreign Direct Investments have suffered as a result of the coronavirus pandemic. While Foreign Direct Investments constituted 5113 million euros in December in 2019, it decreased sharply to -6524 million euros in January, -7326 million euros in February and finally -7645 million euros in March when lockdowns were by far the most strict than following months. It began to go up again in April when lockdowns started being relaxed. Foreign Direct Investments in France increased by 2337 million euros in October, 2020.

CONCLUSION AND RECOMMENDATIONS: This study conducted an empirical analysis of FDI inflow's impact on macroeconomic variables of GDP growth, inflation rate, unemployment rate, trade openness and export in France. From this research, it is obvious that there is a long-run relationship between these indicators. Due to the fact that there is a positive relationship between FDI inflows and economic growth, the country should embrace more investment to its economy. In this way, more population in the country can be provided with employment resulting in decrease in unemployment rate because unemployment rate is high at 10.4 % in 2020 according to IMF and this adversely affects young people and older workers. The analysis has also shown that there is a negative relationship between FDI inflows and unemployment rate. FDI inflows not only create opportunity to open up new businesses and enlarge companies increasing the quantity of goods produced in the country but also promotes innovations which serve to make the country's products competitive in the world market. The level of SMEs operating for export and investing in innovations is low in the country. Therefore, increase in FDI inflows to the country can have positive effects on its economy. There is a positive correlation between exports of goods and services and FDI inflows according to this study as well.

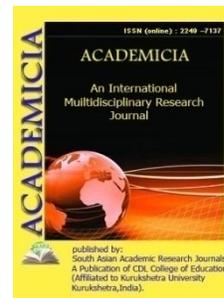
REFERENCES:

1. Jeffrey M. Wooldridge. Introductory Econometrics. A MODERN APPROACH .
2. Nozim Muminov, Pazliddin Hoshimov, Nasiba Muxitdinova and Okil Umarov. (2020). INVESTMENT COOPERATION IN THE CONDITIONS OF GLOBALIZATION: PROBLEMS AND PROSPECTS FOR THE DEVELOPMENT. International Journal of Psychosocial Rehabilitation. Vol. 24, Issue 01, 1950-1953. ISSN: 1475-7192. DOI: 10.37200/IJPR/V24I1/PR200301
3. Расулев А.Ф., Павлов К.В. Наноинновации, наноинвестиции и интенсификация производства // Экономика и финансы (Узбекистан). 2017. № 4, С.19-30.
4. World Investment Report 2020, published by UNCTAD.
5. Global Investment Trend Monitor published by UNCTAD.
6. OECD. "Foreign Direct Investment Statistics: Explanatory Notes."
7. Foreign Direct Investment Definition from Financial Times Lexicon (<http://lexicon.ft.com/Term?term=foreign-direct-investment>). lexicon.ft.com.)
8. Islam MS, Sahajalal M (2019) An empirical analysis of macroeconomic indicators as determinants of foreign direct investment (FDI) in Bangladesh 1976–2018. Int. J Sci Res Multidiscip Stud 5:12

9. Khan A, Rehman NU (2019) Impact of macroeconomic variables on foreign direct investment in Pakistan: time series analysis for the period (1990–2015). *J SocSciHumanit* 2(1& 2):32–46
10. Sultana ST (2016) An empirical analysis of macroeconomic determinants of foreign direct investment inflows to India. *Productivity* 57(3):235–243
11. Adhikary BK (2010) FDI, trade openness, capital formation, and economic growth in Bangladesh: a linkage analysis. *Int J Bus Manag* 6(1):16–28 <https://doi.org/10.5539/ijbm.v6n1p16>
12. Aitken BJ, Harrison AE (1999) Do domestic firms benefit from direct foreign investment? Evidence from Venezuela. *Am Econ Rev* 89(3):605–618 <https://doi.org/10.1257/aer.89.3.605>
13. Arndt SW (1999) Globalization and economic development. *J Int Trade Econ Dev* 8(3):3099–3318 <https://doi.org/10.1080/096381999000000018>
14. Granger CWJ (1969) Investigating causal relations by econometric models and cross-spectral methods. *Econometrica* 37(3): 424 <https://doi.org/10.2307/1912791>
15. Zhang KH (2001) How does foreign direct investment affect economic growth in China? *Econ Transit* 9(3):679–693 <https://doi.org/10.1111/1468-0351.00095>
16. Tomiwa Sunday Adebayo, Kelvin Onyibor, Gbenga Daniel Akinsola. The impact of major macroeconomic variables on foreign direct investment in Nigeria: evidence from a wavelet coherence technique. *SN Bus Econ* (2021) 1:11 <https://doi.org/10.1007/s43546-020-00018-5>



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00194.4

METHODS OF DEVELOPMENT TOLERANCE SKILLS PUPILS IN PRIMARY SCHOOL

Gafurova Nodira Ravshanovna*

*Senior Teacher,
 Faculty of Foreign Languages,
 Department of Foreign Languagesin Natural Sciences,
 Fergana State University, UZBEKISTAN

ABSTRACT

This article discusses the problems of developing tolerance skills in primary school students, pedagogical tasks, forms and objectives, the idea of religious tolerance in the scientific literature today and the different views and approaches to its essence. In the World Encyclopedic Dictionary, the concept of tolerance is tolerance for other religions, positive behaviors, national and religious traditions, other religious and political views, beliefs and lifestyles. In such a situation, patience and endurance become more and more fragile. Therefore, the development of tolerance skills from an early age is a pressing socio-political and pedagogical problem.

KEYWORDS: *Globalization, Tolerance, Education, Upbringing, Tolerance Education, Methodology, Ethnicity, Race, Interethnic Communication, Other Religions, Students, Primary School Students, Tolerance Skills.*

INTRODUCTION

Today, the development of tolerance skills in the younger generation is becoming one of the most important tasks. In today's world, tolerance is a prerequisite for sustainable development. Tolerance skills are related to a person's worldview and include qualities such as openness, free thinking, social activism and responsibility. Tolerance also means tolerance for the thoughts and actions of others, tolerance, and non-disclosure.

The purpose of this research is to study the pedagogical tasks, forms and methods of developing tolerance skills in primary school students, and to determine the content of the category of tolerance in the literature, dictionaries and scientific journals. The concept of tolerance was proposed by the English scientist P. Medavar to the scientific community in 1953 in order to express the resistance of the body's immune system to foreign tissue transplanted. The

Encyclopaedia of Philosophy interprets tolerance as patience and perseverance. He also linked this notion with tolerance, saying, "To be tolerant of the lifestyles, behaviors, habits, feelings, thoughts, ideas, and beliefs of others, and to live in harmony with people who are different from each other. We may not like something in any person or in any foreign culture, but we must recognize their existence and development if they do not harm the rights and interests of others and do not violate current laws".

Tolerance, then, means being tolerant, tolerant, and generous with the behavior and thoughts, ideas, and beliefs of others. It does not mean natural obedience to the opinions, opinions, and beliefs of others. The encyclopedic dictionary of social work describes tolerance as the recognition, appreciation, and respect for the cultural, racial, and other differences of others, and the tolerance of them.

In the World Encyclopedic Dictionary, the concept of tolerance is tolerance for other religions, positive behaviors, national and religious traditions, other religious and political views, beliefs and lifestyles. It means to be patient, tolerant, polite and considerate in relation to political views, beliefs and way of life. Today, the scientific literature is full of different views and approaches to the idea of religious tolerance and its essence. The Dictionary "The Idea of National Independence: Basic Concepts, Trends and Terms" (briefly empirical) states: Today, this idea implies the cooperation of not only believers, but all members of society in the path of goodness. "Religious tolerance is an important condition for strengthening peace and stability, building a free and prosperous homeland."

The problem of tolerance in Uzbekistan was solved by B. Umarov, U. Saidov, I. Ergashev, Z. Kadyrova, R. Murtazaeva, I. Gentshke, K. Khonazarov, S. Shermuhamedov, M. Khaidarov, Z. Husniddinov, G. Yuldasheva, K. Normatov and many other researchers.

According to M. Khadzhiyeva, an Uzbek researcher, tolerance connects people and nations with different social and religious differences and promotes social development by creating a friendly relationship and environment between them [3]; Researcher Z. Husniddinov defines this concept as follows: "Tolerance in the general sense means to accept something, an event, a different opinion and attitude, regardless of one's own concepts, as patiently and patiently as possible." Some researchers, on the other hand, argue that the notion of respect for self-expression and acceptance of it as it is: "Tolerance is the harmony of diversity. It is the respect and acceptance of the diversity of world culture, the forms of self-expression and the ways of expressing human qualities" According to M. Bekmurodov and E. Karimova, according to the requirements of socio-psychological classification, tolerance is in the form of perceived and unperceived. At the same time, tolerance is expressed in different forms of nations, citizens, states, populations, cultures, parties, values, confessions, territories, tribes, communities. According to Z. Husniddinov, "religious tolerance is important from the point of view of freedom of conscience. peace means peaceful coexistence. "Religious tolerance is evident in attitudes and attitudes that are full of social equality and violence against human freedom."

Western scholar G. Eisenk describes tolerance as tolerance, tolerance and allowing him to meet with the other world, freedom and tolerance towards him. "A sociological dictionary published in Russia defines tolerance as follows: a) tolerance of a stranger's way of life, behavior, customs, feelings, thoughts, ideas, beliefs; (b) a tolerant approach to incidents resulting from a lack of awareness of adverse factors; c) tolerance to the influence of unfavorable emotional factors".

Mark Natturmo, a researcher on tolerance, said, "Because we are free and conscious beings, we must be free from heresies that shift the blame to those around us. In particular, it is related to tolerance, which can be described as our efforts to overcome religious, ethnic and racial superstitions that have long hindered freedom." According to him, "tolerance is tolerance for things that are disliked, even considered evil." From the above, it can be explained that tolerance arises in the form of a spiritual reflection on the conflicts that arise from different worldviews, as well as the groundwork for religious wars.

Ibn Khaldun, a thinker who made a worthy contribution to the development of Arab-Muslim philosophy in the Middle Ages and who had a significant impact on the development of Eastern moral and social ideas, expressed his opinion on tolerance.

The concept of tolerance is interpreted and defined differently in different languages. It is influenced by the traditions, worldview and mentality of the people and nation. Also, the historical experience of peoples also affects their attitude to things and events. In the West, tolerance is an expression of compassion for someone or something, and another idea is the existence of conditions for the idea to survive. Tolerance is also a form of resistance to extremism.

In today's world, it is becoming increasingly difficult to show tolerance, tolerance and respect for others, to understand their religion, race, beliefs, values, moral and political differences, as integration ties grow stronger. Tolerance is gaining global importance and is becoming one of the most challenging and challenging tasks in a globalizing world. Patience and perseverance are disappearing in the children of the new millennium. The complexity of life's trials also puts people in a state of mental imbalance. In such a situation, patience and endurance become more and more fragile. Therefore, the development of tolerance skills from an early age is a pressing socio-political and pedagogical problem. Therefore, there is a growing need to teach students from an early age to be tolerant of the thoughts, attitudes, beliefs, morals, patience, forbearance and tolerance of others. Because, "we have set ourselves the great goal of building the foundation of the Third Renaissance in our country, for which we need the environment and conditions that will bring up the new Khorezmians, Berunis, Ibn Sino, Ulugbeks, Navoi and Baburs. At the same time, first of all, the development of education and upbringing, healthy lifestyle decisions, the development of science and innovation should be the main pillars of our national ideology.

In short, the concept of tolerance is interpreted and defined differently in different languages. It is influenced by the traditions, worldview and mentality of the people and nation. Also, the historical experience of peoples also affects their attitude to things and events.

In a globalized world, it is becoming clear that it is impossible to bring up a mature generation without promoting a culture of tolerance and tolerance in society. In order to develop the qualities of tolerant thinking and tolerance in society, it is necessary, of course, to form the qualities of tolerance in students from the system of education, from primary school age, to be tolerant and tolerant of the mechanisms of tolerance.

Anxiety, impatience, impatience, inability to adapt to school life as a result of developing tolerance skills in primary school students, the development of appropriate measures to prevent high levels of fear. The need to define the content of tolerance education is becoming

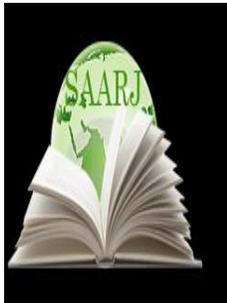
increasingly important, based on the age characteristics, capabilities, daily needs and social needs of primary school students.

Tolerance serves to instill in primary school students such qualities as kindness, love, justice, conscience, honor, and patience. He also noted that there are no negative aspects of tolerance and that tolerance should not be allowed in the face of destructive events such as terrorism, religious fundamentalism and crime.

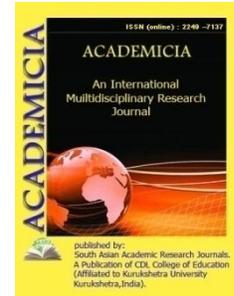
In the new stage of development of Uzbekistan, in the age of change and reform, tolerance, indifference, tolerance to the elements of popular culture, multiculturalism, discrimination in political gender relations, which are increasing in society, are necessary. Because certain forces in modern society, in terms of their interests, are exporting various ideas, programs, to the countries of the third world in the form of democracy, "humanism", "tolerance". In such a situation, a society formed at a young age with the qualities of tolerance, perseverance and endurance, tolerance is not affected by various ideological attacks. Especially today, due to the lack of a tolerant approach to religion and the inability to show tolerance, negative situations and attitudes are emerging. To prevent this, we need to make it clear from the school system to students from an early age that they have the right to live and spread freely without any ideas, oppositions, beliefs, or opinions on the basis of social instability. Today, in our country, it is important to preserve the values of different religions, to create the necessary conditions for all citizens to practice their faith, to further strengthen the unity of religions and nations, to strengthen the ancient traditions of interfaith and inter-ethnic harmony.

REFERENCES:

1. The Constitution of the Republic of Uzbekistan. –Tashkent .: Uzbekistan, 2018. –B. 5
2. Bekmurodov M., Karimova E. Patience is the value of the nation (a feature of tolerance in the Uzbek mentality). - “Society and Management” magazine, 2001, № 2.– P.11.
3. Bardier GL Social psychology of tolerance. - SPb .: Izd-vo, SPbGU, 2005. - P.120.
4. Beck W. What is globalization? Mistakes of globalism - answers to globalization. –M .: Progress-Tradition, 2001. C. 91-92.
5. Declaration of the Secretary-General of the United Nations on the occasion of the International Day of Tolerance (November 16, 2008). - Tashkent. // Social thought. Human Rights, №4 (44). 2008. –P.166.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00260.3

**TELEVISION ADVERTISEMENTS AND CHILDREN'S BEHAVIOR:
 PARENTS' EXPERIENCE BASE STUDY IN THE POST-WAR CONTEXT**

Dilogini.K*; Shivany.S**

*Department of Marketing,
 Faculty of Management studies and Commerce,
 University of Jaffna, SRI LANKA
 Email id: dilo.kuru@yahoo.com

**Department of Marketing,
 Faculty of Management studies and Commerce,
 University of Jaffna, SRI LANKA
 Email id: shansshivany@yahoo.com

ABSTRACT

This paper examines how television advertisement is linked with children's behavior in Jaffna district in the post-war market situation. Researchers examine whether these children paying attention on television advertisements are influenced by the characteristics of the child's early home environment and parental behaviors. In Sri Lanka, Parent – Children conflict is one of the most vital issues. Especially, in the post-war Jaffna market situation, the Parent-Children conflict' created by television advertisement is most considerable problems for Jaffna district parents and marketers. Therefore, there is a need for accomplish various researches concerning the outcomes of parent-children conflict derived by television advertisement. This research explored methodological implications by using qualitative approach; data were collected via purposive sampling method as of 10 parents from Jaffna district by using preset questions based on a primary interview questions as open-ended question format. Researchers found that the children's behaviors of purchasing request to buy particular advertised product from their parents. Until the end of time, emotions in the television advertisements attract the children very much. This paper is a key resource for marketing practitioners wanting to focus on future quandary regarding unconstructive children's behaviors shaped by television advertisement and outcomes of parent-children conflicts created by television advertisement. The researchers have found that numerous negative outcomes are there in Jaffna district regarding parent-children

conflicts derived by television advertisements. Especially there are negative outcomes of conflict over a request to buy particular advertised product among Jaffna children.

KEYWORDS: *Television Advertisement, Children, Behaviors, Attention & Colorfulness & Outcomes.*

INTRODUCTION

Children behavior is an important measurement of children's mental health and has consequences for outcomes in later life (Carol Propper, 2007). In the war situation Jaffna people didn't consider about anything other than their needs. Whatever there was availed for their living purpose, they purchased. There was no any consideration about commercials. But, now it has been changed. In this situation, we need to find out the actual impact of television advertisement on parent-children conflict in Jaffna peninsula which means in post-war Jaffna market situation how extend television advertisement influences on parent-children conflict. This study is to explore how parents can solve problems and resolve conflicts caused by television advertisements.

Now-a-days marketing strategies that involve mass production, mass targeting, mass media and mass developments in the market place-specially by changing consumer needs and wants through variety of promotional mix tools like advertising, sales promotion, personal selling, direct selling, public relation & so on (Garland Wood, 1958).

Strengths of television advertisement are high reach, ability to demonstrate, high-impact medium & prestigious. Therefore, television advertisement attracts its viewers with images, graphics, accounts & stories of live. If we take in to the consideration the children, they are more interested in advertisements & their music and they identify the advertising when the music starts to play. Television advertisement is the most influential media even there is no acting of purchase the product still remains in our consciousness (CheeHuat, 2008).

Television advertisement impacts on attitude, values, customs, norms, ethnicity, culture, religion and some other behaviors. Sometimes advertisement may change our life style; especially child's attitude. It can shape our way of life also (Belk and Pollay, 1985; Kumaran, 1987). Television advertising exposure is positively related to children's purchase requests which leads to increased number of product denials from parents, then causes conflict between parents and child (MoniekBuijzen and Patti Valkenburg, 2003).

In the advertising promotional mix tool, there are lot of different mediums. Such as; television, radio, newspapers, magazines, direct mail, bill boards etc. Even though, appealing of television advertisement to reach the greatest number of targeting consumers, because there are no homes without television. It plays major role everywhere in the homes and act as an agent of consumer socialization competing with some traditional agents such as school, working place & even parents (Guinn and Shrum, 1997). The characteristics of the specialized media and their audiences are essential for the advertiser who makes them a part of the media mix (Anderson, Simon and Gabszewicz, Jean, 2005).

Some consumer commodities are popular among people not only because of the special quality of the product, but also the creativity of the advertisement. Therefore, advertising has become key factor for both consumers and producers in the market economy (Samaraweera and

Samanthi, 2012). Because, television advertising act as a source of new product information, providing children with some knowledge of the range of goods & services available and the attributes & criteria that they can employ in evaluating various purchase alternatives (Rhonda Jolly, 2011).

Commonly children do not like traditional concepts & life styles. Children like fun & happiness information rather than to provide any factual product related information. Advertising by using television considers this strategy to attract child consumers (Barcus, 1980; Doolittle & Pepper, 1975; Kunkle & Gantz, 1992).

RESEARCH GAP

A variety of researches related to children & advertising and children & television have been done by academic researchers and they focused on following topics; Children's television advertising viewing behaviors (Ward Levinson & Wackman, 1972), Children's exposure to TV advertisement & social development (Atkin, 1975), Children's responses to commercials (Breen & Powell, 1973), Children's awareness, interest, desire & product preferences (Frideres, 1973) and How children learn through TV commercials (Siegel, 1974), The effects of television food advertisement on children's food purchasing (YasareAktasArnas, 2005), How children learn through TV commercials (Siegel, 1974) and Some past researches investigated the effect of television advertising on parent – child conflict (Goldberg & Gorn, 1978). Even though, in a deep manner researchers have neglected some topics like; the specific ways in which kind advertising can often lead to children's product request, children force parents to buy unnecessary items after seeing advertisements, Children's attention level on viewing television advertisements, the level of parent – children conflict & its consequences or outcomes & etc.

There is wider range of markets & choices of products in the Jaffna post-war marketing situation. There are no barriers for marketers & customers. Television advertisements also make longer impacts on marketing activities as well. In this particular situation there is a gap for researchers to find out the children's behaviors regarding television ads & its consequences.

RESEARCH PROBLEM

One of the main promotional tools is advertising. Especially television advertising effects, such as; advertised product desires are not only deer mind by cognitive responses to a message, but also by effective responses (Brown & Stayman, 1992; Narin & Fine, 2008). Through the children's emotions like; fantasy fun & peer popularity that commercials aimed at young children & influencing their strategy for taking product purchasing decisions (Roberts & Pettigrew, 2007). According to the present business environment of post – war Jaffna market it is a need to explore the influences of television advertisement on children's behaviors. Hence, this study is most important to advertising policies makers & publics in the post-war marketing context, for the reason that parent-children conflict is one of the off-putting issues of television advertisements. Number of Television channels and Television advertisements are proliferated in the Jaffna market, and it is a needy to design an appropriate strategy for this special context.

LITERATURE REVIEW

Considerable research has examined advertising's cumulative effect on children's eating habits. Several studies have found strong associations between increases in advertising for innutritious food and rates of childhood obesity and also, exposure to television food advertising is parent-

child conflicts that may arise regarding food choices. These conflicts can have a negative impact not only on children but also on relationships within the family (Buijzen and Valkenburg, 2003).

In Sri Lanka there are nine television channels fighting for airwaves, the competition is tough. The list of Sri Lanka TV channels are; VasanthamTV, NethraTV /Channel eye, Dan Tamil Oli, ShakthiTV, SirasaTV, National television, ITN &Swarnawahini and the India TV channels are; Sun TV, KalaingarTV, Zee tamil, Jeya TV, Raj TV, Polimer, Vijay TV, Comedy channels like; Adithiya TV, Kids channels like; ChuttiTV, ChithiramTV, Cartoon network & Pogo TV. Major channels like; Rupavahini, Sirasa, ITN &Swarnawahini compete with each other from about 7.30 pm in the evening (Samaraweera & Samanthi, 2012).

People in the Jaffna district are more aware of Indian television advertisements, because they always watch drama serials, which are telecasted by the Indian channels. The Indian advertisements which are telecasted in between the breaks are likable, match with consumer culture & perfectly designed (Shivany, 2013)

If we take in to the consideration of Jaffna children's favorite channels and programs, we can observe children's Chutti TV Channel viewing amount and Sun TV channel's KuttiChutties program viewing interest levels. Because, ChuttiTV is a 24hrs Tamil language television channel owned by sun network. This channel is dedicated to children aged between 3 & 12. It was launched in 2007, marketing it sun network's first ever television channel dedicated to kids (Pilot study).

Advertisement creators are using child actors in their advertising strategy. Therefore, children reacted very positively. Child can easily identify the advertising character that appeared to be the similar in age & life style (Kinsey, 1987).

The advertising market has been rapidly promoting in Jaffna for recent years. Fast foods are highly focused in advertisements (Sumaraweera & Samanthi, 2012). Consumers who are returned to the normal life prefer enjoyable, cultural match & fun associated advertisement rather than the long message content advertisements & also they like the celebrities who match their social patterns & ethnicity. Therefore, the celebrities used to promote the advertisements in TV commercials are very friendlier to the audience in the past conflict environment. Celebrities in the local TV commercials & their dress code also match with the people.

Marketers who try to penetrate the Past - conflict market might need to develop TV commercials in an enjoyable manner, background music should be enjoyable. The experienced gained in the conflict environment, consumers have become more knowledgeable, less naïve & less easily influenced, at the time of war consumers were more conscious on the product accessibility & didn't consider the other promotional aspects in the purchase, but in the post- conflict marketing environment they search for information & compare quality aspects in each marketing activities (Shivany, 2011).

Several authors argue that advertising may cause unhappiness in children. Most of these authors have investigated a direct relation between exposure to commercials & unhappiness (Richins, 1991). Even though, several others hold a contrary view, they maintain that children are generally unable to understand an advertisement's persuasive agenda and thus tend to become easy targets for commercial persuasion (Wilcox, 2004). Past reviews have clearly shown that advertising aimed at children can have certain undesirable consequences for the family, such as;

increased parent – child conflict & materialistic & disappointed children (Buijzen&Valkenburg, 2003). Growing up in a world of advertising with the emergence of a new media landscape implies consumer socialization with the various ways and different agencies that operate to instill consumer learning in children. As children have limited disposable personal income they have to negotiate within the family for goods & services. This can have negative consequences often called “Pester Power” or the “Nag Factor”. By definition, the “nag factor” is the tendency of children, in response to marketing, to never stopping request advertised items. Packaging, characters and commercials were the three main factors that motivated children to nag. Parents deal with the nagging through some strategies, such as; ignoring, distracting, staying calm & so on, because successful nagging of children will lead to more nagging (Brian Young, 2003).

Approximately 80% of all advertising targeted to children falls within four product categories, such as; toys, cereals, candies and fast food, not only these categories but also sweets drinks, music, films & clothing to children which are aimed at children currently on television advertisements (Lionel Wijesiri, 2012). Children are a key target for advertisers as brand preferences often remain unchanged throughout life. Children’s segment is now being target by many consumers’ Product companies, because children are important potential customers as they not only decide about their own buying as they can influence the buying decisions of their parents also (Muhammad, Shabana & Hafiz, 2008). Consumers in the post conflict environment are more aware of Indian Television advertisements, because they always watch drama serials, which are telecasted by the Indian channels (Shivany, 2013). Most popular Indian channels among Jaffna people are; Sun TV, KalaigarTV, Zee tamil, Polimer, Vijay TV, and So on.

Television advertisement the stimuli in the form of marketing messages are competing with each other on the consumer’s attention, both in the form of other commercials as well as the program itself (Mc clung, park & saur, 1985).

Attractive advertisement makes a deep influence on children’s attitudes & behavior, which especially leads to purchase behavior as well as purchase request. Children can be categorized into positive & negative attitudes, while children who have positive attitudes toward advertisement, their behavior remain consistent with their attitudes and they tend to make purchasing of that particular product whose advertisement they have seen. On the other hand, children who have negative attitude toward advertisement they don’t take any step to purchase that particular advertised product (Erra, 1990).

Atkin (1981) found that respondents who reported heavier exposure to children’s television (& its advertising) also reported making more requests for advertised toys, cereals, & fast foods. Kraak & pelletier (1998) stated that the television advertisements & prime – time programs have been identified as important influences on the types of food that children ask their parents to buy for them and food they buy for themselves. Research has also shown that by the age of nine, children start to lose interest in toys & develop a preference for products with a social function, such as music and sports equipment (Buijzen&Valkenburg, 2000). Past researches have indicated, if television advertising based on the experiences which are strictly influence to the minds of children by using the most appropriate & best strategies, this directly influences on the food pattern of the children (Livingstone &Helsper, 2004).

Previous studies have shown that children’s attitudes & behaviors and television advertisements are co relational. So, it is difficult to determine whether advertisement influence children’s

attitudes & behavior or whether attitudes & behaviors determine what television programming or advertising will be viewed (Ann Sanson, 2000). Marketers, who try to penetrate the post- conflict market should need to develop television advertisements in an enjoyable manner, background music should be enjoyable. Because, children can be easily memorized by those ear – catching jingles & endorsement by animated characters commercials & they often imitate what the animated characters endorse such as; jingles or lines (Neeley& Schumann, 2004). Post conflict marketing environment is unique and exclusive; there is vast opportunities for marketers to sell their product & services to the potential customers who returned to their normal life (Shivany, 2013).

The evidence indicates under the other undesirable consequences of advertising by Atkin (1978) that, the first parents reject approximately one- third to one – half of child requests for products. This leads to parent – child conflict in about half of all families; such arguments are generally mild & infrequent. The evidence shows that children who see the most advertising have considerably more conflict. About one- third to one – half of the children become unhappy, angry or disappointed after denials of food & toy requests; again, the rate is considerably higher among those seeing the most advertising. In addition, some children may become dissatisfied when actual products fall short of the advertised image. Advertising interruptions of program enjoyment produce irritation in many viewers.

METHODOLOGY

Introduction: Qualitative Research

A qualitative exploratory research has been adopted for this study. Because, in Jaffna peninsula, there are few researches on the topic of television advertisement & parent-children conflict via qualitative research method like; “*Age variances of children and conflict with their Parents instigated by television advertisements*” (Dilogini and Shivany, 2014). Therefore, a research design was employed for this study.

First, the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue, it provides information about the “human” side of an issue- that is, the often contradictory behaviors, beliefs, opinions, emotions & relationships of individuals, although findings from qualitative data can often be extended to people with characteristics similar to those in the study population (Natasha Mack, 2005).

The second one is the goals of exploratory research are intended to produce the following possible insights, such as; familiarity with basic details, settings & concerns, well-grounded picture of the situation being developed, determination about whether a study is feasible in current situation and direction for future research & techniques get developed.

Harry Wolcott (1999) maintains that one of the main problems in qualitative work is having too much of data rather than not enough, because the research is meant to provide details where a small amount of information exists. Normally, qualitative research means; investigation in to a problem or situation which provides insights to the researcher.

Population of the Study

The population for the present study consisted of parents in Jaffna district between 25 to 45 years of age with at least one child between the ages of four & twelve. In 2012, Samaraweera & Samanthi have done a case study from Galle district about “television advertising and food demand of children in Sri Lanka. This is an accountable past study in Sri Lanka.

Sampling Technique

One of the most common sampling strategies is purposive sampling. According to preselected criteria relevant to a particular research question sample size, which may or may not be fixed prior to data collection depend on the resource & time available. Purposive sampling is therefore most successful when data review & analysis are done in conjunction with data collection (Natasha Mack, 2005).

In qualitative research sample selection has a profound effect on the ultimate quality of the research (Kitson, 1982). Miles and Huberman (1994) suggest that sampling strategies can be evaluated in terms of six different attributes, according that the sample should be likely to generate rich information on the type of phenomena which need to be studied & the sample should enhance the ‘generalizability’ of the findings. Because of these attributes, Purposive Sampling technique is applicable to this study.

The purposive sampling technique is called as judgment sampling. It is a nonrandom technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). This research was consisted a purposive sample. Sample was restricted to 10 parents for the diversity of the sample, so the researcher recruited some of the parents from the different division from Jaffna district.

Instruments/ Materials

This qualitative approach using in depth interviews with the parents were conducted. In depth interviews is an appropriate method for capturing & understanding informants’ experiences & words (Taylor, 1994).

A great deal of qualitative material come from talking with people whether it be through formal interviews or casual conversations the researcher must listen carefully to what participants say, engage with according to their individual personalities & styles and use “probes” to encourage them to elaborate on their answer.

This study fully concentrated on in depth interviews by using preset question based on primary interview question as open- ended question format.

Data Analysis Methods

Data analysis method begins almost immediately with primary analysis. Later on, after more data collection in interaction with primary analysis, a second stage occurs with category & concept formation (Peter Woods, 2006).

Commonly there are four steps in qualitative analysis, such as; interim analysis memoing, data entry & storage and coding & developing category system. At the same time there are some forms do qualitative data take. Such as; field notes, audio recordings & transcripts. In this manner, researcher conducted in depth interviews and those interviews were digitally recorded, translated & transcribed (Bryman & Bell, 2011).

In the first stage of the analysis, the researcher wrote all the themes which researchers found. Next, researchers chose major common themes with which most participants were concerned. Then, the researchers discussed some common themes that emerged from the first interview to last interview, so that the significant issues were discussed and analyzed more thoroughly. Because, the researcher read through the transcripts of all ten interviews and looked for themes or categories. As the method of analysis, this study used analytic induction which tries to find common patterns in the data. Coding is defined as marking the segments of data with symbols, descriptive words or category names. In this research, inductive codes were developed by the researcher by directly examining the data.

Questions for In-Depth Interviews

Questions was asked about whether their child pay attention to TV commercial when watching TV, What does he/she typically do when a commercial comes on and whether they believe their child's product requests are influenced by televised advertisements; If so, how is she/ he influenced, the usual outcomes of conflict over a request to buy a particular product and parents were answered very generously.

Coding and Findings/Concepts

In qualitative research, the goal of coding is not to count things, but to "fracture" the data and rearrange them into categories that facilitate comparison between things in the same category and that aid in the development of theoretical concepts (Maxwell & Joseph, 2005).

Therefore, the researcher was done 1st coding through line-by-line analysis and identified important concepts from transcribed interviews, and then the researcher done axial coding as a 2nd coding, finally the researcher was found the concepts that emerged from data. Those coding steps and concepts are presented here below in the annexure.

Reliability and Validity of Analysis

A good qualitative study can help us "understand a situation that would otherwise be confusing" (Eisner, 1991). The validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analyzing results and judging the quality of the study (Patton, 2002).

'Reliability means dependability of consistency' & that qualitative researchers 'use variety of techniques (interviews, participation, documents) to record their observations consistently' and 'Validity means truthful' it's referring to the bridge between construct and the data. It can be seen that validity means the correct correlation between data and conclusion (Lawrence Neuman, 2003).

Moreover, there are some criteria for reliability and validity of qualitative research, such as;

- Credibility; (in place of internal validity), that is, the extent that the constructions adequately represent the participant's reality.
- Transferability; (in place of external validity), that is, an adequately and thickly described account so that those who wish to transfer the implications to another context can do so with an adequate data base.
- Dependability; (in place of reliability), that is, the data is internally coherent.
- Confirm ability; (in place of objectivity), that is, the extent to which the theoretical implications are grounded in the data (Guba and Lincoln, 1981).

One of the most important strategies for establishing dependability is "The outside researcher experienced" (Lincoln and Guba, 1985). Here, dependability could be achieved by using an outside auditor to examine the research process and to determine if the findings and interpretations are supported by the data. Therefore, in this study; the researcher submits an account of her findings for checking (Alan E. Bryman, 2008).

On the other hand, one of the most important strategies for establishing credibility is "Respondent validation". Respondent validation occurs during the period of data collection when feedback is obtained from the participants about the accuracy of the data they have given, and also the researcher's interpretation of that data. (Such as a short report or interview transcript) (Lincoln and Guba, 1985). In addition, feedback after the completion of the research project on the interpretation of all the data that has been obtained and interpreted can provide another type of validation.

To achieve validity in qualitative research is to reduce the gap between reality and representation and the more data and conclusions are correspondent the more a piece of qualitative research is valid (Bryman, 2008). Since in this study, all the interviews were translated, transcribed and findings sent back to the respondents in order to determine the accuracy of the interview findings.

Therefore, the researcher was done open coding through line-by-line analysis and identified important concepts from transcribed parent's interview answers, then the researcher done axial coding and assembled them into second-order themes, finally the researcher was presented the strategies that emerged from data were presented & how the coding were done and the final analysis are clearly shown in this chapter.

DATA ANALYSIS

This study aimed to explore children's attention level on TV commercial when watching TV & subsequently their behaviors. The researchers have obtained the findings to this objective through interview questions. All respondents' answers were coded by the researchers. Through the final concepts, the researchers have conducted the data analysis.

"They won't even move when they watch ads on the TV. They just watch those more attention ally"

(Sivanya, Teacher)

Jaffna children in the post – war market are more attention to Indian kid's advertisements, because of the attractiveness & colour fullness of the advertisements.

“But it depends on the advertisement.

If there is kid dish music, dance come on they watch those.

(Sasikaran, Tailor)

Children in Jaffna don't watch TV & ads all the time, but when commercial comes on the TV, they watch that without blinking an eye & immediately request some products and also remind the parents at the purchase places. Moreover, they follow them in the ads something related to children.

“They'll be more concentrating on them and specially is it's something related to them they will watch that without blinking. As I said earlier, it influences more than 90 %. I think those are rally colorful.”

(Raveeswaran, Lecturer)

This study tried to find the influence of televised advertisement on Jaffna children's product requests. In Jaffna district parents believe their child's product request are influenced by televised ads, through impressionable way of techniques like colour, shape, size because of that children believe, remind & adamant on it.

“Yes, it does, it does. There some chocolate ads, which comes up.

She takes the chocolates whenever we go to food city she takes it because she watches the ads about it. Kids watch that they wouldn't ask without watching ‘He eat chocolates and he is grown up. Drink Boost, eats chocolate... There are so many like this.’”

(Balaputhiran, Lecturer)

“Yes there is a link between them. That's an attraction isn't it?”

They eat noodles by spoon as shown on the ads.”

(Pirabhakar, Housewife)

And also, this study tried to find the usual outcomes of conflict over a request to buy a particular product. The researcher has obtained the findings to this objective through interview question regarding the usual outcomes of conflict over a request to buy a particular product.

“She will say that she wouldn't eat anything. When the elder kids argue and disobey the younger ones follows them.”

“They get told off by me”

(Shahila, Bank staff)

“They got angry with us.”

(Anandasayanan, Lecturer)

There are so many negative outcomes of conflict over a request to buy particular product among Jaffna parents and children like children disobey the parents, they would cry, get angry with parent, they will be depressed & show the sadness on child's studies, eat, sleep as well as, this usual outcomes will lead affections on the overall child's behaviors.

“She forgets as she is a kid. But she will say “I won’t come the next” as soon as we get back home.”

(Krishnakumar, Teacher)

“He wouldn’t, but he’ll show his anger on his studies.

It we switch off the TV, He wouldn’t eat. He won’t be happy. So we need to prefund that we are on his side just to keep the things on the right track so he ask mom to boils the milk, ad that on it and eat that. He does the same things as shown on the TV”.

(Balaputhiran, Lecturer)

Crying at home /avoiding food/crying at the shops/comparing with other parents who always buy products for their children are negative outcomes of parent-children conflicts derived by television advertisements. Go against with their parents and argue with their parents are very unlikable outcomes of conflicts with their parent, other than these affects, the main affection on children’s studies. Jaffna parents mainly concentrate on their children’s studies. So, it’s a major negative outcome of these kinds of conflicts.

“They will be angry. They Show the sad face. They won’t even sleep without eating.

It’s a bit worrying. There are some situations when we can’t afford.”

(Ajantha, Housewife)

“They’ll be depressed... Destructive behavior....When we tell her that we can’t, she’ll be..... “I wouldn’t study if you don’t buy that now”. But we misguide her when getting the things she asked. They might think that even though Amma has money she is not buying that for me. It’ll accept it if they have positive attitude otherwise they will get confused.”.

(Raveeswaran, Lecturer)

Not only the children’s behaviors, but also these outcomes can affect on the happiness of the whole family. The issue of depression in children is very serious one, because thinking negatively greatly affected the likelihood of developing a depression and maintaining it during stressful events in a person's life. It’s not that much easier to develop positive attitude in children’s mind.

CONCLUSION

The outcome of this study shows some limitations. The first limitation of this study is that this research relied only on the perception of parents. Therefore, the knowledge from this study might be a little bit biased by the parents’ particular viewpoints toward the issues in this study. Even though the parents’ perspectives were considered the most important for this study, it is possible that there may be gaps in information that can be filled in by asking questions from the perspectives of other family members, including the children themselves, because the answers by the children might be different. Therefore, one possible future study would include the children, or other family members as participants.

Another limitation is that this research consider only children segment in Jaffna Peninsula in the post – war market situation. The research result states that the potential researchers should

consider the other segment in Jaffna Peninsula while evaluating the impact of TV advertisement on conflict for other segments, like; grown-ups children (12-18ages) or adults (18-25).

The other limitation is that the sample is geographically limited. The research has been done only in Jaffna district. It can be done in other parts of the country, like; Mannar, Kilinochchi, Vavuniya as well or for the whole country.

A qualitative exploratory research method has been taken into consideration for this study. Therefore in the future, the researchers should be taking into account of the other methods, like; quantitative research method or mixed method as well.

Based on this research finding, there is a conflict exist between Parent and children in the post-war Jaffna context. Because of the adamant behaviors & nagging behaviors parents in the post-war marketing context are persuading to conflicts between their children & themselves. In the peaceful marketing situation, mass media developed environment, children are requesting advertised products to never stopping is called as “Pester Power”. Behaviors of continuously asking particular advertised product are creating parent-children conflicts often.

Present study found that because of heavy advertisement and proliferated Tv channels children are confused, and nag their parents to purchase unwanted products. Parents are struggle to solve these conflicts because of the heavy inspirations of the motives and colours in the advertisements. Marketers should follow the correct advertising strategies when they create children’s related products advertisements. It also will reduce these types of conflicts and diminish those types of negative outcomes as well.

In the post-war Jaffna market unethical and business behaviors are encouraged by this unwanted purchase intentions. According to the past studies (Livingstone & Helsper, 2004) advertisement strategies should be in a good manner, and marketers should consider the appropriate Television commercials otherwise, these will affect the society.

This study has the implication that organization should design proper Tv advertisement, which will not affect the Parent-Children relationships, it is an ethical responsibility of the organization, which operates in the Post-War context.

REFERENCES

Anderson, simon and gabszewicz, jean,(2005), the media and advertising: a table of two-sided markets,no 2005060, discussion papers (econ - département des sciences économiques),universitécatholique de louvain, département des sciences économiques.

Atkin, c. (1978).Observation of parent–child interaction in supermarket decision-making.Journal of marketing, 42, 41-45.

Barcus, f. E. (1980).The nature of television advertising to children.In e. Palmer & a. Dorr (eds.), children and the faces of television (pp. 273-285). New york: academic press.

Bernard, H.R. 2002. Research Methods in Anthropology: Qualitative and quantitative methods. 3rd edition. AltaMira Press ,Walnut Creek, California.

Bryman, A. (2008), *Social Research Methods*, (3rd ed.) Oxford: Oxford University Press.

- Bryman, a., & bell, e. (2011). Business research methods. Third edition. Oxford: oxford university press.
- Buijzen, m., & valkenburg, p. M. (2003b). "the unintended effects of television advertising: a parent-child survey." *communication research*, 30, 483-503.
- Buijzen, m., & valkenburg, p. M. (2003a). "the effects of television advertising on materialism, parent-child conflict, and unhappiness: a review of research." *applied developmental psychology*, 24, 437-456.
- Dilagini K. & Shivany S., (2014), "Age variances of children and conflict with their Parents instigated by television advertisements", *South Asian Journal of Marketing & Management Research (SAJMMR)*, ISSN: 2249-877X Vol. 4, Issue 12, Dec. 2014.
- G.r.s.r.c. samaraweera and k.l.n. samanthi (2012), "a review on food and beverages advertisements on television aimed at children", *international journal of scientific and research publications*, volume 4, issue 3, march 2014 1issn 2250-3153.
- Goldberg, m., & gorn, g. (1978). Some unintended consequences of TV advertising to children. *Journal of consumer research*, 5, 22-29.
- Jolly, Rhonda (2011), "Marketing Obesity? Junk Food, Advertising and kids" *Parliament of Australia Research Paper no. 9 2010-11*, www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1011/11rp09
- Kitson G.C., Sussman B., Williams G.K., Zeehandelaar R.B., Shickmanter B.K. & Steinberger J.L. (1982) Sampling issues in family research. *Journal of Marriage and the Family* 44, 965-981.
- Lewis, J.L. & S.R.J. Sheppard. 2006. Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning* 77:291-313.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lionel wijesiri (2012), "curbs on children's ads, an urgent need", *archives, sunday observer, srilanka*, aug 5, 2012.
- Miles, M., Huberman, A., 1994. *Qualitative Data Analysis*. Sage, London.
- Natashamack, cynthiawoodsong, kathleenmacqueen, gregguest, emilynamey, (2005), "qualitative research methods: a data collector's field guide", research triangle park, north carolina: family health international.
- O'guinn, thomas and l. J. Shrum (1997), "the role of television in the construction of consumer reality," *journal of consumer research*, 23 (march), 23, issue 4, p. 278-94.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Richins, M.L. (1991). Social comparison and the idealized images of advertising. *Journal of Consumer Research*, 18, 71-83.

Shahbazshabbir, (2008), “children’s attitude towards TV advertisements in pakistan”, muhammad.

Sheikh, annes and martin moleski (1977), “conflict in the family over commercials,” journal of communication, 27:1, 152-157.

Shivany,s(2011),”exploring consumers’ attitude toward local TV commercials in the post conflict marketing environment: grounded theory approach”,competency building strategies in business & technology, international research conference of sri ram institute of business management, published volume(2), pages 178 – 183.

Yasareaktasarnas, (2005), “the effects of television food advertisement on children’s food purchasing”.

Young, brian (2003), “does food advertising make children obese?” Advertising &marketing to children, april-june, 19-26.

Woods Peter. 2006. “Qualitative Research.” School of Education, University of Plymouth.

ANNEXURE

Examples of Coding: Four Tables.

(Source: Author constructed)

IQ1: Does your child pay attention to TV commercial when watching TV?

1st coding/open coding	2nd coding/axial coding	Findings/concepts
1. They give more attention to ads. 2. Ads are very colorful. 3. watch ads on chutty TV 4. It depends on the Ads. 5. There is a kid dish music, dance. 6. They love to watch. 7. We got 45 channels now. 8. Change the channel. 9. Indian Ads. 10. Girl on the lux ads also pretty 11. They are more interested in kid’s ads. 12. Very much interested. 13. Songs, music are very much attractive.	1. More attention. 2. Colour full & attractive. 3. They are more interested in kid’s advertisements, 4. It depends on the advertisements. 5. Watched Indian advertisements.	1. Attention toward attractiveness 2. Attention toward colour images

IQ2: What does he/she typically do when a commercial comes on?

1st coding/open coding	2nd coding/axial coding	Findings/concepts
1. They wonder why it takes such a long time.	1. Don’t watch all the time.	1. Very interesting

<ol style="list-style-type: none"> 2. They don't watch all the time. 3. They got more interested on it 4. They tell the place where that item is available. 5. Elder one goes away. 6. Younger ones have interest on the ads. 7. Depend on the ads. 8. They will sing. 9. Observes it so attention ally. 10. They play good music in the background. 11. They watch chutty TV. 12. They have no idea about ads 13. They won't even move. 14. Just watch more attention ally. 15. She has the option. Change the channels. 16. Follow them. 17. More concentrating. 18. Watch that without blinking. 19. Something related to them. 20. Repeat the once on it. 21. Immediately request. 22. Remind us at the super market. 23. Something related to them. 	<ol style="list-style-type: none"> 2. Watch that without blinking an eye. 3. Remind us at the purchase places. 4. Something related to them. 5. Immediately request. 	
--	--	--

IQ3: Do you believe your child's product requests are influenced by televised advertisements? If so, how is she/ he influenced?

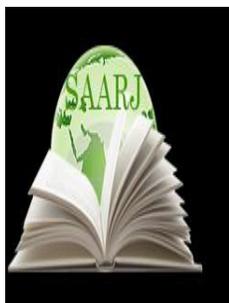
1st coding/open coding	2nd coding/axial coding	Findings/concepts
<ol style="list-style-type: none"> 1. Yes, there is a link between them. 2. That's an attraction. 3. As shown on the ads. 4. It has the influence. 5. Kids want everything they see. 6. "We need this" when they watch the ads. 7. This is the place we saw on the TV. 8. Some time they ask following ads. 9. She asks for kinder Joy. 	<ol style="list-style-type: none"> 1. There is a link between child's product request & TV ads. 2. Different ads are more impressive. 3. So adamant on it. 4. Change children's thoughts like grew, energy & so on. 5. Remind the parent at the purchase place. 	<ol style="list-style-type: none"> 1. Unwanted things are purchased 2. Impressionable way

<p>10. So adamant on it. 11. There are some chocolate ads, which come up. 12. Whenever we go to food city. 13. Because she watches the ads about it. 14. Those are rally colorful. 15. Noodles were colorful. 16. Different ads are more impressive. 17. The technique. 18. Shape looks different. 19. Colour, shape, size are all has influences 20. Ask after watching the TV ads. 21. Drink boost. 22. Boost them or grew them or have energy.</p>		
---	--	--

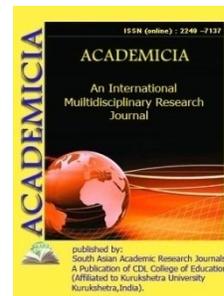
IQ4: What are the usual outcomes of conflict over a request to buy a particular product?

1st coding/open coding	2nd coding/axial coding	Findings/concepts
<p>1. She wouldn't eat anything. 2. Kids argue. 3. Disobey. 4. Younger ones follow them. 5. They get told off. 6. They angry with us. 7. As soon as we get back home. 8. They get angry. 9. They go. 10. Their mother straight away. 11. I get worries. 12. Next time she would ask for something else. 13. She would cry. 14. He will show his anger on his studies.</p>	<p>1. It affects' on child's studies, eat, and sleep as well. 2. Child gets angry with parents. 3. Disobey the parents. 4. They show the sadness. 5. Children would cry. 6. They will be depressed. 7. Negative effects on the happiness of the family & child's behaviors.</p>	<p>1. Negative effects</p>

15. He wouldn't eat. 16. He won't be happy. 17. We need to pre fund. 18. Conflicts have negative effects on the happiness of the family. 19. They will be depressed. 20. Destructive behavior. 21. I wouldn't study if you don't that now. 22. Misguide her when getting the things she asked. 23. Even though Amma has money. 24. They will get confused. 25. They will be angry. 26. They show sad face. 27. They won't even sleep. 28. Bit worrying. 29. Crying at the shops. 30. Comparing with other parents.		
---	--	--



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00116.6

COMPARATIVE ANALYSIS OF SUFFIXES OF POSSESSIVE CASE IN JAPANESE AND UZBEK LANGUAGES

Sitorabonu Farxodovna Malikova*

*Teacher,
 Uzbekistan State World Languages University,
 UZBEKISTAN

ABSTRACT

In linguistics, the comparison of languages has always been in the center of attention. Although it is recognized by scholars that Japanese and Uzbek belong to the same language family, the Altaic language family, grammatical phenomena in both languages are not the same. While both languages have similarities, they also have differences. Comparing languages belonging to the same language family involves studying the phenomena that occur in that language. The category of agreement is widely observed in both languages, but there are some agreements between Japanese agreement agreements, which are given with one agreement in Uzbek, and the scope of application is narrow. The category of consonants is widely observed in both languages, but there are some consonants among the Japanese suffixes, which are given with one consonant in Uzbek, and the scope of application is also narrow. This article provides a comparative analysis of the Uzbek suffix of the accusative case and the differences between them

KEYWORDS: Agreement; [Ni] Agreement Suffix; [E] The Suffix Of Agreement; Morphological Means; Space.

INTRODUCTION

Language is an important means of communication in the life of a society; it only develops and is formed and enriched in the society.

The combination of words in a sentence, the logical connection between them, is primarily based on the spiritual capabilities of language units. In the process of merging, morphological phenomena embody their spiritual properties, activating their syntactic possibilities. The semantic relationship between words creates a syntactic relationship, semantic syntagms form syntactic devices. Because the syntactic relationship is based on the semantic relationship.

It is well known that words are mutually equal and subordinate. The role of tools in subordinate and equal communication is important. After all, through them it is possible to determine how the connection between words, the syntactic relationship.

THE MAIN FINDINGS AND RESULTS

A certain grammatical connection is necessary for the interconnection of words in a sentence: a grammatical connection connects words both mutually and syntactically. The semantic relationship between words in a sentence forms a syntactic integrity. Syntactic integrity finds expression in a syntactic relationship. It is known that syntactic relations are used in a variety of ways to express.

Zepir described the combination of words in sentences and sentences as “*the strongest fat of the expression of the relationship between words - the placement of words side by side*”.

It is not always possible to form a sentence by placing words side by side; they must be grammatically and semantically connected to each other.

In general linguistics, word forms (grammatical affixes), auxiliary words, word order, and intonation are used as means of word association (representing syntactic relations) in speech. These tools appear in all languages, but some of them are active in speech, some are passive. They are generally divided into morphological means and syntactic means. It is difficult to distinguish them into morphological and syntactic means at a glance, because when the general aspect of these means is considered in morphology, the syntactic function of the sentence is studied in syntax.

While the lowest level of the language system is phonology, the highest level is syntax. The syntactic part of grammar studies the system of syntactic units, the components that make them up, the interrelationships of these components, and by what means they are connected.

Syntax is closely related to morphology. The fact that words change their form usually indicates that it is related to another word. For example, in Japanese

図書館の本 (toshokan-no hon), 教室に入った (kyoushitsu-nihaitta) or in Uzbek the school garden, the house is dirty. In general, consonant affixes are studied in morphology as different forms of the word, while in syntax these forms, the word combinations of words in this form, and what function they perform in a sentence are examined. In each sentence, the word that performs a particular function each time has a certain form. Words are interconnected in different forms and, in addition to their morphological features, also have certain syntactic features: the language performs a syntactic function in the system of expression of ideas (possessive, like cut). This phenomenon shows the connection of parts of speech with word groups.

Hence, syntax is inextricably linked with morphology. About this V. Bogorodinsky states: “*Morphology consists of an inventory of certain categories and their forms, and the syntax shows all these words and forms in action and in life, in the structure of speech*”.

For speech to be logical, all the means of language must be involved. The above-mentioned tools involved in the interconnection of words are available in most languages around the world. But these tools do not give the notion that they are the same in all languages. The means of connecting words in each language are different.

Through the comparative typological study of languages, it is possible to compare languages in terms of their grammatical structure, regardless of which language family they belong to.

While Japanese is one of the most complex languages in the world, it differs from other languages not only in its writing but also in its unique grammatical features. In linguistics, it is not observed that a language belongs to a single type in all respects, however, it is recognized in many literatures that Japanese belongs to an agglutinative type. So, in Japanese, a series of suffixes is added to the stem, and the sentence structure is expressed as “possessive + secondary parts + predicate”.

In Japanese, adverbs also play an important role in connecting words in a sentence, as in Uzbek, and are one of the morphological tools. From a general linguistic point of view, agreement is specific to many languages, but their number varies in different languages. Scientific studies have shown that the category of agreement in Japanese is one of the most controversial issues, and there is no consensus on this issue, including the number of indicators, which are interpreted differently from the point of view of scholars. According to Japanese linguists, the number of consonants in Japanese is ten (が、 \emptyset 、を、に、へ、の、で、から、まで、より). However, this phenomenon is ten in the opinion of Japanese-Russian scholars, including V. Golovnin (が、 \emptyset 、を、に、へ、で、と、から、まで、より), and V. Alpatov fourteen (が、 \emptyset 、を、に、へ、の、で、と、から、まで、より、ほど、ぐらい、にて), while B. Lavrentev has twelve agreement indicators (は、が、 \emptyset 、を、に、へ、の、で、と、から、まで、より). The category of consonant in the Uzbek language is one of the most studied phenomena by linguists. In all scientific literature on the grammar of the Uzbek language, the category of agreement and its types are presented in the same way. The number of conjunctions (appendices) in the Uzbek language is the same in all scientific literature. It is known that there are six types of agreement in the Uzbek language.

In comparable languages, the category of agreement implies three aspects: form, meaning, and function in a sentence. In this case, the syntactic function of the sentence is mainly compared, taking into account the balance of form and meaning. It is well known that these aspects are important in comparative linguistics. Based on the study of a number of fundamental literature on the category of consonant in Japanese and Uzbek, we found it appropriate to make a comparative analysis of consonance indicators, dividing them into two large groups. They are:

- Mutual agreements in Japanese and Uzbek languages;
- Agreements specific to Japanese but given in Uzbek by other means;

This shows the similarities and differences between the indicators of agreement in both languages in terms of form and syntactic function.

In the course of the analysis, it was observed that in Japanese and Uzbek languages there are indicators of agreement, which differ from each other in terms of both form and syntactic function. Some of them are represented in Uzbek by auxiliaries. Thus, one of the indicators of agreement, which is specific to the Japanese language but is given by other means in the Uzbek language, is 「に」 and 「へ」. In the Japanese language, the に consonant indexes are referred to as datelnyy padej in the works of Japanese scholars and Russian scholars. The name of this agreement is one of the indicators of agreement, which serves to express many meanings, such as

the status, time, conditions, purpose of the action, the person, the place to which the action is directed. It is difficult to find an equivalent in the Uzbek language, because the position of the nouns in the verb *ni* indicates that it is sometimes close to the conjugation of place-time, sometimes to the conjugation of direction. Therefore, in terms of form and syntactic function, it is partly close to the place-time of the Uzbek language. It is known that in the Uzbek language the place-time consonant (affix) is “-da”. In his speech, the following functions show that the Uzbek language corresponds to the present tense:

1. Where? In response to the query, it represents the location of the action:

私は東京に住んでいる。 *Vatashi-va Tokyoni sunde iru.*

I live in Tokyo.

In this sentence, the words 東京に and 住んでいる enter into a syntactic relationship with each other and become a place in the sentence.

Aziza was reading a book downstairs.

• It also represents the state of affairs:

有名なお寺はほとんど京都にある。

Yuumeina otera-va hotondo kyoto-ni aru.

Many of the famous temples are located in Kyoto. (located)

In this case, the word in the future tense becomes a cut in the sentence. Verbs that mean "to be" in Japanese always have a consonant of 日本の新学期は四月にはじまる。

2. When? The answer to the question means time:

四月にはじまる。

Nihonno shingakki-wa shigatsu-ni hajimaru.

In Japan, the new school year begins in April.

This phenomenon is also observed in Uzbek:

3. However, in Japanese, some verbs, especially verbs denoting service (except for the verb 働く - to work or its synonyms, because it comes with the conjunction で, even though it means to work) assume に:

父は会社に勤めている。

Chichiva kaisha-ni tsutomete iru.

My father works for a company.

In this sentence, the 会社に勤めている- *kaisha - ni tsutomete iru* conjugation is controlled and acts as a placeholder in the sentence. One of the biggest differences between the に indicator and the place-time agreement in the Uzbek language is that it indicates the state, not the performance of the action, and the place-time agreement also represents the action along with the situation.

The horse, which received に indicator, is close to the direction of the Uzbek language with the following functions in the sentence:

a) Why? For what purpose? in response to questions, the sentence becomes goalless.

上野動物園へパンダを見に行った。 - *Joya doubtsuen- e panda-o mi-ni itta.*

I went to see the panda at the Joya Zoo.

• Where? In response to a question, the action may indicate the direction in which it is directed:

兄は仕事で東京に行った。 - *Ani-wa shigoto-de tokyoni itta.*

My brother went to Tokyo on business.

• Abstract verbs that describe the psychological, physiological state of the verbs: 見える - *mieru* (look, resemble), 感じる - *kanjiru* (feel), 思う - *omou* (think), etc. に require an index.

This phenomenon is expressed in the Uzbek language by morphemes -dek, -day.

• Comparison, simile, can represent the object of measurement (verbs that represent the meaning of the cut comparison, comparison, such as 適合する、相当する、似合う):

彼女は老人に見えた [*Kanojo-wa roujin-ni mieta.*] He looked old.

その着物は先生に似合う。 [*Sono kimono-va sensei-ni niau*] This kimono is suitable for the teacher.

They become a tool complement in the speech.

The results of the analysis showed that it is difficult to match に consonant indicators in one form or another in terms of syntactic function of the sentence, therefore, in terms of に syntactic functions, it is observed that the Uzbek language is close to place-time and direction consonant. Also, abstract verbs that give psychological-physiological meanings also require に consonant indicators.

It has some peculiarities, which negate both consonants in the Uzbek language. One of its distinctive features is that it represents a situation, as well as its close proximity, although there are many different aspects in terms of meaning. This shows that the tense of the Japanese language is partially consistent with the tense of the Uzbek language. In Japanese, Lavrentev called the へ(e) consonant index a *napravitelnyy padej – possessive case*. In terms of form and syntactic function, the direction of the Uzbek language is “- ga (*to* in English)”. Although this figure is pronounced separately as “e”, it is added to the word in the sentence and read as “e”, but does not change its form. For example, like 友達へ、右へ. In the Uzbek language, the conjugation of the direction becomes -qa, -ka depending on the sound at the end of the word to which it is added. For example, “tog‘-ga - toqqa = *to mountain*”, kurak-ga-kurakka.

In both languages, the main function of the directional agreement is to express the subject of the action. For example,

母へ手紙を書きました。 [*Haha-e tegami-o kakimashta*] I wrote a letter to my mother.

In both languages, the conjugation of direction is mainly a means of complement in speech, and is governed by the cut. But to whom? where? will be answered, and in Uzbek to whom? where? in addition to the questions, why join a word that represents an inanimate object?, answer the question. For example, Dildor envied Nafisa's white shining eyes.

In addition, in the Uzbek language, the conjugation of direction can come with nouns that mean the same thing in the sentence, the meaning of time, the meaning of the goal, which is not part of the syntactic function of the へ consonants.

Hence, it is observed that in both languages the directional conjugation is the same in form, except that in Japanese the index does not change according to the last letter of the word being expressed, but is pronounced and written the same.

In a sentence, an action-oriented object represents a place. The syntactic function of the verb in Uzbek is broader than in Japanese: it is not represented by a noun, which means similarity, time.

There are cases in which the application of these agreements is close to each other. For example,

福山に行きます - *Fukuyama-niikimas* - I go to Fukuyama

福山へ行きます - *Fukuyama-e ikimas* - I go to Fukuyama

the difference between these sentences is almost imperceptible and is characterized by the same suffix in Uzbek.

Since both cases are used in the daily life of the Japanese, there is no difference in the use of one of these supplements instead of the other.

However, these suffixes are given in widely used dictionaries as follows: 「に」 [ni] (although there are other uses, it is mainly used to denote (“place, space, and direction”), and 「へ」 is also used to indicate place. In most cases, it is noted that 「へ」 represents the direction of movement and 「に」 represents the point of arrival. Even in Japanese textbooks, auxiliary words are often used when observing the difference between “direction” and “destination”. Despite these differences, it can be seen that he uses both to indicate “purpose”. The International Foundation of Japan's Basic Dictionary of Japanese Language states that the future tense [に] means “with special emphasis on the direction of movement” and “へ” to indicate the direction of movement and the destination”.

In terms of its application in daily life, Japanese youth often use “11” as “I’m going to Tokyo” and “I’m going home”, while older Japanese use 13 in sentences like “Go to Tokyo” and “Go home”.

In terms of its application in daily life, Japanese youth often use “東京に行く” “うちに帰る” such as “I’m going to Tokyo” and “I’m going home”, while older Japanese use 「へ」 in phrases like “東京へ行く” “うちへ帰る” “Go to Tokyo” and “Go home”.

In addition, the deeper the idea being expressed, the more different it becomes. As for “he”, 駅へ行く途中 can be said to be “the way going to the station”, which means “the way going to the station”, but as for “ni”, 「駅への道」 is not expressed as “the way to the station”. Since this

implies a path in the direction of movement to get to the station, it may be conscious that 「へ」 “he/she” is more appropriate than 「に」 “ni”.

According to the *Dictionary of Japanese Grammar*, 「へ」 “he/she” was originally used as a nomenclature, especially when the word indicating a place was used as “道の辺- on the roadside” or “*ura no okibe*”. It is said that the “he/she (*yon*)” nomenclature was transformed into a work assistant and was organized from the Nara period to the Heian period. It was used in conjunction with verbs meaning action, and its original function was to indicate the direction of action. However, from the middle of the Heian period, 「へ」 began to show. The dictionary explains that this leads to uncertainty in the correct use of the words “*ni*” and “*he*”.

「明日、東京へ行く」 - *Ashita tokyo-e iku* and 「明日、東京に行く」 - *Ashita tokyo iku* It doesn't matter which one means “*I'm going to Tokyo tomorrow*” and “*I'm going to Tokyo tomorrow*”. However, while the former uses “*he*” to indicate “*Tokyo as a direction*”, the latter uses “*ni*” to indicate “*elsewhere, Tokyo*” emphasizes the point of arrival. In addition, in ‘*Meikyou Kokugo Jiten*’ (2nd ed.), 「前へ前へ突き進む [mae e mae e tsuki susumu], which clearly shows the direction of development of the movements, are “*forward*”, 公益法人、民営化の方向へ [koueki houjin mineika-no houkou-e] and “public interests remain unnatural in phrases such as “*in the direction of corporation and privatization.*” In such cases, it may be necessary to select へ or に, depending on the situation. In the Uzbek language, this situation is also expressed only by the future tense.

In general, it can be said that space, which in Japanese is used to denote a state in which the place is definite, and e is observed in cases where the object, space is not definite.

For example, as a route or destination point. In the grammar of the Uzbek language, however, this situation is given by the accusative case, as given above. For example,

- ① もしよければ、私の実家に来てください。 [moshi yokereba, watashi-no jikka-ni kite kudasai] If possible, come to my house.
- ② もしよければ、秋田へ来てください。 [moshi yokereba, akita-e kite kudasai]

If possible, come to Akita.

However, it is also possible to give the suffix e in sentence 2 with ni, depending only on the point of view of the speaker.

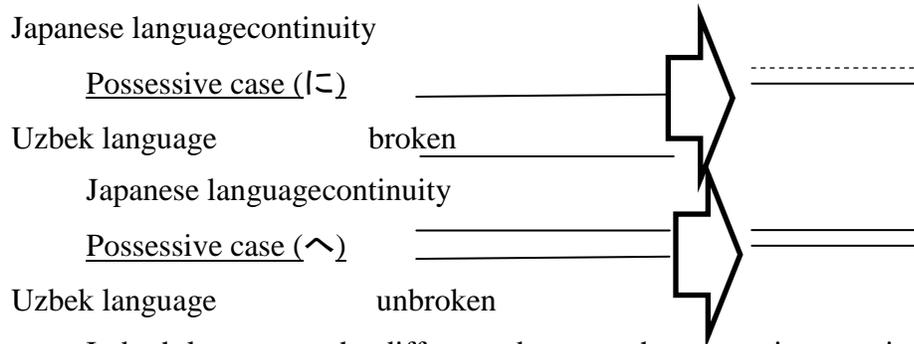
CONCLUSION

To conclude, the structure of the category of consonant in Japanese is expressed differently in different sources and there is no consensus on this, while in Uzbek the category of consonant is deeply and extensively analyzed. Within the category of consonant, the consonantal suffix in Japanese syntactically corresponds to two suffixes へ and に. It should be noted that in Japanese, these two verbs come in part as a participle. Based on this analysis, the following conclusions can be drawn:

- In both agreements, the location of the action can be expressed and there is almost no difference between them;

- Although both languages belong to the same language family, there is a difference in the functions of the suffixes of the accusative case;
- \sim - The consonant index representing the “e” direction is close to the directional consonant of the Uzbek language in both form and syntactic function.
- \sqsubset Uzbeks have a preposition and a preposition, but \sqsubset have a syntactic relationship with the verb, expressing the state and tense of the action. Due to the wide scope of this suffix, the preposition has a preposition.

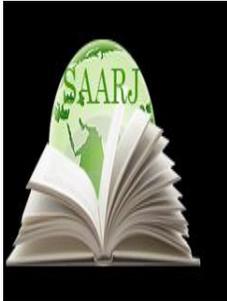
Hence, if the agreement in both languages is considered as a morphological line, then the continuity in them is broken, and it can be expressed as follows:



In both languages, the difference between the accusative case is observed to be manifested by continuity violation and non-disruption.

REFERENCES

1. Alpatov V.M. Arkadiev, I. Podlesskaya. A theoretical grammar of the Japanese language. Book 2. - Moscow: Natalis, 2008. – p. 600
2. Golovnin V. Grammar of the modern Japanese language. – Moscow: Moscow State University, 1986. – p. 315
3. Golovnin V. Morphological and syntactic subsystems of the modern Japanese language in language samples and models – Moscow. Moscow State University, 1984. – p. 228
4. Lavrentiev B.M. Practical Japanese grammar. – Moscow: Living language, 2001. – p. 352
5. Mengliev B. Spiritual properties and syntactic possibilities of morphological means: Candidate of Philological Sciences. Diss. - Tashkent, 1995. – p. 144
6. Mengliev B. Structural syntax of the Uzbek language. – Tashkent. Teacher, 2003
7. Nazarova S.A. Factors of free connection of words in compounds. Candidate of Philological Sciences. Diss. - Tashkent, 1997. – p. 57
8. Gulomov A., Askarova M. Modern Uzbek literary language. Syntax. – Tashkent. Teacher, 1987.
9. Syromyatnikov N.A. Ancient Japanese language. – Moscow. Moscow State University, 1972. – p. 430
10. Hudson, Rikuko Endo, Junko Kondo, Yoshimi Sakakibara. Mu joshi no shudai shugo mokuteki-go. 2001. – p. 104.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00115.4**

THE STUDY OF TRANSIENT PROCESSES TAKING PLACE IN CURRENT TRANSFORMERS

Sultan Fayzullayevich Amirov*; **Shavkat Mukhsimov****

Professor,
Doctor of Technical Sciences,
Tashkent State Transport University,
UZBEKISTAN

**Doctoral Student (PhD),
Tashkent State Transport University,
UZBEKISTAN

ABSTRACT

The article examines the transients that occur in current transformers and determines the magnetizing current values in the operator method using the primary current source. Using the results obtained, the laws of change of magnetic currents over time were analyzed. A comparative analysis of the laws of change of magnetic current aperiodic components over time for closed and non-closed core current transformers under study was performed. It has been found that closed-core current transformers can be used in slow-circuit protection circuits, as an alternating current source, and in other cases when an efficient transfer of power from the primary winding to the secondary winding is required.

KEYWORDS: *Broadband Current Transformer, Operator Method, Air Gap Current Transformer, Transient Processes, Magnetizing Current, Primary Current Source, Magnetic Current Aperiodic Components.*

INTRODUCTION

It is known [8] that the accuracy of current transformers (TT), i.e. the difference between the primary and secondary currents applied to the same number of windings, is determined entirely by its magnetizing current for any mode. The magnetizing current, on the other hand, represents the instantaneous error of the TT at each time moment. The results of the study of the available scientific literature and dissertations have shown that aperiodic components in the case of

unfavorable polarization of the magnetic current in transient modes have the greatest impact on the increase in TT error [1].

When the magnetizing current generating a magnetic field corresponding to the direction of the residual magnetic field consists of an aperiodic component, the value of the resulting induction in the core increases from 0.01-0.02 Tl to a saturation value of 1.2-1.6 Tl in most cases. Alternatively, in this case, the relative magnetizing current and the switching error of the TT will also be very large [2]. In most cases, the primary current at the maximum error moment falls on the magnetic winding of the TT, and in this case the current in the relay circuit decreases accordingly. This results in a decrease in the sensitivity of the protection chain [3]. If the magnetic driving force generated by the magnetic current in the core is opposite to the residual induction of the ampere-winding aperiodic components, or if the residual current is practically non-existent, the change error of the TT is usually relatively small [4]. In normal mode, the residual induction has very little effect on the change in the magnetizing current value. When the fault of the TT in the transient mode is different on different shoulders of the differential protection, it leads to the formation of significant unbalanced currents and in most cases to the malfunction of the relay. Alternatively, residual current in the TT core is a major cause of differential protection malfunction [5].

This paper discusses the state of connection to the secondary network, which is of great practical importance when the active and inductive resistors of the TT are interconnected in series. So, $\mu_d = \text{const}$ and $T' = \text{const}$ is accepted.

In the case under consideration, the transient process is represented by the following equations[6]:

$$L_0 \frac{di_0}{dt} = i_2 R_2 + L_2 \frac{di_2}{dt}, \quad (1)$$

$$i_2 = i_1 - i_0. \quad (2)$$

where: L_0 -inductance of the magnetizing network, Gn; L_2 - inductance due to scattered magnetic flux formed by the secondary winding, Gn; Active resistance of the secondary winding of the R_2 -current transformer, Om; i_0 , i_1 and i_2 are magnetizing, primary and secondary transient currents, respectively.

The magnetizing current i_0 is an unknown magnitude and the switching error depends entirely on it. Substituting expression (2) instead of i_2 in equation (1), we obtain the following equation:

$$\frac{di_0}{dt} + \frac{i_0}{T'} - \frac{i_1}{T'} - \frac{T_2}{T'} \cdot \frac{di_1}{dt} = 0, \quad (3)$$

where: $T_2 = \frac{T_2}{R_2}$ - the relaxation time of the loading network, c; $T' = \frac{L_0+L_2}{R_2}$ -secondary network relaxation time, i.e. the relaxation time of a closed circuit consisting of a magnetic network, a secondary winding and a load, c.

Equation (3) corresponds to the exchange scheme shown in Figure 1.

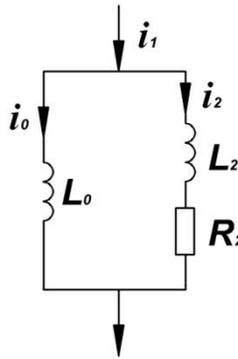


FIGURE 1. CURRENT TRANSFORMER SWITCHING SCHEME

It is known that [7] the primary current in the transient mode i_1 consists of the sum of periodic and aperiodic constituents:

$$i_1 = i_{1\text{prim}} + i_{1a}, \quad (4)$$

i_{1a} the aperiodic current will have a binding current relative to the TT, but the system does not have the EYUK generating a source corresponding to this current.

The primary current i_1 at the start of the transient process is the normal mode current in the previous state $i_{1\text{norm}}$. The following expression can be written from the equation:

$$i_{1\text{prim}} = i_{1\text{norm}} = i_{1\text{per,prim}} + i_{1a,\text{prim}}. \quad (5)$$

In the special case, if the load current is not taken into account, equation (5) is in the following form:

$$i_{1\text{per,prim}} + i_{1a,\text{prim}} = 0, \quad (6)$$

We assume a boundary condition that during the transient process the primary current periodic component does not die out and its aperiodic component dies out along the exponent [7]. It is also expedient to consider the transient process for alternating primary current according to the following law:

$$i_1 = i_{1\text{per},m} \cos(\omega t + \delta) + i_{1a,\text{prim}} e^{-t/T_1}, \quad (7)$$

where, $i_{1\text{per},m}$ and $i_{1a,\text{prim}}$ - i_1 current (specific values) is the initial value of the periodic amplitude and aperiodic components; T_1 is the time constant of the primary network related to the parameters of the power system and the short-circuit location, s ; d is the constant that determines the initial phase of the primary current;

Substituting expression (7) into equation (3), we obtain the following linear differential equation:

$$\frac{di_o}{dt} + \frac{i_o}{T'} = \frac{i_{1\text{per},m}}{T'} [\cos(\omega t + \delta) - \omega T_2 \sin(\omega t + \delta)] - \frac{i_{1a,\text{prim}}}{T'} \left(\frac{T_2}{T_1} - 1 \right) e^{-t/T_1}, \quad (8)$$

(8) The differential equation is written in operator form as follows:

$$p i_o(p) + \frac{1}{T'} i_o(p) = \frac{i_{1\text{per},m}(p \cos \delta - \omega \sin \delta)}{T'(p^2 + \omega^2)} - \frac{i_{1\text{per},m} \omega T_2 (p \sin \delta + \omega \cos \delta)}{T'(p^2 + \omega^2)} + i(0) -$$

$$-\frac{i(T_2 - T_1)}{i'(pT_1 + 1)}, \quad (9)$$

where $i_0(0)$ is the value of the magnetic current at moment $t = 0$

$$\begin{aligned} i_0(p) &= \frac{i_{1\text{per.M}} p \cos \delta}{(pT' + 1)(p^2 + \omega^2)} - \frac{i_{1\text{per.M}} \omega \sin \delta}{(pT' + 1)(p^2 + \omega^2)} - \frac{i_{1\text{per.M}} \omega T_2 p \sin \delta}{(pT' + 1)(p^2 + \omega^2)} - \\ &\quad - \frac{i_{1\text{per.M}} \omega T_2 \omega \cos \delta}{(pT' + 1)(p^2 + \omega^2)} + \frac{i_0(0)T'}{pT' + 1} - \frac{i_{1\text{a.prim}}(T_2 - T_1)}{(pT' + 1)(pT_1 + 1)} = \\ &= \frac{H_1(p)}{G_1(p)} - \frac{H_2(p)}{G_1(p)} - \frac{H_3(p)}{G_1(p)} - \frac{H_4(p)}{G_1(p)} + \frac{H_5(p)}{G_2(p)} - \frac{H_6(p)}{G_3(p)}, \end{aligned} \quad (10)$$

The original components of the operator current are determined on the basis of the propagation theorem:

$$\begin{aligned} \frac{H_1(p)}{G_1(p)} \circ = \circ \sum_{k=1}^3 \frac{H_1(p_k)}{G'_1(p_k)} e^{p_k t} &= \frac{H_1(-\frac{1}{T'})}{G'_1(-\frac{1}{T'})} e^{-t/T'} + \frac{H_1(j\omega)}{G'_1(j\omega)} e^{j\omega t} + \frac{H_1(-j\omega)}{G'_1(-j\omega)} e^{-j\omega t} = \\ &= a_1(t) + a_2(t) + a_3(t), \end{aligned} \quad (11)$$

where $p_1 = -\frac{1}{T'}$; $p_2 = j\omega$; $p_3 = -j\omega$ – roots of the characteristic equation

$$\frac{H_2(p)}{G_1(p)} \circ = \circ \sum_{k=1}^3 \frac{H_2(p_k)}{G'_1(p_k)} e^{p_k t} = b_1(t) + b_2(t) + b_3(t),$$

$$\frac{H_3(p)}{G_1(p)} \circ = \circ \sum_{k=1}^3 \frac{H_3(p_k)}{G'_1(p_k)} e^{p_k t} = c_1(t) + c_2(t) + c_3(t),$$

$$\frac{H_4(p)}{G_1(p)} \circ = \circ \sum_{k=1}^3 \frac{H_4(p_k)}{G'_1(p_k)} e^{p_k t} = d_1(t) + d_2(t) + d_3(t),$$

$$a_1(t) = -\frac{i_{1\text{per.M}} \cos \delta}{1 + \omega^2 T'^2} e^{-t/T'}, \quad (12)$$

$$a_2(t) = \frac{i_{1\text{per.M}} \cos \delta}{2(1 + \omega^2 T'^2)} e^{j\omega t} - j \frac{i_{1\text{per.M}} \omega T' \cos \delta}{2(1 + \omega^2 T'^2)} e^{j\omega t}, \quad (13)$$

$$a_3(t) = \frac{i_{1\text{per.M}} \cos \delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t} + j \frac{i_{1\text{per.M}} \omega T' \cos \delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t}, \quad (14)$$

$$b_1(t) = \frac{i_{1\text{per.M}} \omega T' \sin \delta}{1 + \omega^2 T'^2} e^{-t/T'}, \quad (15)$$

$$b_2(t) = -\frac{i_{1\text{per.M}}\omega T' \sin\delta}{2(1 + \omega^2 T'^2)} e^{j\omega t} - j \frac{i_{1\text{per.M}} \sin\delta}{2(1 + \omega^2 T'^2)} e^{j\omega t}, \quad (15)$$

$$b_3(t) = -\frac{i_{1\text{per.M}}\omega T' \sin\delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t} + j \frac{i_{1\text{per.M}} \sin\delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t}, \quad (16)$$

$$c_1(t) = -\frac{i_{1\text{per.M}}\omega T_2 \sin\delta}{1 + \omega^2 T'^2} e^{-t/T'}, \quad (17)$$

$$c_2(t) = \frac{i_{1\text{per.M}}\omega T_2 \sin\delta}{2(1 + \omega^2 T'^2)} e^{j\omega t} - j \frac{i_{1\text{per.M}}\omega^2 T_2 T' \sin\delta}{2(1 + \omega^2 T'^2)} e^{j\omega t}, \quad (18)$$

$$c_3(t) = \frac{i_{1\text{per.M}}\omega T_2 \sin\delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t} + j \frac{i_{1\text{per.M}}\omega^2 T_2 T' \sin\delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t}, \quad (19)$$

$$d_1(t) = \frac{i_{1\text{per.M}}\omega^2 T_2 T' \cos\delta}{1 + \omega^2 T'^2} e^{-t/T'}, \quad (20)$$

$$d_2(t) = -\frac{i_{1\text{per.M}}\omega^2 T_2 T' \cos\delta}{2(1 + \omega^2 T'^2)} e^{j\omega t} - j \frac{i_{1\text{per.M}}\omega T_2 \cos\delta}{2(1 + \omega^2 T'^2)} e^{j\omega t}, \quad (21)$$

$$d_3(t) = -\frac{i_{1\text{per.M}}\omega^2 T_2 T' \cos\delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t} + j \frac{i_{1\text{per.M}}\omega T_2 \cos\delta}{2(1 + \omega^2 T'^2)} e^{-j\omega t}, \quad (22)$$

From the sum of the expressions (13) and (14), (15) and (16), (18) and (19) and (21) and (22) we determine the following equations:

$$a_{23}(t) = \frac{i_{1\text{per.M}}}{1 + \omega^2 T'^2} \cos\omega t \cdot \cos\delta + \frac{i_{1\text{per.M}}\omega T'}{1 + \omega^2 T'^2} \sin\omega t \cdot \cos\delta, \quad (23)$$

$$b_{23}(t) = \frac{i_{1\text{per.M}}}{1 + \omega^2 T'^2} \sin\omega t \cdot \sin\delta - \frac{i_{1\text{per.M}}\omega T'}{1 + \omega^2 T'^2} \cos\omega t \cdot \sin\delta, \quad (24)$$

$$c_{23}(t) = \frac{i_{1\text{per.M}}\omega T_2}{1 + \omega^2 T'^2} \cos\omega t \cdot \sin\delta + \frac{i_{1\text{per.M}}\omega^2 T_2 T'}{1 + \omega^2 T'^2} \sin\omega t \cdot \sin\delta, \quad (25)$$

$$d_{23}(t) = \frac{i_{1\text{per.M}}\omega T_2}{1 + \omega^2 T'^2} \sin\omega t \cdot \cos\delta - \frac{i_{1\text{per.M}}\omega^2 T_2 T'}{1 + \omega^2 T'^2} \cos\omega t \cdot \cos\delta, \quad (26)$$

$a \cos x + b \sin x = \sqrt{a^2 + b^2} \sin(x + \varphi)$, $\varphi = \arctg \frac{a}{b}$, according to the trigonometric identity and from the sum of the expressions (23) - (26) we determine the following:

$$a_{23}(t) - b_{23}(t) - c_{23}(t) - d_{23}(t) = i_{1\text{per.M}} \sqrt{\frac{1 + \omega^2 T_2^2}{1 + \omega^2 T'^2}} \sin(\omega t + \delta + \varphi_1), \quad (27)$$

$$\varphi_1 = \operatorname{arctg} \frac{1 + \omega^2 T_2 T'}{\omega(T' - T_2)},$$

$$a_1(t) - b_1(t) - c_1(t) - d_1(t) = -i_{1\text{per.M}} \sqrt{\frac{1 + \omega^2 T_2^2}{1 + \omega^2 T'^2}} \sin(\delta + \varphi_2) \cdot e^{-t/T'}, \quad (28)$$

$$\varphi_1 = \varphi_2 = \operatorname{arctg} \frac{1 + \omega^2 T_2 T'}{\omega(T' - T_2)},$$

(10) The originals of the fifth and sixth adjectives of the expression, respectively, are determined as follows:

$$\frac{H_5(p)}{G_2(p)} \circ = \frac{H_5(-\frac{1}{T'})}{G'_2(-\frac{1}{T'})} e^{-t/T'} = i_0(0) e^{-t/T'}, \quad (29)$$

$$\frac{H_6(p)}{G_3(p)} \circ = \frac{H_6(-\frac{1}{T'})}{G'_3(-\frac{1}{T'})} e^{-t/T'} + \frac{H_6(-\frac{1}{T_1})}{G'_3(-\frac{1}{T_1})} e^{-t/T_1} =$$

$$= \frac{i_{1a,\text{prim}}(T_1 - T_2)}{T' - T_1} e^{-t/T_1} - \frac{i_{1a,\text{prim}}(T_1 - T_2)}{T' - T_1} e^{-t/T'}, \quad (30)$$

The original magnetic flux according to expression (10) is determined by the algebraic sum of expressions (27), (28), (29) and (30) as follows:

$$i_0(t) = i_{1\text{per.M}} \sqrt{\frac{1 + \omega^2 T_2^2}{1 + \omega^2 T'^2}} \sin(\omega t + \delta + \varphi_1) -$$

$$- \left(i_{1\text{per.M}} \sqrt{\frac{1 + \omega^2 T_2^2}{1 + \omega^2 T'^2}} \sin(\delta + \varphi_2) - I_0(0) \right) e^{-t/T'} -$$

$$- \frac{i_{1a,\text{prim}}(T_1 - T_2)}{T' - T_1} e^{-t/T_1} + \frac{i_{1a,\text{prim}}(T_1 - T_2)}{T' - T_1} e^{-t/T'}. \quad (31)$$

The first component on the right side of the equation represents the sinusoidal component of the magnetic current. The second component is the free aperiodic component of the magnetizing current, which compensates for the difference between the periodic constituent and magnetizing initial currents at $t = 0$.

The analysis of equation (31) showed that the magnetic current at the switching moment $t = 0$ is equal to the initial value of the resulting aperiodic component. The third component is equal to the mandatory aperiodic component of the secondary current. The fourth component is a free aperiodic component that compensates for the third component at $t = 0$. The second and fourth free constituents in the secondary chain of TT disappear over time T' [8].

The extinction of the third binding component is determined by the time constant T_1 , such as the primary current i_1 .

Figures 2 to 6 show the time variation of the aperiodic components of the magnetic current for a closed and non-closed core according to equation (31). Suitable for closed and non-closed core current transformers $T' = 1,406$ cba $T'_\delta = 0,628$ c values are accepted, $T_2 = 0,56372$ c, $T > T_1 > T_2$ and $\delta = 30^\circ$. The values are common to each TT. The following is a comparative analysis of these current transformers in transient processes.

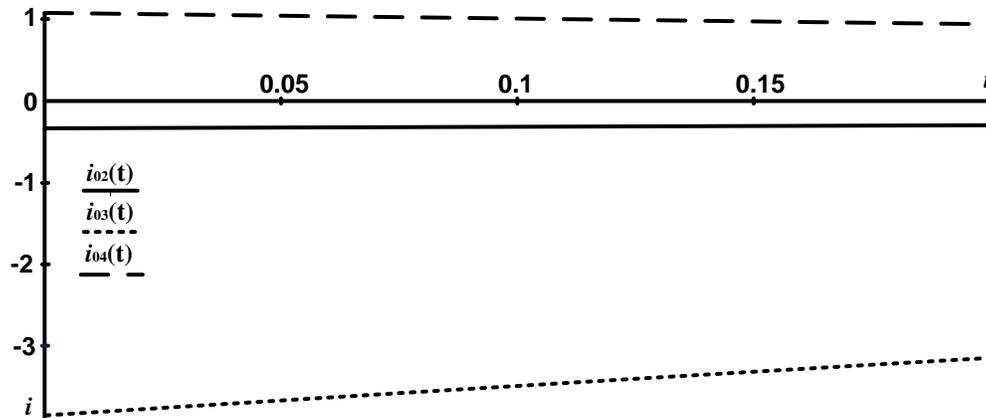


FIGURE 2. $T' = 1,406$ C, $T_2 = 0,56372$ C, $T_1 = 1$ C AND $\delta = 30^\circ$ APERIODIC CONSTITUENTS OF THE MAGNETIC CURRENT OF A CLOSED-CORE CURRENT TRANSFORMER

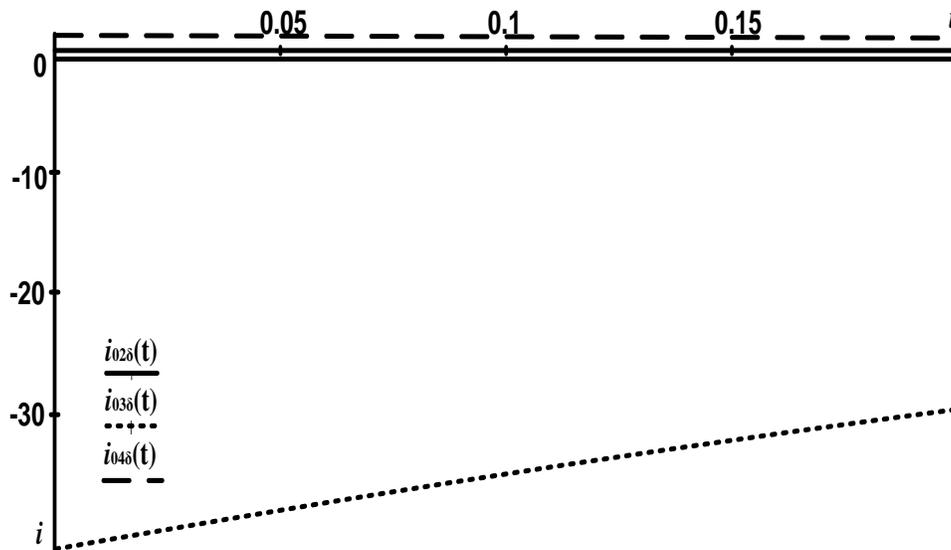


FIGURE 3. $T' = 0,628$ C, $T_2 = 0,56372$ C, $T_1 = 0,6$ C AND $\delta = 30^\circ$ APERIODIC COMPONENTS OF THE MAGNETIZING CURRENT OF A NON-CLOSED CORE CURRENT TRANSFORMER

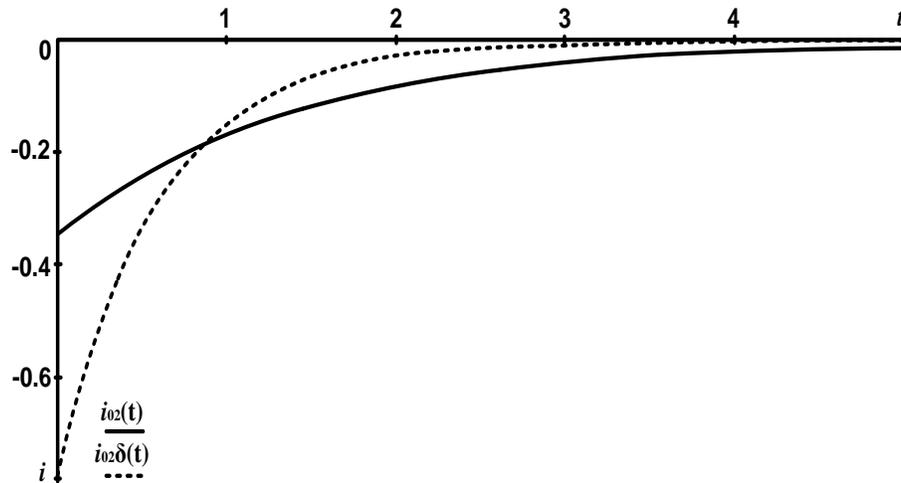


FIGURE 4. CLOSED AND NON-CLOSED CORE CURRENT TRANSFORMERS ARE THE SECOND COMPONENT OF THE MAGNETIC CURRENT AND THE CHANGE OF THE CONSTANT T 'OVER TIME.

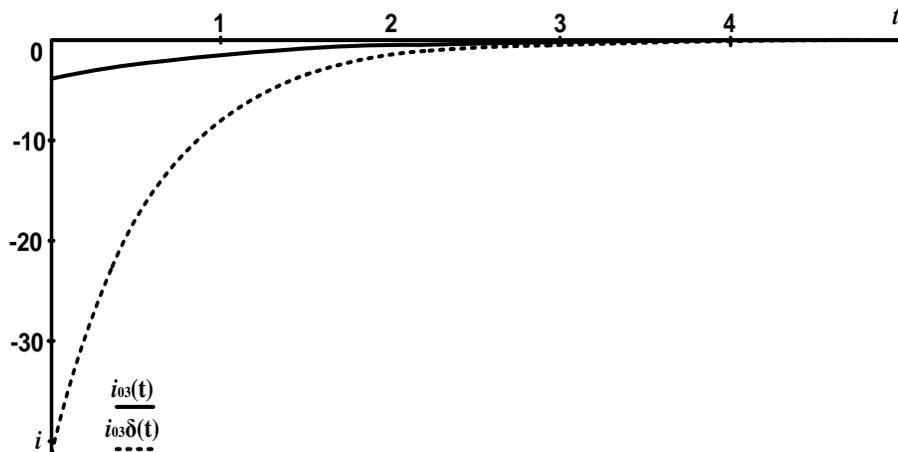


FIGURE 5. CLOSED AND NON-CLOSED CORE CURRENT TRANSFORMERS ARE THE THIRD COMPONENT OF THE MAGNETIC CURRENT AND THE TIME CONSTANT OF T_1

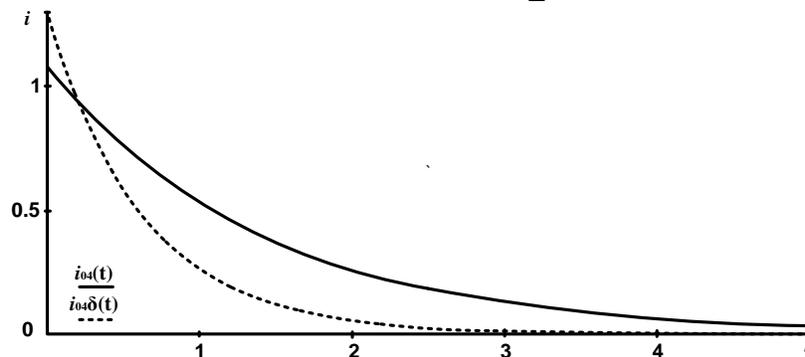


FIGURE 6. CLOSED AND NON-CLOSED CORE CURRENT TRANSFORMERS ARE THE FOURTH COMPONENT OF THE MAGNETIC CURRENT AND THE CHANGE IN T 'CONSTANT OVER TIME.

The change value of the primary current along the secondary circuit is characterized by the change in the magnetizing current value at each time moment. In other words, the instantaneous error of the TT is determined by the instantaneous value of the magnetic current [9].

If $T > T_1 > T_2$ the inequality holds, there is a decrease in the secondary i_{2a} current relative to the primary i_{1a} current due to the formation of the current i_{0a} at the beginning of the transient process. Then, as the current i_{1a} and the third component of the magnetic current are extinguished, the second and fourth components begin to have a stronger effect and the extinction process takes longer in them..

With a constant decrease in T' or a deterioration in the magnetic properties of the TT core, the deviation of i_{1a} from current i_{2a} , i.e., the change error of the aperiodic component, increases, while the extinction time of current i_{0a} decreases. The maximum value of the magnetizing current and the minimum extinction time occur when the value of T approaches the value of R_2 .

If the aperiodic component does not need to be changed along the secondary chain, it is positive to reduce the value of T by increasing the resistance value of R_2 .

The effect of the constant T' decrease on the current transformer error can be expressed by the equation [7] given below:

$$\frac{i_{0a.m}}{i_{0per.m}} = \frac{T_1 - T_2}{T_1} \left[\frac{T_1}{T'} + \frac{T_1(1 + \omega^2 T_2 T')(T' - T_1)}{T'(1 + \omega^2 T'^2)(T_1 - T_2)} \right]^{T'} \quad (32)$$

where, $i_{0a.m}$ and $i_{0per.m}$ are the maximum values of the sum of the aperiodic and periodic components of the magnetic current, respectively..

Figure 7 (32) shows the change in error and the change in time of the constant for the current transformer [10] according to equation (32). For current transformer $T_2 = 0$ сва $T_1 = 0,1$ с values are accepted.

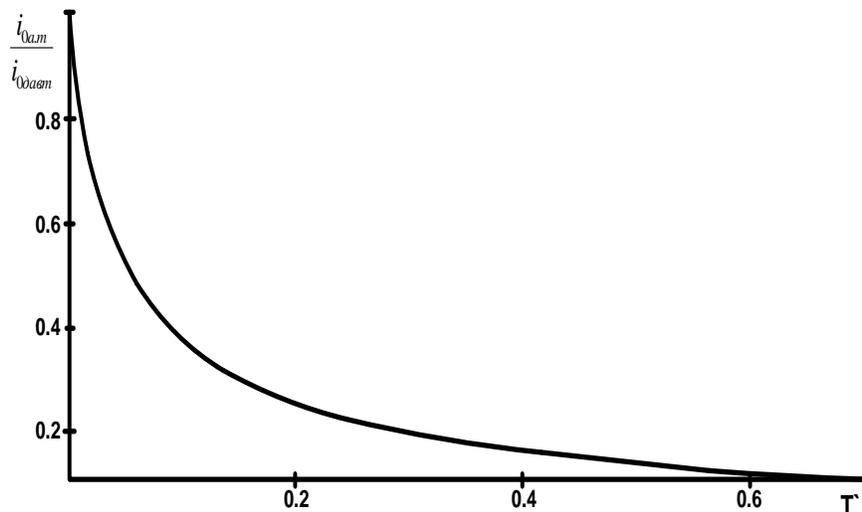


FIGURE 7. SWITCHING ERROR IN AN EXISTING CURRENT TRANSFORMER AND CHANGE OF T' CONSTANT OVER TIME

As can be seen from Figure 7, T increases with time $\frac{i_{0a.M}}{i_{0per.M}}$ the response decreases and in this case a decrease in the current transformer switching error is observed [11].

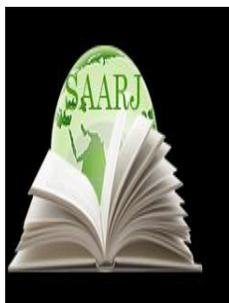
The results obtained by studying the transients in current transformers using the operator method show that air-gap current transformers have significant advantages over ordinary closed-core current transformers. The use of air gap current transformers is the most effective in cases where the operational accuracy of protection and automation devices in transient process conditions is related to accurate measurement of periodic current components.

Closed-circuit current transformers can be used in slow-circuit protection circuits, as an alternating operating current source, and in other cases, when an efficient transfer of power from the primary winding to the secondary winding is required..

REFERENCES

1. Amirov S. F., Boltaev O. T., Axmedova F. A. Calculation of Magnetic Chains with Mobile Screens // International Journal of Advanced Research in Science Engineering and Technology. India. - No. 6, Issue 5, May 2019-pp. 9243-9245.
2. Amirov S. F., Boltaev O. T. Theoretical expressions of the magnetic flux distribution in dispersion parametric and shielded excitation transducers // ToshTYMIaxboroti. - Toshkent, 2018. - No. 4.-p. 105-108.
3. Jikaev G. V. Measuring converters of large alternating currents in the electric power industry: autoref. dis.... Cand.Tech.n.sciences. - Ulyanovsk, 2004.-28 p.
4. Chernenko V. A. The study of steady-state and transient modes of operation of single-stage current transformers: autoref. dis. ... Cand.Tech.n.sciences'. - Kiev, 2002. - 28 p.
5. Amirov S. F., Boltaev O. T. The study of dynamic characteristics of a multi-limit current transformer.ToshTYMI.Yoshilmiytadqiqotchi. 6-8 April 2010. - Toshkent, 2010. - C. 24-26.
6. Afanasev Yu. V., Adonev N. M., Kibel V. M., Sirota I. M., Stogniy B. S. Current transformers. - JL: Energoatomizdat, 1989. -417 PP.
7. Sirota I. M. the Transitional modes of operation of current transformers. - Kiev, Publishing houses of the USSR Academy of Sciences, 1931. -192 PP.
8. Amirov S. F., Safarov A. M., Rustamov, D. S., Ataulayev N. About. Electromagnetic transducers for high currents of the traction power supply. – Tashkent.: "Fan vatexnologiya", 2018. - 360 c.
9. Amirov S. F., Khushbokov B. H. Study of dynamic characteristics of a wide-range current transformer. // Resource-saving technologies in railway transport: Sat. nauch. tr. Resp. scientific and technical conference with the participation of foreign scientists. December 2-3, 2009. - Tashkent, 2009. - Pp. 72-75.
10. Patent Of The Republic Of Uzbekistan. No. 03858. Current transformer / Amirov S. F., Khalikov A. A., Hushbokov B. H., of Shoyimov I. Y., Balgaev N. U. // Rasmiyaxborotnoma. - 2009. - No. 1.

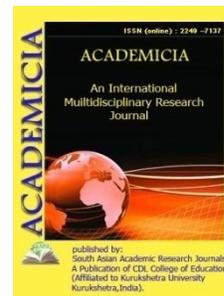
-
11. Amirov S. F., Safarov A. M., Rustamov, D. S., Ataulloyev N. Electromagnetic transducers for high currents of the traction power supply. – Tashkent.: "Fan vatexnologiya", 2018. - 360 c.
 12. Amirov S. F., Hushbokov, B. H., S. S. Mukhsimov Wideband current transformers for traction power supply. - T.: "Fan vatexnologiya", 2018.164 p.



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00114.2**

THE PROBLEM OF RATIONAL USE AND PROTECTION GEOLOGICAL ENVIRONMENT OF SOUTHWESTERN UZBEKISTAN IN HYDROMELIORATIVE CONSTRUCTION

Yuldash Irgashevich Irgashev*; **Yusuf Pulatovich Isomatov****;
Mukhammadzhakhongir Kidirbaevich Akhmedov***

*Professor,
Institute of Geology and Exploration of Oil and Gaz Fields,
Tashkent city, UZBEKISTAN

**Senior Lecturer,
Almalyk branch of Tashkent State Technical University,
UZBEKISTAN

***Senior Teacher,
Almalyk branch of Tashkent State Technical University,
UZBEKISTAN

E-mail id: Muhammadjahongir1983@mail.ru

ABSTRACT

Southwestern Uzbekistan in Central Asia is distinguished by a peculiar geological and tectonic structure, relief, hydrogeological conditions, composition and properties of rocks, peculiarities of the course of exogenous geological processes. Irrigation and reclamation works in the formation of agricultural areas have significant and diverse effects on the geological environment of the region and cause qualitative and quantitative changes in engineering-geological and hydrogeological conditions, which are manifested over large areas. The article presents the results of engineering-geological and hydrogeological surveys and studies, directions of changes in natural hydrogeological and engineering-geological conditions, characteristics and conditions of the geological environment of South-West Uzbekistan under the influence of individual irrigated areas, mountainous areas. and foothill areas. It also indicates what preventive measures need to be developed during engineering preparation for the development of the territory, and the conclusions are given.

KEYWORDS: *Melioration, Geological Environment, Relief, Hydro geological Conditions, Techno genesis, Gully Formation, Newly Irrigated Area, Drainage, Agricultural Crop, Irrigation Canal, Drainage*

INTRODUCTION

Southwestern Uzbekistan in Central Asia is distinguished by a peculiar geological and tectonic structure, relief, hydro geological conditions, composition and properties of rocks, peculiarities of the course of exogenous geological processes. Irrigation and reclamation works in the formation of agricultural areas have significant and diverse effects on the geological environment of the region and cause qualitative and quantitative changes in engineering-geological and hydro geological conditions, which are manifested over large areas [1].

Main part

In the practice of economic development of the territory, it was noted that the intensity of the impact of irrigation on the natural environment (including the geological environment) is incomparably stronger than the impacts of other types of construction. Irrigation of vast territories undoubtedly causes a change in the course of arid litho genesis, significantly changes hydro geological conditions, disrupts the existing water balance of the surface and underground hydrosphere, changes the soil cover (and much more).

The study of these changes is necessary to identify and assess trends in the development of engineering-geological and hydro geological processes in the reclaimed territories to address the issues of rational use and protection of the geological environment and prevent unfavorable geological processes, to justify projects for the reconstruction of existing irrigation and drainage systems [2]. The problem of engineering-geological forecasts is of great importance, since to a large extent the need for a comprehensive reconstruction of recently developed irrigated lands, their irrigation and drainage systems is associated with this methodological category.

In Southwestern Uzbekistan (Kashkadarya and Surkhandarya depressions), water management activities are carried out on a large scale, where it is possible to trace how the properties of the lithosphere change over a large area.

By the degree and intensity of water management, by the nature of the manifestation of techno genesis, the territory of Southwestern Uzbekistan is divided into two large regions: mountain-fold, occupying about 10-13% of the total area, and foothill-plain, occupying the rest of the region. In the first area, qualitative changes in the geological environment occur in local areas, for example, under the influence of drainage of mine workings during the exploitation of solid mineral deposits or the exploitation of reservoirs (Kumkurgan, Chimkurgan, Khisarak, Tallimarzhon, etc.), built in the upper reaches of large and small rivers ... As for the second area, the techno genesis of the water management profile leads to significant transformations over a large area - on a regional scale [3].

The natural hydrographic network of the Amu Darya river basin and its numerous tributaries within Southwestern Uzbekistan - Surkhandarya, Sherabaddarya, Kashkadarya, Guzardarya, etc. contribute to the widespread development of irrigated agriculture. All irrigated agriculture develops in wide river valleys, in the plain-steppe zone, as well as in intermountain and foothill depressions. Irrigated agriculture is carried out mainly through the use of surface water and to a lesser extent - underground (only 10-12% of the total area of irrigated agriculture). This is the

peculiarities of the formation of the technogenesis of the water management profile of the plain-steppe part of the studied region.

In modern conditions of water management within South-West Uzbekistan, the natural regime of the surface runoff of the entire basin is fundamentally disturbed. Within the studied region, 178 large and small irrigation canals (Karshi main, Fayziabad, Pakhtaabad, Karshi, Amu-Zang, Eski-Ankhor, etc.) with a total length of about 40 thousand linear meters were drawn. km, a collector and drainage network with a total length of more than 18 thousand km was built. On irrigated lands, there is a large vertical drainage network in the areas of irrigation systems, and more than 1,100 hydro geological wells are in operation, taking groundwater for water supply and irrigation.

RESULTS AND DISCUSSIONS

As shown by the results of repeated integrated engineering-geological and hydro geological surveys at a scale of 1: 50,000, 1: 200,000 and other studies (1975-2000) on separate irrigated areas, under the influence of water management on a regional scale in intermountain, foothill and lowland areas. the power-law part of Southwestern Uzbekistan, there have been fundamental changes in the natural hydro geological and engineering-geological conditions, the state and properties of the geological environment, in the following directions: 1) a radical transformation in the regional plan of the structure of the general and water-salt balance of groundwater, the relationship of individual articles of the water balance changes ; 2) fundamental changes in the conditions of the relationship between surface and ground waters; 3) significant changes, as well as the distribution of the first groundwater aquifer from the surface, their regime and quality; 4) a significant decrease in the power of the aeration zone in many areas (due to the technogenic rise in the groundwater level); 5) the formation along large irrigation canals - under the influence of inevitable filtration losses - of canal flows of fresh groundwater; 6) a significant increase in the natural resources of groundwater due to their additional nutrition; 7) a significant change in the engineering and geological conditions of the region, especially in flooded areas and in the area of distribution of loess rocks.

Technogenic changes in the geological environment during the operation of water facilities have the following consequences:

- in areas with weak natural drainage on irrigated lands, secondary soil salinization and wetlands are intensively developing, significantly affecting the change in the properties of the geological and environment as a whole; areas affected by these processes, as a rule, fall out of the general crop rotation and require radical environmental protection measures to restore land fertility - through the use of special drainage devices, soil leaching, etc. [4];
- the chemical composition of groundwater changes significantly under the influence of continental salinization; contamination with pesticides, fertilizers and an increase in their total mineralization (up to 5-10 g / l and more), including a deterioration in their quality, is noted;
- in cities and regional centers close to irrigated lands, urban areas are flooded due to rising groundwater levels and poor natural drainage of the territory; preconditions for possible flooding of basements and deformation of surface structures are created [5];
- in the development of loess rocks, occupying large areas, on irrigated lands along the routes of irrigation canals and directly on irrigation tracts, subsidence processes, gully formation,

suffusion-karst phenomena, landslides, etc., are manifested, which can lead to deformation of the surface and erected structures, and also to the complication of the operating conditions of water facilities;

- Considerable damage is caused by agriculture during planning work for orchards and arable land. At the same time, powerful equipment destroys the soil and vegetation cover not only within the future land, but also hundreds of meters around. This disrupts the natural runoff of water and activates hazardous exogenous geological processes;

- examples of the negative consequences of engineering activities during the development of South-West Uzbekistan can be the destruction of the soil cover during the economic development of slopes (the Babatag, Tuyuntau, Gissar, Zirabulak-Ziaetdin, etc.) , plowing and stubbing for crops and irregular irrigation on slopes. This leads to a sharp activation of the processes of plane washout, ravine formation, landslide displacement, etc. [6];

- the construction of canals and irrigation networks in rugged foothills is accompanied by the construction of deep semi-excavations and high embankments, which often violates the stability of slopes. A significant part of new landslides and activation of ancient and old ones are associated with such areas;

- the construction of housing and communal, industrial and civil, irrigation and drainage facilities is often the reason for the activation and emergence of new geological processes, in particular, the stability of slopes is disturbed due to overloading them with the weight of erected structures or soil dumps, changes in the physical and mechanical properties of soils when moistened as a result of leakage water, cutting slopes when driving foundation pits for buildings or trenches for communication networks.

Thus, as a result of many years of operation of large irrigation systems, irrigation and hydraulic structures within the intermountain, foothill and plain-steppe and desert zones of Southwestern Uzbekistan, a natural formation of the technogenesis of the water management profile took place. Its peculiarities are that over a large area there have been qualitative changes in the properties of the geological environment (in the vertical section, technogenesis penetrates to a shallow depth - up to 30-50 m).

The experience of water management in the Sherabad-Surkhandarya intermountain and Kashkadarya foothill depressions shows that for the successful and most effective development of hydraulic engineering and irrigation construction, the construction of irrigation systems, buildings and structures, it is advisable to timely solve a whole range of problematic tasks and, on their basis, to develop measures for engineering protection of territories and protection geological environment:

1. Carrying out hydrogeological and engineering-geological studies according to a specially developed program, taking into account their production in especially difficult engineering-geological conditions (subsidence, suffusion, flooding, landslides, etc.) on the entire construction area, covering from the local watershed to local erosion oases. The depth of exploration should not be determined by cash and drilling equipment available to prospectors, but by the need to characterize the section to stable rocks in their bedrock inclusive.

2. Carrying out routine observations at stations and test sites, which should include the study of mass and moisture transfer in saturation and aeration zones, the impact of changes in engineering-geological and hydrogeological conditions on engineering structures and soils, which makes it possible to reliably predict geological processes and control them.
3. Creation of a permanent integrated engineering-geological and hydrogeological model - monitoring for the foothill, intermountain and platform basins separately, which would contribute to the development of reasonable and reliable forecasts of the development of hazardous geological processes in natural conditions disturbed by anthropogenic impact, as well as recommendations for process management.
4. Justification of the design of protective drainage and other environmental protection measures to protect the geological and environment in general.

Such an advanced complex orientation of the study of hydrogeological and engineering-geological conditions of the developed territories will make it possible to timely design and then implement in practice the most rational system of using natural resources for these conditions, to minimize the negative impact of technogenesis. Under these conditions, the evolutionary transformation of the lithosphere and the formation of the cultural landscape under the influence of technogenesis will have a directional character [7].

In old-irrigated areas and areas of large reservoirs (Chimkurgansoye, Kumkurgan, Uchkyzyl, etc.), on the area of which, under the conditions of their long-term operation, the upper part of the lithosphere has already been transformed, as well as the positive influence of technogenesis has manifested itself, it is imperative to summarize the accumulated operating experience and carry out total complex hydrogeological and engineering-geological research of technogenic direction.

They should include: 1) purposeful stationary observations of the regime of groundwater and surface waters - monitoring of the regime (including regime-balance studies), 2) repeated comprehensive survey covering the territory of the existing water management systems and adjacent areas, the areas of which are not affected by the influence of technogenesis.

Such comprehensive studies are necessary for the regional study of technogenic changes in hydrogeological and engineering-geological conditions that have passed under the influence of long-term operation of irrigation facilities, and to compare these changes with the natural environment that existed before the water development of the territory [8]. Such a comparative assessment will reveal the main evolutionary patterns for the geological environment, study the mechanism of formation of interacting multidirectional technogenic processes and technogenesis in general, identify their negative impact on changing the properties of the environment and thus obtain the necessary initial information for the design of additional environmental protection measures to protect the geological environment [3].

The experience of the repeated technogenic study of water facilities in the Karshi steppe, individual districts of the Surkhandarya region, carried out by us and specialists of the State Institution "Uzbek hydrogeology" fully confirms this important scientific and methodological position.

Based on the above, during the engineering preparation of the newly developed territories, the following preventive measures should be developed:

1. With vertical planning, the prohibition of unreasonable or excessive pruning of the slopes of the foothill adyrs, overloading of slopes, unregulated water use (leaks from the water supply system, sewerage, irrigation networks, irrigation of green spaces), destruction of tree, shrub vegetation, grass cover in areas of planned construction, delivery of construction objects without compulsory reclamation of the territories adjacent to the objects, landfills of soil and construction waste in areas not specially designated for these purposes and not specially prepared; limiting the plowing of slopes, etc.
2. Regulation of surface and underground runoff, lowering the groundwater level by pumping out vertical drainage wells, and intercepting them by horizontal drainage structures, changing the slope topography in order to increase its stability, protecting the territory from flooding by flood waters and mudflows, soil reclamation (electrochemical consolidation, cementation, silicization, firing and other activities).
3. Under natural conditions, the main components of the geological environment (rocks, groundwater, and the modern geological processes occurring in them) interact. Their mutual influence determines the need for comprehensive research aimed at increasing the efficiency of the use and protection of the geological environment as a natural social formation, therefore, in our conditions, this requires taking into account the specification of natural conditions and the economic development of intermundane depressions [9].

CONCLUSIONS

At present, the need to move from taking into account the possibility of the occurrence of unfavorable geological processes in old and newly irrigated territories to actively managing the development of the geological environment is obvious. It is also obvious that the traditional understanding of the goals and objectives of geotechnical surveys for water management does not correspond to this.

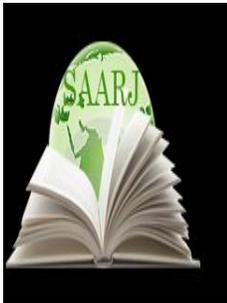
For the successful implementation of the proposed transition, a new methodology of engineering and geological surveys is required, containing targeted actions to reduce uncertainty in the main components of the human-geological environment system, with systemic subordination of study procedures and environmental assessments.

The main elements of the new methodology are: 1) determination of permissible states of the geological environment in engineering and environmental aspects; 2) assessment of resources of stability of the geological environment to external influences; 3) differentiated concepts of increasing the resource of stability of the geological environment and the actual protection of the territory from adverse processes; 4) development of search and regulatory forecasts with a mandatory comprehensive assessment of their reliability, accuracy and efficiency; 5) observance of the principles of combination of discreteness and continuity of forecasting, ensuring account of evolutionary stages and leaps in the development of the geological environment; 6) ensuring control at all stages of the implementation of regulatory forecasts for the purposes of rational use, protection and improvement of the geological environment of intermontane basins.

REFERENCES

1. Irgashev Yu. Engineering-geological assessment of regional changes in the geological environment of South-West Uzbekistan. - Bulletin of Tashkent State Technical University, - Tashkent, 2018 .--S. 191-196.

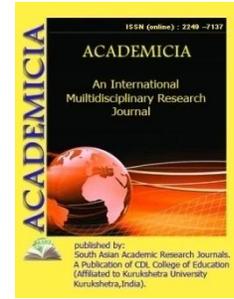
2. Irgashev Yu. Engineering and geological foundations of the rational use and protection of the geological environment (author's thesis for the cois. Academic step. Doctor of Geology and Mathematics) - Tashkent, 1994. - 46 p.
3. Irgashev Yu., Isamatov Yu.P. Engineering-geological characteristics of modern geological processes in South-West Uzbekistan. Materials of the International Scientific Conference "Geophysical Methods for Solving Actual Problems of Modern Seismology". - Tashkent, 2018. -- pp. 356-360.
4. Trofimov V.T., Korolev V.A., Gerasimova A.S. Classification of technogenic impacts on the geological environment. Geocology. Engineering geology. Hydrogeology. M :, No. 5, 1995. S. 96-107.
5. Mavlyanov E.V. Engineering-geological bases of irrigation of lands in arid zone. - Publishing house "Fan", Tashkent, 1989, 133 p.
6. Pulatov K.P., Irgashev Yu., Isamatov Yu.P., Begimkulov D.K. On the main factors of the accuracy of forecasting the subsidence of loess rocks in the valleys of the Surkhandarya and Kashkadarya rivers in connection with their irrigation development. - "TOSHDUTU Khabarlari", - Tashkent, 2004, - No. 3, - pp. 157-167.
7. Trofimov V.T., Korolev V.A. Problems of stability of the geological environment to technogenic impacts / hydrogeology and engineering geology. Overview. Geoinformarket JSC. M :, 1994.47 p.
8. Rakhimov M.R., Usmanov U.U. Variability of hydrogeological-reclamation parameters of irrigated lands in the process of development. - Publishing house "Fan", Tashkent, 1987, p. 139.
9. Irgashev Yu. , Isomatov Yu.P., Akhmedov M. Influence of technogenic impact on changes in engineering-geological and hydrogeological conditions of the Kashkadarya depress and its assessment. Academicia: An International Multidisciplinary Research Journal <https://saarj.com> Vol 10, Issue 10, October 2020. Page 409-416
10. Isomatov Yu.P., Akhmedov M.K. Features of the hydrogeological conditions of the development of the Sary-Cheku field. Academicia: An International Multidisciplinary Research Journal <https://saarj.com> Vol. 10, Issue 12, December 2020 Page 436-441
11. Isomatov Yu.P., Akhmedov M.K., Ibadlayev S.I. Features of Influence of industrial Enterprises Almalyk city On The Geological Environment. The American journal of interdisciplinary innovations and research December 25, 2020. Volume 02, Issue 12-08 pages:54-62
12. Kholmiraev M. Zh, Akhmedov M.K. About features of technogenic influence on groundwater and geological environment. Asian Journal of Multidimensional Research (AJMR) <https://www.tarj.in> Vol 9, Issue 11, November, 2020 Page 60-68



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00132.4**

REFLECTION OF REAL LIFE THROUGH THE BIZARRE AND SUPERNATURAL IN THE CLASSIC PROSE OF THE FAR EAST

Jasur Tashpulatovich Ziyamuhamedov*

*Associate Professor,
Candidate of Philological Sciences,
Department of Chinese Philology, Faculty of Chinese Studies,
Tashkent State University of Oriental Studies,
UZBEKISTAN

ABSTRACT

The article is a reflection of the classic prose of the Far East on the pages of “Description of the miraculous from the Liao cabinet” by Pu Songling. The article examines a collection of works by Pu Songling, who wrote under the pseudonym Liao Zhai, who is the keeper of the legends of the ancient Chinese language. This paper presents an analysis of several collections of Liao Zhai, which are a box of the unusual and supernatural, the threads of which stretch into the real world of magical characters. In the article, Pu Songling’s book is interpreted as unique, since the stories are filled with meaning and reveal the vices of the human essence for the reader.

KEYWORDS: *Liao Zhai, the Wise Fox, the Monk-Wizard, the Magician, the Student, Human Vice, the Supernatural, the Real World.*

INTRODUCTION

The prominent great author Pu Songling, who lived in the years 1640-1715, is the brightest representative of Eastern literature. In his stories, Pu Songling uses an extraordinary literary style, in which the complex and inconceivable matter of the antiquated Chinese language is transformed into more modern images that the reader can understand. His information of the Chinese dialect amazes with the profundity and insight of all the nuances, from its ancient shapes to the show of that time. Proof of usually the masterpiece he made “Description of the miraculous from the Liao study”, each page of which is an example of the revival of the language from ancient times into the whirlpool of the everyday life of a simple society [2, p. 326]. Several brief stories from this work were also deciphered into Uzbek as a part of the monograph [5, p. 264].

Each narration by Pu Sunlingis penetrated with notes of the bizarre and supernatural, be that as it may, behind the lines lies genuine life, which the creator masterfully depicts through fairy tales and miracles, which put his works in the status of a genius literary masterpiece of prose of the Far East.

THE MAIN FINDINGS AND RESULTS

Pu Songling's magic book about the real

The masterpiece created by Pu is appreciated by the Chinese, because the author superimposed the literary language on the traditional greatness. Even poorly educated citizens are happy to get acquainted with the stories of Pu Songling, since the subject of his stories is close to a commoner, so he seeks to learn a language that is difficult for him to understand, that is, it can be argued that the author's magical stories contribute to the development of education among the illiterate population. Pu gave himself a creative nickname and on the pages of books he is presented as Liao Zhai.

In the stories of Liao Zhai, a student is represented as an almost constantly acting character, his peculiarity in Chinese society is the fact that a student can remain for quite a long time, even until the end of his life, especially if he is unlucky.

Pu Sunling himself, who did not pass the exam even for the middle level, not to mention the highest, was extremely burdened by this circumstance and poisoned his existence; hero Liao Zhai constantly felt the weight of this burden, which haunted him. In the pages of stories, he embodies himself into a whimsical personality, courted by even fairytale fairies. He surrounded himself with the magic of the supernatural world and plunged into the space of the wonderful [3, p. 76].

Despite this, the student, on the pages of the stories, carries the values and ideals of justice, human kindness, fortitude, and opposes the penetration of black thoughts into the real life of a person. Liao Zhai gathered in himself all the splendor of the Chinese language, beating in its essence as an unceasing hurricane of justice and human reason, fighting against dark souls.

By the power of his own thought, Liao Zhai generates and carries to the masses his own ideal, presenting it in various circumstances of the passions of life, and does not at all present himself as an unlucky student, whom he considered himself to be in real life.

Collection "Fox charms"

The key character in this series of stories is the Fox. Chinese legends endow this character with completely different qualities than is traditionally established in Russian literature, where the fox is a cheat, a thief, due to his cunning tries to cash in.

The fox in the tales of China is distinguished by intelligence, tolerance, wisdom, through which he is able to find the optimal solution, which is beneficial in a certain situation; he is a sage, but not a cunning one.

Each of the author's fictional characters carries a hidden subtext about the actions and essence of representatives of the real world, such is his main character Liao Zhai in the fairy tale "How he grabbed a fox and shot the devil". This story is a reflection of the resilience and character of a person. On the pages of a fairy tale, Liao presents himself as strong and powerful, with a

temperament. Both adventures of the hero say that if a person is strong inside, knows about this and is confident in him; then no creature can cope with him - not a fox, not a devil.

The following story “The Fox from Weishui” introduces to the reader the essence of the ruler and the significance of his power for the life of the entire people. The author characterizes officials as a donkey. A donkey is an impressive animal, if you make him angry, he takes the form of a fierce creature with terrible eyes, which kicks and growls. But if you offer him some hay, he immediately becomes docile and kind. The author emphasizes that if a person of such qualities is in power, then there is no respect and trust in him, the people are morally poorer, having a corrupt ruler. Pu with his narration warns the ruling person to be like a donkey, it is much smarter to be a prudent cautious fox.

The tale “Ridiculous Innin” quite clearly reflects the possibility of judging a person very superficially, which often strikes a mistaken opinion. Innin, at first glance, is a little stupid and can only laugh, as if she has no feelings and soul. And only much later her sharp mind (a cruel joke at the wall) and a feeling of love and compassion towards her mother are revealed to the reader. Perhaps Innin’s silly laugh is just a thick mask that hides true feelings and vulnerability from prying eyes [4, p. 430].

In the story “The one who is in charge of education” the main characters are a hard-of-hearing teacher and a fox that always helps him out in difficult situations. When the time came for the fox to leave the old teacher, he gave him wise advice - to voluntarily leave his position, however, the teacher did not follow the fox's instructions and continued his work. When the teacher enters the state literary examination and the subsequent banquet with the participation of the inspector, he finds himself in a difficult situation in which, instead of offering, he tries to sell the roots to the inspector. Since ancient times, Pingyuan has been a remote province; ignorant people did not know that it was necessary to bring gifts to the inspector. Due to his deafness, he could not understand what was required of him. So, not listening to the advice of the wise fox, the teacher was fired for impudent behavior. To this day, he considers the inspector's act unjust. The teacher paid for his thirst to earn more and was fired, although he could leave on time himself with all the honors.

Liao Zhai’s “Wizard Monks”

The next collection by Pu Sunling is titled “Wizard Monks”. This series of stories tells about the introduction of monks into the lives of ordinary people, who come to them like magicians. With their appearance, the ordinary measured life of a commoner takes a completely different direction, which makes the reader follow with interest the extraordinary fate of the characters.

Fantastic images of monks have two differently directed faces. One side of him betrays a parasite and a deceiver in him, while the other side paints him as a saint who possesses magic. Those around him are revered and feared because of his power of dominance and supernatural abilities.

Liao Zhai chose the image of a monk-saint for his creations, since his stories are in the status of the achievements of the literature of the Far East, permeated with meaning, and not a collection of anecdotes and comic stories.

A monk of China is initially already endowed with the status of a representative of the Buddhist religion. He is a follower of the Buddha himself, so he cannot be in the role of a funny and idle character. In the narratives of Liao Zhai, the monk-sen plays a key role, with the help of his holy

face the essence of the current situations is revealed, he finds all the threads through which it becomes possible to establish the true real reason for what is happening.

Another appearance of a monk, described in the pages of Liao Zhai, is a monk of the Taoist faith. He denies the existence of God, however, like a Buddhist monk; he is endowed with supernatural powers that are inaccessible and in places incomprehensible to the minds of ordinary people. In this case, the monk acts as a magician who, using his superpowers he can solve any problem of the common people.

The entire collection of stories in this series is aimed at telling stories, the intervention of a Buddhist monk or Taoist in it, with the help of the magic of which you can turn the situation in a different direction. The question of whether Liao Zhai himself believed in the existence of magical monks remained unanswered.

The story "How he planted a pear" highlights the question of the excessive greed of ordinary people. In one village lived people who really loved to calculate everything. If the matter concerned the need to help another or to feed an orphan, then the question of lost profit immediately arose. Even father and son and their families never did anything for nothing. One had only to think about entertainment, so the wallets opened instantly, and no one counted money [2, p. 326].

So the Taoist monk intervened in order to teach the peasant a lesson in public, thereby exposing his greed. He began distributing pears to the merchant, passing them off as his own. Everyone was having fun while the monk did his trick. But the peasant finally realized that his cart was empty, the monk handed out his pears, this made him extremely annoyed and ridiculed by the surrounding onlookers for allowing the monk to perform their trick on him.

The story "The Player's Talisman" tells about gambling as a dark, captivating pool, falling into which, a person becomes helpless, angry and greedy. It is not difficult to find yourself there, but not everyone can find out where the bottom is and how to get to the surface. There is no limit to human greed - every line of the tale tells about it [4, p. 430].

Taoist Han once decided to save the lost soul of a commoner who lost in gambling, taking his word that he would give up such an occupation if all the money suddenly returned to him. The peasant was delighted, promised Hanyu no more to play in the casino and received an amulet from the Taoist that would help him return his funds. Having reached the amount available earlier, the peasant could not stop and continued the game, however, he no longer had the amulet. Han was very upset by such an act of a commoner, he tried to explain that by such actions people destroy the good principle in themselves, defame their word of honor, lose material values and, in fact, themselves.

Han's magical transformations faced an impenetrable wall of human greed, a feeling of insatiability, and a lack of gratitude to the person who had lent a helping hand.

Unusual in the collection "Strange Stories"

This collection does not differ in the individual orientation of the script, but is a continuation of the first and second series of narratives. The fantastic adventures of the heroes are just a background for the plot, in which the author focuses on human vices, exposing them to the reader.

To date, a very interesting edition of Liao Zhai has appeared on sale, in which the classical language of Eastern literature is interpreted into modern colloquial, than the richness and special art of the style of Chinese legends has been lost, only the plot has survived, it alone is not enough for Liao Zhai's unique narration.

Hengnyang's story of the charm of love tells about the value of feelings that can cool off in the everyday life of family life. Having married a beauty, Hong saw in her only external beauty, he appreciated the packaging, and not the pearls that were in it. In this story, the main miracle worker is Hengnyang, who came to the village, who helps the beautiful wife to regain interest and love in the eyes of her husband.

The author focuses on the fact that a person is characterized by a change of emotions to the old and the new, so in family life love can turn into hatred and vice versa.

Hengnyang's magic advice helped Hong to notice his own spouse again, however, in everyday life, often having love, a person believes that she will accompany him all his life, and when he loses her, only then begins to appreciate what once had for real.

In the story "The Maintenance of an Official" the author describes the image of prominent government officials who have long forgotten about modesty and honesty, embarking on the road of theft and gluttony.

As in previous legends, Liao Zhai, in the role of a righteous man, sends a magician to the official who knows to whom and how much content is meted out by the Almighty, after the limit is exhausted, the agent dies. At first, the official thought about the words of the magician, but, considering how little he would then eat, he decided not to listen to the words of the magician and continued idle gluttony. None of the warnings of the miracle worker convinced the official to give up his idle existence, even at the cost of his own life. So in real life, having tasted wealth and excesses, a spoiled government official simply does not think of another life, more modest, and is even ready to die ahead of schedule than to give up abundance [4, p. 430].

In the same fairy tale, for the edification of the rest, the magician puts on the official the most terrible disease for him: to eat and not gorge, from which he died.

Another story "Yang - the scar under the eye" tells about the importance of such a character trait as self-confidence. No matter what speeches, endowed with magical powers, the fox did not confuse the hunter, he was sure that the characters that appeared next to him were not real. Indeed, the hunter shouted at them, and they immediately disappeared. The main emphasis here is placed precisely on the factor that the hunter did not doubt for a minute that the images could not be real. Pu Songling stretches an invisible thread between the edges of the fictional world and the real world.

The story "The Art of Obsessions" is of a slightly different orientation than the previous ones. The fact is that there are people who willfully endow themselves with supernatural abilities, without actually possessing them. Basically, these are fortune-tellers who undertake to predict fate, carry out rituals, "cleanse" the soul.

The absolutely terrible vice described in this story is total hypocrisy, the desire not to stop at anything in pursuit of the recognition of his face as divine and omnipotent. Having predicted Yuyu's death after three days, the fortuneteller began to send various creatures to him that was

supposed to kill him. The general recognition of his abilities among people gave the fortuneteller the right (he thought so) to take other people's lives, if necessary.

The author tries to convey that in real life there are much more such people than you might imagine. We are talking not only about fortunetellers, but also about those who, in pursuit of their own benefit, are able to outline a person, cause moral and physical harm, or simply take his life. This vice cannot be compared with other others and is considered one of the most terrible that a person owns.

CONCLUSION

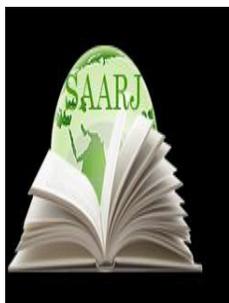
Summing up, it should be stated that “Description of the Miraculous from Liao’s Cabinet” by Pu Songling is the brightest representative of the prose of the Far East. The uniqueness of his stories lies in the fact that he competently and succinctly managed to transform the language of ancient China into a modern interpretation at that time, without losing or distorting the basis of the basic facts and subtleties of the wise meaning of Chinese legends.

He conveys through the bizarre characters of the fictional world the human relationships of real people, evaluates their actions, ridicules greed and vice, shows the relationship of ordinary people and power.

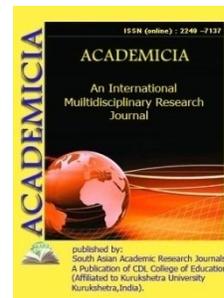
He transferred his image of an unlucky student in real life to the fabulous Liao Zhai, whom he endowed with a whirlwind of passions from the fabulous world, who wants to bring good and justice to the masses through fantastic forms of the supernatural, which fascinates the reader and makes them remain indifferent. Liao Zhai's stories are a connecting thread of the visible environment with the invisible with the help of such vehicles as dreams, servants of darkness, animals, embodying the images of specific human characters with their character and nature. According to the author, a certain share of happiness at birth has already been given to a person; however, in order to use it, this gift must be developed. No one can exceed the established limit of the gift; the maximum can be approached to the value given at birth. The task of each individual is to develop this gift in him as much as possible, and then you can reach for happiness with your hand and feel in the world the real embodiment of the dreams of the washed, supernatural world.

REFERENCES

1. Alekseev V.M. Works on Chinese Literature. – Moscow: Vostochnayaliteratura, 2012. – p. 574
2. Golygina K.I. Novel of Medieval China: The Origins of Plots and Their Evolution VIII-XIV centuries. – Moscow: “Nauka”, 2016. – p. 326
3. A.V. Kosheleva Poetics, stylistics and features of the translation of Pu Songling's collection “Liao Zhai’s Tales of the Extraordinary. - Kharkov, 2007. – p. 76
4. PuSongling. A StrangeStoryfromLiao'sOffice. – Moscow: Fiction, 1983. – p. 430
5. Ziyamuhamedov J. PuSonglingandMedievalChineseshortstories. –Tashkent: Cholpon. 2016. –p. 264.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00131.2

ABOUT PSYCHOLOGICAL FACTORS THAT CAUSE STUDENT SUBJECT TO THE INTERNET

Bakhtiyor Suvonovich Shukurov*

*Senior Lecturer,
 Department of General psychology and pedagogy,
 Navoi State Pedagogical Institute
 Navoi city, UZBEKISTAN

ABSTRACT

The article is devoted to the problem of psychological factors that cause students to become addicted to the Internet. The text of the article also covers issues such as age characteristics of the student period, professional education, use of the Internet, Internet addiction, the desire to find themselves in the virtual world, the psychological factors that cause addiction.

KEYWORDS: *Student, Education, Upbringing, Information, Virtual World, Internet, Internet Addiction, Behavioral Change, Virtual Communication, Social Distance, Lifestyle, Reading Activity, Impaired Consciousness, Fatigue, Insomnia, Pathological Behaviors.*

INTRODUCTION

It is known that the student period is a special period of human life and is a specific cycle of acquisition of professional knowledge. That is, a person becomes perfect in the way of acquiring the knowledge and skills necessary for social life. Higher education has a wide impact not only on a person's personality, but also on his motivational, emotional and volitional spheres. One such effect is the internet. The Internet is in demand today, and the whole world is using it. Nowadays, it is difficult to imagine the achievements of science without the Internet. However, Internet addiction is widespread among young people today. In particular, the student group is no exception. The student period is a uniquely sensitive period and is the most important period in the acquisition of professional knowledge and skills. Proper use of time is a guarantee of great success in the next professional activity. However, a complete connection to the Internet can lead not only to behavioral changes, but also to many dangers for the organism. The causes of this problem require more psychological research, and its study will allow to develop many measures on the problem of Internet addiction. So, this problem is psychologically relevant.

In essence, higher education has a great impact on the human psyche, its development as a person.

According to BG Ananov, the student period is the most important sensitive period for the development of a person's social level and performance [1,89]. While studying at the university, if there are favorable conditions, students will quickly develop all levels of psyche. That is, a person determines the direction of his consciousness, as well as forms competence in the professional direction. Successful study at the university requires a high level of intellectual development, especially the level of perception, memory, thinking, attention, mastery of logical operations, and so on.

According to L.F. Obukhova, the student period begins in late adolescence and covers the age of 18-25 years [2,78].

E.N. Kamenskaya describes the student period as follows: "a group of students is a special social institution, a group of special people organized by the university." That is, the student is distinguished by specific age characteristics, which are widely distinguished from other segments of the population by the level of education, high cognitive ability, high social activity and intellectual maturity [3,123].

From the point of view of psychological development, the student period is a period of rapid socialization of the individual, the development of high mental functions, the dynamic formation of the intellectual system.

O.A. Rakovskaya argues that if we consider the student period only in terms of biological age, then we should look at the period of youth as a transition period of human development in childhood and adolescence. Therefore, in foreign psychology, the student period is also called the last growth process [4,53].

At a young age, a person is highly effective, able to withstand the greatest physical and mental stresses, and is also considered to be able to master complex methods of intellectual activity. This in itself also implies their activities related to the use of the Internet.

As mentioned above, the age of 18-24 is the average age of internet users and those who are addicted to it. Students are more likely than other population groups to use internet services for the following reasons.

First and foremost, it is a constant need for information in preparation for seminars, workshops, exams, and assignments. In fact, the internet provides us with convenient, complete and diverse information. That is, other "search engines" such as Google, Yahoo, Yandex, Rambler make it easier for us to find the information we need. Such a conducive environment will then force young people to give up searching for information from books, magazines and other sources, further increasing the role of the internet in them.

Second, the lack of time to meet friends leads to communicating with them via email or various social networks. High social activity during the student period is also reflected in the search for new acquaintances using the same network services. The expansion of communication opportunities in different virtual groups allows the student to have a certain social status that is important to him. It is easy to communicate and meet via the Internet, it can be done at any time.

According to Yu.D. Babaeva, computers and mobile phones help to save time in communication with friends and acquaintances, and do not even allow us to leave the house. For the same reason, due to lack of time, the internet has become a great virtual space for entertainment, recreation, and distraction from reading. Also, a variety of videos, photos, music, games, chats, and visits to a variety of interesting sites - all of which are embodied on the internet. Fashion, social networks and other web services also play an important role in this [5,89]

According to O.N. Arestova, the Internet is a global system that contains information for every taste and desire [6,36]. It is natural for a student who is passionate about the internet to face problems in reading activities and exams. Frequent visits by students to unfamiliar sites, spending hours on dating sites, chatting with friends, and playing games instead of lessons, in turn, negatively affect their academic performance. In this case, all the interests of the student are directed to the Internet and spend a lot of time on it, which stops the development of his professional maturity. He is interested in nothing but sites. In this case, the student can not control the time spent on the network, and he often does not even have enough time to study, and sometimes even sleeps all day. Fatigue accumulates, they often experience nervous depression due to reading and problems. Therefore, internet addiction has a negative impact on their activities here.

According to A.Yu. Egorov, any ready-made works, term papers and abstracts, downloaded from the Internet without any difficulties, a series of other ready-made assignments will make life easier for students. But in this case, their intellect suffers, i.e. their ability to search for information, process it independently and systematize it is not well formed [7,61].

Dependence on the Internet also causes problems in communication. The desire to communicate through the network already creates difficulties in the formation and successful implementation of interpersonal relationships in real life.

In contrast to the above, S.V. Krasnova argues that communication in the network disrupts real communication in a person, deprives him of emotions and sometimes destroys the "real" connection with friends and relatives. The process of communication in the network - a wide range of opportunities for subjects to transfer data to each other in a banal way. Such a situation, in turn, affects the student's communicative ability, making it difficult to meet new people and communicate with classmates, teachers, friends and relatives. Later, such students lose the ability to communicate with all people [8,178]

There is no way to see it from behind the monitor, which allows it to feel free. On the Internet, most people wear the ideal "mask" for the interlocutor, that is, create a unique image for others. However, not everyone recognizes this mask, so students develop a sense of insecurity. Communication failure, on the other hand, increases the risk of loneliness among Internet-addicted students. Sometimes, the person becomes more anxious and, in many cases, engages in threatening behavior. Any small problems are considered as big stress. Internet-dependent students with low self-esteem feel unsuccessful. They are limited to solving normal tasks and avoid difficult goals. Their efforts are diminished, their status of demand is diminished, or they are eventually expelled from school because they are unable to master them.

The ability to see and hear partners through virtual communication allows Jesus to freely discuss any topic on the network. In this case, communication through correspondence, rather than voice communication, provides a wide range of opportunities. Yes, now the student becomes

accustomed to expressing his opinion only in writing and begins to be afraid to talk to real people. This situation spontaneously creates a variety of problems when public speaking is necessary and when answering exams, discussing group work, and attending meetings that require decision-making.

Thus, the psychological reasons for Internet addiction are various: the constant need for information; motivation to acquire higher knowledge; high social activity; lack of time, etc. is characterized by bid. Frequent use of Internet services, simplicity and convenience of communication in the network, completeness and openness of information stored there, a large catalog of entertainment is one of the main reasons for dependence on the Internet, which has a broad impact on the development of students' professional development.

Researcher M. Orzak distinguishes the following psychological and physical symptoms that determine Internet addiction [9].

1. Psychological symptoms:

- A feeling of connection or euphoria on the computer;
- Difficulty stopping in virtual activity;
- Increased time spent on the computer;
- Neglect of family members and friends;
- A sense of emptiness in any non-computer related activity;
- Hiding the truth about their activities from the educational institution and family members;
- Problems with work or study.

Physical symptoms:

- Carpal tunnel syndrome (tunnel injury of the nerves of the hand associated with muscle elongation);
- Dry eyes;
- Headache;
- Irregular eating;
- Ignorance of the rules of personal hygiene;
- Sleep disorders, etc.

Sometimes some individuals can even find the strength to get out of such a situation.

In addition to the above classifications, the following criteria are also signs of Internet dependence:

- Integrate the Internet into its internal world;
- The need to spend more time on the Internet;
- Repeated attempts to reduce Internet use;
- The appearance of disturbing symptoms when you stop using the Internet;

- Problems in time management;
- Problems with the environment (family, school, work, friends);
- Misconceptions about spending time on the Internet;
- Mood swings through the use of the Internet, etc.

This means that internet users have a clear goal and spend reasonable and little time on the internet to achieve a goal without experiencing psychological or cognitive discomfort. Healthy internet users are quick to distinguish online communication from live communication. The Internet is just a useful tool for them.

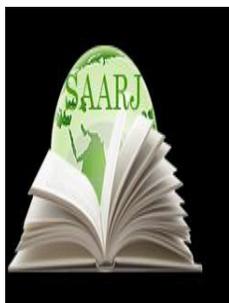
The problem of pathological use of the Internet is one of the youngest problems in the science of psychology. Especially now it is becoming relevant for all industries. Today, the number of Internet users in the world is growing day by day.

For some reason, the bulk of network visitors are student groups. The biggest threat that hinders their learning activities is Internet addiction. If a person has healthy skills of working with the Internet, then no virtual information can hinder his development. This requires timely knowledge and skills.

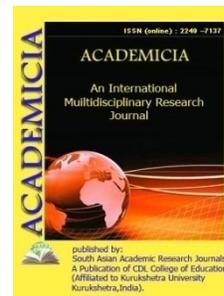
In short, the Internet, on the one hand, is a huge information system that provides a wide range of services for the education and professional development of young people, and on the other hand, it is embodied as a virtual world that negatively affects their behavior. Therefore, it is advisable to start teaching the correct use of the Internet at school. Therefore, it is very important for every educator and psychologist to organize various educational activities, psychological trainings and develop the skills of young people to work intelligently with the Internet in the context of this problem.

REFERENCES

1. Ananiev B.G. Psychology and Problems of Human Science / Ed. A.A. Bodaleva M., Voronezh, 1996. - 226 p.
2. Obukhova L.F. Age-related psychology. Textbook. Ed. 4. - M.: Pedagogical Society of Russia, 2004. - 256 p.
3. Developmental psychology and developmental psychology: lecture notes / E.N. Kamenskaya. - Ed. 2nd, rev. and add. - Rostov n/a: Phoenix, 2007. - 251.
4. Rakovskaya O.A. Social guidelines of youth: trends, problems, prospects. - M., 2004. - C.53.
5. Babaeva Y.D., Voiskunsky A.E. Psychological consequences of informatization // Psychological journal, vol. 19, N 1, 2005. - pp. 89-100.
6. Arestova ON, Babanin LN, Voiskunsky AE Motivation of Internet users; 2nd Russian Conference on Environmental Psychology. Abstracts. (Moscow, April 12-14, 2008). M.: Ecopsycenter ROSS.
7. Egorov A.Yu. Non-chemical addictions. - SPb.: Rech, 2007. - P.61.
8. Krasnova S.V., N.R. Kazaryan, V.S. Tundaleva. How to deal with computer addiction. Series: It's easy to quit. - Publ.: Eksmo, 2008. -- 330 p.
9. Orzack, Maressa Hecht, Ph.D. Computer Addiction Services // 1996- 2003. WWW document .. URL <http://www.computeraddiction.com>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00130.0

THE CLASSIFICATION OF “YOR-YOR” CEREMONY SONGS IN UZBEK FOLKLORE

Feruza Eshkabilovna Abdurakhmanova*

*The Institute of Uzbek Language,
 Literature and folklore of the Academy of Sciences of the Republic of Uzbekistan,
 Tashkent city, UZBEKISTAN

ABSTRACT

This article deals with folk songs, one of the main genres of Uzbek folklore. Our folklorists and musicologists have a lot of scientific conclusions about the term "song", its genesis, poetics, its peculiarities and its differences from the songs that are an example of written literature, the historical development of folk songs. In addition, our scholars have classified folk songs according to different points of view. According to these classifications, a large proportion of folk songs are ceremonial songs. Yor-yor, which is the finest example of ritual songs and originally belonged only to the wedding ceremony, and then changed to other ceremonial songs because of its immortal charm and mournful lamentations, has an ancient history and is an integral part of the wedding ceremony. In the classification of ceremonial songs "Yor-yor" based on samples of folk "Yor-yor" recorded on expeditions over the past 100 years and the conclusions of our scientists on the classification of folk songs and "Yor-yor" ceremonial songs based on samples performed today in ceremonies. Classified. "Yor-yor" differs from other ceremonial songs in the method of performance, the place of performance, the musical nature and the differences in the area, the art and the brightness of the images. They are extremely rich in lyrical experiences and, like the "Lullabies", have a profound psychological effect on man.

KEYWORDS: Ceremony, Folklore, Areal, Classification, Tradition, Custom, Wedding, Song, Saying, Circumcision, Value, Plaintive, Mourning, Bride, Image, Event.

INTRODUCTION

One of the best inventions of the people is the song. The song is a miracle; it is a wonderful creation that calms the soul. We know from written sources that the historical roots of the songs are very ancient. This has led to its creation over many years, over the centuries, in a variety of forms, themes, and many variations. The breadth of the topic coverage of the songs further expands the scope of their classification, analysis and research.

The literary text of "Yor-yor", which has a special place among the Uzbek folk ceremonial songs and is one of the masterpieces of our national values and intangible cultural heritage, interprets the history and aspirations of mankind from the beginning to the centuries. The genre of "Yor-yor", one of the members of the wedding folklore, is historically ancient, widespread in other fraternal peoples and in all regions of the country, has a unique place of performance, variety of performance methods, weight structure, rhyme and a certain order of performance. is distinguished by the fact that it is better preserved than other ceremonial songs, maintaining its present-day live performance status.

Folklore scholars of world folklore and fraternal peoples point out that folk songs can be classified from different perspectives. In this regard, and we have done some research and we can say that some research analysis of the classification of folk songs done by such scientists as M.Alaviya, F.Karamatov, A.Musakulov, J.Eshonkulov. We will try to classify "Yor-Yor" songs based on their research and by studying the samples of folk "Yor-Yor" recorded on expeditions of different periods live performances.

"Yor-yor", like other genres of folklore, develops and sings on the basis of the laws of oral, collective, traditional, variant. They are distinguished by their musicality, singing in a certain length, in a variety of ways, having an unchanging pattern, such as "Алла"(Lullaby) and "Келин салом" (Bride's Greetings), and the refrain, which has achieved the status of the name of the song. They are extremely rich in lyrical experiences and, like the "Lullabies", have a profound psychological effect on man. Among the songs of the ceremony, only the song "Алла" (Lullaby) was classified[13.] by folklorist O. Safarov.

Main part and results

J. Eshonkulov says [4. P 25-28] that the classification of songs should be based on a single criterion, i.e. the place of performance, status, attitude to music and art. Based on the principles of classification of their folk songs and the comparison of samples of "Yor-yor" in some regions, we came to the conclusion that they can be classified as follows:

- a) According to the participants: women, men;
- b) Regionally: Tashkent, Fergana-Andijan, Namangan, Jizzakh, Samarkand-Bukhara, Kashkadarya-Surkhandarya, Khorizm, etc.;
- c) According to the place of performance: "wedding party", "circumcision ceremony", "wife's dinner", "mourning ceremony";
- d) Form of performance, according to the composition: solo, chorus.
- e) According to the nature of the music and the method of performance: heavy, gloomy, cheerful-short, consistent rhythm, etc.;

f) Songs sung with or in place of "Yor-yor": welcome, thousand greetings, happy wedding songs sung by khalfas;

g) According to the poetic structure, the melody: event-quartet "Yor-yor" and non-event-quartet "Yor-yor";

h) According to the series of images: leading and permanent images, adjacent images, symbolic images and symbols in the group of symbols. This classification can be continued again. According to the attitude of the "Yor-yor" to the instrument, according to the attitude to the dance, according to the theme and content, and so on.

The following is an analysis of the classification of "Yor-yor" songs:

a) When it comes to the classification of "Yor-yor", one of the features of his genre is that they have their own performers. In most places, "Yor-yor" is performed mainly by women. A group of women accompanying the bride to the groom's house sometimes sing the song without a musical instrument, accompanied by a circle. While one of them recites the main lyrics of "Yor-yor", the others join in the singing. However, in some districts of Kashkadarya region, as well as in some parts of Fergana and Bukhara regions, men also sing "Yor-yor". Wedding customs and rituals are performed by women, so the performers of "Yor-yor" are also women. The performance of these songs by the men is considered to be the next event.

b) "Yor-yor" songs also differ from each other in many respects. M.Alaviya, R.Tursunov and N.Turgunova have some observations on the area differences of "Yor-yor". Commenting on the folk songs "Yor-yor", M.Alaviya notes that "Yor-yor" is unique in each region: "... in the first place, the songs "Yor-yor" are short and long. The second method is called "Namangan way" in the vernacular. The first way that the scientist envisioned was the Andijan "Yor-yor", which were performed in a lively, short and long way. The reason why they are called "Namangan way" [1. p.192] is that they are very different from Andijan way. The tone is gloomy and the method is heavy. R. Nosirov, studying the composition of Uzbek folk songs, notes that "Yor-yor" is in two different ways, depending on the form of performance, method of performance and melody. One of them is the Fergana-Tashkent way, where the melody of music and sadness is strong, the rhythm is based on consistent beats. The second is the Samarkand-Bukhara way, where the text is said relatively quickly, and the word "Yor-yor" at the end of each verse is pronounced as "Yor-yor yoron-yo" [11.p.113]. In the first line, we will consider the following examples of "Yor-yor" sung in the first line, which are distinguished by different methods and melodies. R. Tursunov, analyzing the musical dimensions of the "Yor-yor", the rhythmic changes in it, conditionally divides them into types. In general, the melody of all types of "Yor-yor" is based on the harmony of a narrow range of tunes with a certain order. The melody of "Yor-yor" in Tashkent and Fergana valleys is very different from the structure, character, rhythm and dialect of "Yor-yor" in Khorizm region. Bukhara and Samarkand "Yor-yor" are distinguished by their intricate circle methods, performance, playfulness of the melody. "Yor-yor" in Kashkadarya and Surkhandarya regions is radically different from "Yor-yor" in other regions.

In this region, "Yor-yor" is mostly said by women without a circle"[15. p.59-62]. It is obvious that there are some differences in the observations of our scientists, which also depend on the conclusions drawn from a particular region.

c) When “Yor-yor” are classified according to the place of performance, in addition to the wedding, they are also sung at "circumcision ceremony", "wife's dinner" and "mourning ceremonies". In Fergana, Namangan and Andijan regions, the song "Yor-yor" is still performed not only at weddings, but also at circumcision ceremonies and weddings. "Tell me, we'll tie you up," said the women at the wedding. Thus, the mother of the wedding child is tied to the tree or any pole by the women and said "Yor-yor". The wedding will continue until the boy's father agrees with those who say "Yor-yor". In this process, of course, the content is appropriate to the circumcision ceremony and wedding, the bride and groom are not praised, the following "Yor-yor" are sung:

Hey, hey be heart feeling, Wedding is today, yor-yor, wedding party is today, Have enjoy, both excite and have fun, Have fun is today, yor-yor, fun is today, Yor-yor be happy

In Fergana, the waiter who served at the "Xotin oshi"("Wife's dinner"),"Xatna to'yi" ("Circumcision ceremony") and "Nikoh to'yi"("Wedding party")is also called "Yor-yor". In other areas, this task is performed by aunts or other relatives, but in Fergana the mahalla itself becomes the "table". She is chosen from women from low-income or single-parent families who will tie her up once the wedding is over. Those gathered around him give him gifts as a gift, someone gives him money, someone clothes him, someone puts on a sarpo, and so on.

"Yor-yor" is one of the Uzbek mourning ceremonies when sung according to the place of performance. The series of "Yor-yor", which is included in the classification of mourning songs, differs from other mourning songs with its wide range of influence and mournful lament. Although they do not have such a long history as the wedding "Yor-yor", they were performed until recently and are preserved in the memories of the elderly. According to the ancient beliefs of the people, they are songs aimed at calming the soul of the deceased, to make his wish as much as possible.

d) "Yor-yor" can be included in the list of solo and choral songs, depending on the form and composition of the performance. Singing "Yor-yor" individually and as a group can be found in each region. In “Yor-yor” the quartets are freely combined, each quartet reflects an individual experience and has a unique compositional device. The simple form of such a composition allows the idea to be expressed to be expressed concisely, clearly and figuratively. That's why "Yor-yor" live long and are easy to remember.

Khorizm "Yor-yor", which differs in the form of performance, is not a song. In Khorizm there are khalfas who sing in three different directions, and their origin is connected with Zoroastrianism. The first khalfas are biblical khalfas, who mainly perform epics, recite the sayings of rituals such as mushkulkushod, auntie, and perform rituals. The second khalfas are khalfas, who sing songs among the people and rarely create their own. The third is the creative khalfas, who create both the lyrics and the melody of the song themselves. Of

these three khalfas, only the book khalfas sing "Yor-yor". By the way, like other "Yor-yor" songs, they are not accompanied by music, but read from memory or from handwriting and books in a pleasant tone. It is his poetic recitation, his performance in special khalfas, and his dialect that distinguishes him from the songs of other regions "Yor-yor". However, in some parts of Khorizm, "Yor-yor" is performed by virgins to sad girls. e)

According to the nature (method) of music: heavy-hearted, short, the rhythm is based on consistent beats, etc. The following are some examples, depending on the distribution area, "Yor-yor" also differ in nature and method. So, according to the Uzbek folk "Yor-yor", form of

performance, method and melody, it is performed in the following ways: **The first way** is the Fergana-Tashkent and Andijan ways, where the music and melody are strong, the rhythm is based on consistent beats. However, due to the fact that it is sung in different processes in Fergana, "Yor-yor" differs from each other in tone, method and content. **The second way** is the Namangan way, where the tone of sadness and sad moans are strong. **The third way** is the Samarkand and Bukhara way, in which the text is said relatively quickly. The word "Yor-yor" at the end of each verse is pronounced as "Yor-yor, yoron-ay". **The fourth way** is the Tashkent way, which differs from all ways by its splendor. In it, the text will have moderately fast, cheerful, festive mood and dance-inspiring tones. **The fifth way**, called "rez", which is widely used in Tashkent weddings, is a difficult one. Today, in Tashkent, Ganijon Toshmatov's students (the way the former dutar girls' ensemble members were taught by master teacher Ganijon Toshmatov) perform both ways of "Yor-yor". **The sixth way**, the Khorizm way, is also distinguished by its oasis-style way, which is sung in accordance with the existing musical traditions of Khorizm. It is his poetic recitation, his performance in special khalfas, and his dialect that distinguishes him from the songs of other regions "Yor-yor". They are sung in both poetic and mournful manner, as we have seen above. In addition, "Yor-yor" of Jizzakh, Zarafshan and Kashkadarya-Surkhandarya differ in musical style.

f) Songs sung with or in place of "Yor-yor": "Welcome", "Hazorali" (Thousand greetings), "Happy wedding" songs sung by khalfas; It is natural that some lyrical songs move to the ceremonial song "Yor-yor". This process depends primarily on the content of the songs. There are "Yor-yor" songs that can be performed only during the wedding. Lyrical songs whose meaning and emotional experience are not connected with the wedding can never be "Yor-yor". Or the content should not turn into lyrical songs "Yor-yor", which are related to the wedding ceremony. N. Turgunova observes that in Namangan region there are differences in the process of singing "Yor-yor". In other words, "Namangan Yor-yori" will be performed in two versions: "one is performed while accompanying the girl to the groom, and the other is "Yor-yor"[14.p.57], which is called "Welcome" when the mother of the bride and groom visit each other":

(My sunny chary and dearie, welcome, You are my wealth and kind, welcome, The moon and the sun are keen on you, My darling son's fiancé, welcome.) [2. P.108]

Similar songs will be sung in Kashkadarya region before the start of "Yor-yor":

(Hello a new guest, welcome kind one welcome, Father's sweetie girl, shiny girl welcome. Welcome to our dearest's property, Welcome, Mother's sweetie and bravegirl. Lord of brides, prettiest welcome, Welcome to the bridegroom's house charming girl.)

However, we can't call these songs "Yor-yor" samples, because "Yor-yor" has its own laws, although the structure, singing and performance of the songs are different. Such song variants, which do not include the radik "Yor-yor" and are inextricably linked with the wedding process, are widespread in other regions. It would be more accurate to call them a separate series of wedding songs of the ceremony.

For example, in some parts of Surkhandarya, Kashkadarya and Samarkand regions, when the bride is brought to the groom's house, that is, after crossing the paved floor on the threshold of the house, she says "Welcome" by her mother-in-law or on her behalf. People around him shout, "Hazorali" (Thousand greetings):

*(My sunny, chary, welcome,
My dearest golden and gorgeous welcome,
Thousand greetings, thousand greetings.
Let's wealth and abundance on your head, welcome,
Let's serve and assist with your hands, welcome,
Thousand greetings, thousand greetings).[10.p.40]*

These songs, called "Welcome", are sung in the sense that the bride, who is a new member of the groom's house, should be white and bring good.

g) poetic structure, according to the melody: event-quartet "yor-yor" and non-event-quartet "yor-yor" the event is also found in the bride's greetings, songs and some labor songs," [3.p.28] says folklorist J. Eshonkulov. In fact, in the verses of "Yor-yor" there are many variants that reflect the small experiences of the bride's mother, sister, and so on. The event in folk songs comes as a whole and represents an event or experience in a whole song. In the genre of "Yor-yor" songs, some quartets tell the story of one person, and they are connected by "Yor-yor". Although "Yor-Yor" is a short story, it also reflects the social spirit of the time. Folklorist J. Eshonkulov divides non-event folk songs into situational, appeal and narration songs. In "Yor-yor" there are also lines of situation, appeal and narration. Among them are the quatrains that inform about the condition of the heroes of "Yor-Yor", the texts of appeals to Allah, the prophets, the elders and any relatives of the girl, and some narrations.

h) According to the series of images: leading and permanent images, adjacent images, symbolic images and symbols in the group of symbols. "Yor-yor" can also be classified according to a series of images. In the texts of "Yor-yor" the characters of the bride and groom are painted in bright colors. The image of the bride reflects the timeless symbol of yesterday and the new day. Askar Musakulov explains that the images appear in the song: "... the lyrical images of folk lyrics have risen to the level of a generalized type, and there are leading lyrical heroes of each genre. These are: the bride and groom in "Yor-yor", the mother and child in the gods, the laborer in the labor songs, the lovers in the lyrical songs and the couple". [9.p.19] Of course, due to the variety of folk songs, the list of these images can be continued. For example, the warriors in the fields, the mother and daughter in the disputes, the father and son, the boy and the girl, the bakhshi and the drum in the teams, and so on.

CONCLUSION

In conclusion, it should be noted that the transmission of a girl with "Yor-yor" has become a strong tradition in our people. However, in the meantime, the Soviet regime's condemnation of our traditions as old-fashioned, ideological pressure and restrictions have led to the literal suppression of many of our original masterpieces, such as "Yor-yor", which have been preserved for centuries. "Yor-yor" is a poem that guides girls from one world to another, a magical guide song, a guide that prepares them to carry the great burden of life, life, a prelude that begins as a virgin, free from the peaceful world to real life. It contains a lot of advice from the people to their daughter, from simple etiquette to the worries of a new life.

The fact that "Yor-yor" is sung in Uzbek ceremonial folklore at weddings, circumcisions and other wedding-related ceremonies, and is also part of mourning ceremonies, is due to social changes in the way of life of the people. This is explained by the fact that the wedding "Yor-yor" over time has adapted its function to a different situation. The connection of the genre "Yor-yor"

with weddings is not only the next event, but also the emergence of this genre and its role in the ceremony is very ancient.

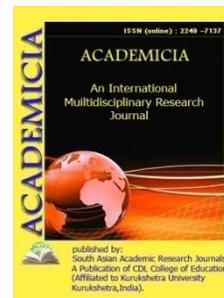
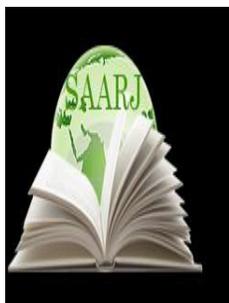
The areas closest to folk songs are folk music, dance and ethnography. The melodies and songs are recognized as bamisli twins. We can achieve good results in the analysis by studying the verbal part of the song, the melody, the text, and the ethnography together, not separately. Therefore, the relationship of songs with music, ethnography also requires special research as one of its most important features.

A number of genre features of "Yor-yor" songs have been analyzed, according to which it is possible to determine the development of this genre in connection with the wedding ceremony and the educational nature of the ceremony. We have tried to classify Yor-yor by studying some of their peculiarities. In the future, new analysis and conclusions can be drawn in the process of further study of them.

REFERENCES

1. Alaviya M. Uzbek folk ceremonial songs. –Tashkent,Uzbekistan.Science, 1974. Total: 224 p. P.192.
2. A star in front of the moon. Uzbek folk songs. Prepared by: Juraev M. – Tashkent, Uzbekistan. Literature and Art Publishing House. 2000. – Total: 160 p. P. 62-63-108.
3. Archive of poets and writers of the State Museum of Literature named after Alisher Navoi of the Academy of Sciences of the Republic of Uzbekistan. Archive of Oxunjon Sobirov, folder 44. pages 5-7. Manuscript.
4. Eshankulov J. The role of Uzbek folk art in the intangible cultural heritage // Intangible cultural heritage and traditions of folk art. Yuldasheva S. – Tashkent, Uzbekistan. Navruz, 2017. Textbook. – Total: 214 p. P. 25-28.
5. Gulyor. Fergana folk songs. Uzbek folk art. Many volumes. – Collector: H. Razzokov. – Tashkent, Uzbekistan. G. Gulam Fiction Publishing House. 1967.– Total: 264 p. P.151.
6. Have two hearts. Yor-yorlar. Collectors and compilers: M. Juraev,L. Khudoyqulova. – Tashkent,Uzbekistan. G. Gulam Publishing House. 2016. – Total: 264 p. P.236-243.
7. Juraev M., Eshonkulov J. Introduction to folklore. –Tashkent, Uzbekistan. 2017. Textbook. – Total: 180 p. P. 161.
8. Karamatov F.M. Uzbek folk instrumental music. –Tashkent, 1972.
9. Musakulov A. Uzbek folk lyrics. – Tashkent, Uzbekistan. Science. 2010.–Total: 308 p.
10. Murodova M. Folklore and ethnography. Study guide. – Tashkent,Uzbekistan. Communicator. 2008. – Total: 94 p. P.40.
11. Nosirov R. Composition of Uzbek folk songs – Tashkent, Uzbekistan. Science, 2006.–Total: 180 p. P. 113.
12. Sarimsakov B. About Yor-yor mourners. – \\ Uzbek language and literature. –Tashkent, Uzbekistan. 1983. №5 – P.29-33.

13. Safarov O. Alla-yo alla. Lullabies of the Uzbek people. –Tashkent,Uzbekistan. Teacher. 1999.
14. Turgunova N. The art of yallachilik (lullabies) in the Fergana Valley. – Namangan, Uzbekistan. 2016. – Total: 365 p. P.54-57.
15. Tursunov R. The musical nature of "Yor-yor". – \\ Uzbek language and literature. – Tashkent, Uzbekistan. 1990.№1. P.59-62.
16. White apple red apple. Uzbek folk songs. / Uzbek folk art. Lots of volumes. Collector: M.Alaviya. – Tashkent, Uzbekistan. Literature and Art Publishing House. 1972. – Total: 231 p. P.34-157.



DOI: **10.5958/2249-7137.2021.00129.4**

ON TYPOLOGICAL CHARACTERISTIC OF FUNERARY ARCHITECTURE OF UZBEKISTAN IN THE ANCIENT PERIOD

Nurmukhamedova Sh*

*Professor,
 Doctor of Architecture,
 Department "History and Theory of Architecture",
 Tashkent Institute of Architecture and Civil Engineering,
 UZBEKISTAN

ABSTRACT

The funerary architecture of Uzbekistan of the ancient period, the development of which was directly related to the changes in religious beliefs of ancient peoples, went the evolutionary path - from simple underground crypts-nauses to monumental above-ground structures. In each historical and cultural region of Central Asia, the funerary architecture was characterized by its own distinctive features. In Bactria these were the single-, double- and multi-chamber above-ground tombs, in Chach – the buildings of round (with a rectangular chamber inside) and yurt-shaped forms, in Fergana – the mugkhonas and kurums, in Khorezm – the mausoleums of a cross-shaped configuration.

KEYWORDS: *Funerary Structures, Kata, Dakhmas, Naoses, Square, Rectangular, A Burial Chamber, Avian, Gurkhona, Ziyoratkhona, Vessels, A Combined Masonry, Semicircular Arches, Slot-Like Windows.*

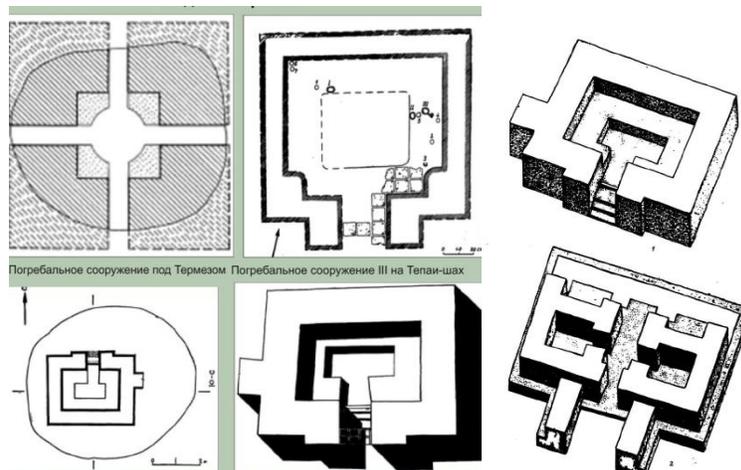
INTRODUCTION

According to scientists' research, almost all of Central Asia's territory has its distinctive types of funerary structures [Gorbunova 1981: 84]. This is evidenced by similar structures built in Khorezm (Kuzeli-Gyr, Chirik-rabat, Babish-Mullo 2), in Bactria (Ai-Khanum, Tepai-shah, Dalverzintepa, Yalangtushtepa), in Sogd (Erkurgan) and in Chach (Angren Valley and Aktepa Yunusabad (VII-VIII centuries AD)) [Filanovich 1990: 93], that confirm the distribution and varieties of the Zoroastrian funeral rites among the local population. The funeral structures include *kata* - for temporary storage of corpses, *dakhmas*, which served as the place to expose the corpses and to store the cleaned bones, and *nauses*, the above-ground funeral structures of

Zoroastrians, square or rectangular in plan. This type of architecture, associated with the peculiarities of burial rites, was not only an indicator of various religious beliefs of the peoples of Central Asia in pre-Muslim period, but also an indicator of the genetic relationship between, for example, *naoses* and mausoleums of the later time (for example, the ones of portal type) [Litvinsky: 89].

Main part

Bactria. One of the first above-ground structures in Central Asia is the mausoleum of the 7th-6th centuries BC in Kuchuktepa, which consisted of a central corridor-delimiter (a burial chamber) immured up on all sides [Askarov 1982: 30]. Cult buildings on Kyzylcha 6, associated with the funeral rites, also belong to the early iron age. Since the end of the 1st century BC – the beginning of the 1st century AD in the funeral rites of Bactria, along with the corpse position (location), two types of burials with preliminary exposure of corpses were observed - specially built structures and various buildings located outside the city (Kampyrtepa) [Rtveladze 2000: 14]. In Kushan time, the northern Bactria nauses could be single-chamber (Tepai-shah, Old Termez), two-chamber (Yalangtushtepa) and multi-chamber structures (Ai-Khanum, Dalverzintepa, Old Termez). A characteristic feature of these structures, distinguished by their centric layout, was the presence of a “two-stage foundation of a rectangular shape, with a structure placed on it; the entrance was marked with special ledges that resembled the type of Cyrus tomb in Pasargadae” [Musakaeva, Bogomolov, Minosyants, Handelman 2008: 152]. The fact that these burials structures laid the grounds of medieval religious architecture is indicated by special ledges (pseudo-portals) - the originators of the portals (in Old Termez, for example) [Bogomolov, Musakaeva 2007: 75-76].



TEPAI SHAH NECROPOLIS. AXONOMETRY PLANS FOR SINGLE-CHAMBER BACTRIAN NAUSES

Single-chamber naoses were distinguished by the existence of a single rectangular-shaped room with sofas along the walls, often with a vaulted cupola (Ai-Khanum, Tepai-shah I). This type includes naoses in Old Termez (6.70x5.40 m), in Tepai-shah I (7.65x6.30 m), I-II centuries AD. While the first monument was distinguished by the design of the pilasters at the entrance, a distinctive feature of the second monument was the portal in its infancy, similar to the buildings in Merv (I-II centuries AD). This testified to "the organic connection of the East Parthian and Kushan-Bactrian funerary architecture" [Litvinsky, Sedov: 106, Fig. 1]. It can be assumed that

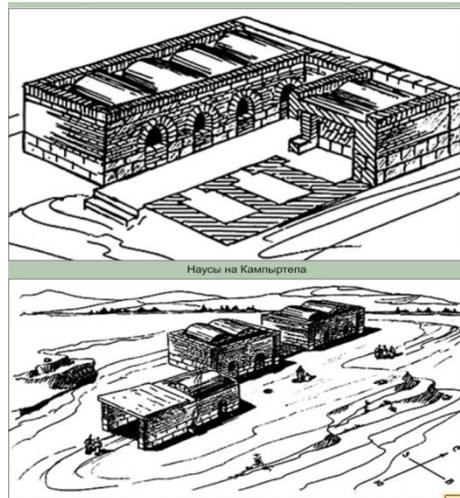
this type of naoses subsequently served as the basis for the development of single-chamber medieval mausoleums.

Two-chamber naoses. The naoses in Tepai Shah II (at the turn of the 1st century AD) refer to a two-chamber naoses, located on the stylobate and characterized by the presence of two rows of symmetrically located chambers (2.1x2.3 m and 2.2x2.1 m), connected by passages with a central corridor and thus forming a cross-corridor layout scheme [Litvinsky, Sedov: 106], which had a local genesis. For example, the early mausoleums of Tagisken, BabishMullo 2, and later Elkharas in Khorezm had a cross-shaped layout. A similar layout can be observed on the stone structure of Khatra, in the temple on Mansurtepa. Yalangtushtepanauses also refer to the two-chamber ones, its first chamber consisted of two chambers of a sub-square shape (6.4x5.9 m), the second chamber - of rectangular chambers separated by a wall [Rtveladze 1983: 125-143]. One of the funerary and religious structures in Kampyrtepa also referred to this type: it consisted of two premises – one of a closed type and the second - with a deep aivan [Rtveladze 2001: 66] (a similar plan was typical for the naoses in Shurob-Kurgan of the early Middle Ages). Two-chamber funerary constructions were erected in the early Middle Ages too, as evidenced by the necropolis on Dabil-Kurgan (VII-VIII centuries AD), it consisted of a square domed room and a funerary chamber connected with it [Bolelov, Ilyasov 2006: 89-94], and by above-ground structure on Shurob-Kurgan (V-VIII centuries), it also consisted of two parts - an open “aivan” and a rectangular chamber. If to draw a further analogy of the development of this scheme, we can assume that it was used in medieval mausoleums, consisting of gurkhona and ziyoratkhona.

Multi-chamber naoses were distinguished by the presence of several successively erected crypts, by the absence of a central delimiter corridor (naus 2 in Old Termez) or by its presence (in Dalverzintepa), when long rooms were located perpendicularly on the sides of the central corridor. This type includes a naus in Ai-Khanum (9x6 m) of the Greco-Bactrian period, in which on both sides of the 4-meter corridor there were 4 burial chambers (2.7x1.1 m), covered by arches of a high-elliptical type. The corridor itself was covered by a vault, the heels of which rested on the lock parts of chambers vaults: “this design follows precisely the ancient Eastern tradition, in which only underground or semi-underground arches were used” [Litvinsky, Sedov 90]. Naus in Dalverzintepa was an 8-chamber one (13x12.5 m), on each side of the main corridor there were 4 rectangular chambers (2.7x1.25 m), connected to the corridor by arched passages and forming a symmetrical composition [Azimov 2001: 95-100]. Naus, the entrance of which was decorated with a U-shaped frame, in its layout is similar to the Mesopotamian vaulted family tombs of Nippur, built of burnt brick [Litvinsky 2010]. The nauses compositions in Dalverzintepa and Ai-Khanum had a local Bactrian source, and the multi-chamber pattern was caused by the creation of family tombs (a four-chamber naus in Old Termez).

Multi-chamber tombs included the premises integrated in one long narrow structure in Kampyrtepa (I-II centuries AD) with sequentially located rectangular chambers separated by a narrow passage and overlapped by cylindrical vaults (large chambers) and flat structures (small chambers), respectively [Rtveladze 2001: 65-94]. The main facade was highlighted by pilasters. It should be noted that in Kampyrtepa the nauses, originally related to two-chamber ones, became multi-chamber ones as a result of separation of premises by the wall and the formation of new chambers.

While in the Kushan period, the dakhmas or Zoroastrian kata were built along with nauses, in the late Kushan period there was a complete absence of special architecturally designed funerary buildings, and the burials were arranged either in abandoned fortification systems (Kampyrtepa)



NAUSES KAMPYRTEPA. GRAPHIC RECONSTRUCTION OF I. ASIMOV

Or in the buildings of abandoned settlements (Kukhnakala). Thus, in the funerary architecture of Northern Bactria one can observe typological features in the form of single, double, and multi-chamber above-ground tombs.

In the early medieval period, the nature of funeral rites and, accordingly, the architecture of the funerary structures changed. This is evidenced by the rock crypts of Bittep, above-ground crypts made of adobe bricks in the fortification walls of Dalverzintepa, and peculiar clay sarcophagi in Karatepa [Rtveladze 1986: 194-209]. The existence of successive traditions and their stability in the above-ground funeral architecture of Bactria can be stated on their examples; these traditions are distinguished by a large variety of types (crypts of square, rectangular, cross shapes in plan in Bittepa, necropolis in the fortifications wall in Dalverzintepa), in building materials and masonry techniques, in the use of arched vaults, preservation of architectural type of vaulted crypt with an arched entrance of Kushan time.

The funeral structures of Bactria (the naoses in Tapaishakh and Yalangtushtepa) had a direct impact on the development of the Sogdian naoses, and through Sogd "the type of single-chamber and multi-chamber above-ground constructions penetrated Chach, and possibly Khorezm" [Rtveladze 144]. Dakhma in Yerkurgan (III-II century BC) refers to the Zoroastrian platforms of fire, which presented tower-shaped structures in the form of a rectangle (34x23 m). A feature of the structure was the presence of a complex 2-march front staircase in the southeastern corner of the structure, "constructively representing the development of the type of stairs of the Achaemenid era, known from the propylaea of Persepolis and the southern entrance to the palace in Susa" [Suleymanov 1989: 43]. The use of canonical elements of funerary architecture in this structure is also evidenced by the use of rough stones in the construction of the tower and steps [Suleymanov, Iskhakov, Isameddinov, Nefedov 1979: 563]. The facades of the building were finished with ledged niches or corrugations. A later example of the construction of similar structures is the castle-type dakhma in Kafirkale (late IV – early V century AD) in the form of a two-story building with corner towers on the platform and with 42 air ducts [Lebedeva 1999: 152-165].

The fact that religious structures could fulfill a dual function, to serve as a sanctuary and a tomb, is evidenced by the temple-tomb on Yerkurgan (II-IV centuries AD), this type was common in other regions of Central Asia (the dynasty temple on Surkh-Kotale, on Toprakkale). It consisted of a central hall (9.8x4.6 m), with flat ceiling rested on 2 columns and long rooms surrounding the hall on three sides. According to researchers' opinion, the building was a temple-tomb of the ruling dynasty of the city [Nefedov 1990: 128]. The traditions of erecting nauses were continued in the early medieval period, as evidenced by similar constructions in Panjakent (sometimes forming the ensembles) in the form of a simple cubic structure with a single entrance and a flat roof [Voronina 1957: 115-141], and similar naoses in Paykend. Although the available materials do not currently allow us to give a typological description of the funeral architecture of Sogd (as, for example, for Bactria), nevertheless, it is possible to observe canonical elements characteristic of traditional Zoroastrian structures.

Khorezm. In the V-IV centuries BC and up to VIII AD the burials in Khorezm, were executed in ossuaries, which were in the house or in special buildings, where the corresponding rites were performed [Manylov 1981: 57]. Crypt-nauses could be both above-ground (in Cuba-tau), and as special structures buried in the ground (Tok-Kala necropolis). In the funeral architecture of Khorezm one can observe the traditions dating back to the funerary mausoleums of the 1st millennium BC (Tagisken IX-VI centuries BC), which, from the point of view of architecture were united (in addition to building material - adobe bricks) by the layout in the form of a circle inscribed in a square called "crosses"; the square was identified with the sky and the circle - with the earth. The cross-shaped layout was characteristic of the Apasyak tribes, and the combination of the cross and the circle or the square and the circle in plan went back to the traditions of the funeral architecture of the Bronze Age. This layout in the form of a solar sign, which is a sacred ritual diagram, can be observed in structures built along the entire course of the Syr Darya River - from its lower reaches to Fergana. According to researchers, "an approach to construct the mausoleums ... could be brought here only from the south, where it was widely used in construction from ancient times (Dashly 3, Kutlugtepa) [Itina 1984: 52]. Later, there remained from this scheme only a circle divided by an inscribed cross. Traditionally, there were arranged the windows for light access to the bones (as in the structures of ancient Indians, in the mausoleums of Parthian time in Khatra), a serrated parapet, characteristic of the ancient Khorezm cult architecture [Rapoport, Lapirova-Skoblo 1968: 147-156].

So, the mausoleums on Tagisken (IX-VIII centuries BC), erected for noble people, were a memorial ensemble consisting of several different types of mausoleums. The mausoleum on Tagisken (No.1) had a cross shape inscribed in a circle, and the mausoleum No. 2 was a circular chamber divided by intersecting walls into 4 sectors and surrounded by a corridor. The architectural traditions of the funerary structures in the form of square plans, separated by internal walls, were later continued in the centric type mausoleums in Chirik Rabat of the IV-III centuries BC and in Babish-mullah-2, where the burials of the ancestors were extremely revered [Rapoport 1971: 61]. The centric shape of these mausoleums (similar to the Bactria naoses), which "embodied the Indo-Iranian concepts about the four-membered system of the world" [Litvinsky 1979: 67], served as a prototype not only for the medieval mausoleums of Central Asia, but also for Parthian and Sassanid temples of fire.

This layout can be observed later in the burial structures in the Kyuzeligyr fortress VI-V centuries BC in the form of square structures, divided into five small chambers forming a cross-

shaped figure [Rapoport 1971: 47], and in the funeral temple in Koi-Krylgankala with a diameter of 45 m, surrounded by a fortress wall with a battlement gallery. The planning and compositional center was the principal building, which consisted of two levels. The common elements of the Koy-Krylgankala and the mausoleums belonging to the Chirikrabort culture (IV-II centuries BC) are their location on a high platform with sloping faces, a combined masonry, semicircular arches, slot-like windows, etc., which “make it possible to trace the origins of the cosmological symbolism of centric-domed religious structures in the first centuries of the 1st millennium BC” [Lelekov 1972: 294].

The above examples of early religious monuments indicate that the sakis had lasting skills in construction of these types of structures, which served as a model for the construction of similar monuments in later times. The necropolis outside the walls of Tok-Kala (as in Paykend, Penjikent, Kafirkale) gives the concepts of naoses construction in the early medieval period; they were built in the form of above-ground chambers with blinding adobe walls (2.5x2.5 m, 4x4 m in size), and with sufas along the walls, and in the form of semi-underground two-chamber structures, “associated with some local specific features of Zoroastrian representations” [Gudkova 1964: 89].

Fergana and Ustrushana. In these areas in the IV-III centuries BC the deceased were buried in the traditional way - in large vessels. The first funerary structures on the territory of Fergana were the Kungai burial grounds of the early Iron period in the form of a stone structure of oval or sub-rectangular shape, laid of large cobblestone. Ancient Fergana was characterized by construction and combination of different types of funerary structures, associated with the "penetration of various groups of cattle-breeding population" [Gorbunova 1984: 99-107]. The structures that form local groups include the burials in above-ground buildings laid of brick (Khangiz II) and of large stones, called mugkhona or kurum (in the western regions of the Fergana Valley), dating back to no earlier than the II - I centuries BC. Burial mounds with hemispherical stone fills and ring-shaped stone masonry were widespread in the territory of the Seven Rivers, Tien Shan, Alai and Pamir, which indicates their closeness to the funeral architecture of Fergana.

Among several types of funerary structures built on the territory of Fergana, the most monumental and majestic were the mugkhona with a diameter of 12-15 m. Forming unique necropolises (in foothill areas) [Gorbunova 1962: 91-122], the mugkhona or mug-tashi (in the Karamazar and Mogoltau mountains) had a rounded shape with the inner chamber of the same shape with a diameter of 6-7 to 9-10 m (in the Chust region) [Isameddinov, Baratov 1990: 86-93]. The specific features that gave them a majestic appearance were the erection with specially selected stone flags using the “cyclopean” masonry method, a yurt-like ledged silhouette, the presence of a basement and vaulted ceiling [Litvinsky 1972: 149]. Wide walls (up to 2.5-5 m) surrounded the inner chamber, domed by a “false arch” or a cupola of primitive designs. The architecture of these structures, characterized by “monumentality, austerity and expressiveness” [Pugachenkova, Rempel 1965: 55], resembled the architecture of the future mausoleums of Central Asia.

The kurums made of stone flags, the skillful masonry of which allowed builders to erect the arches of high-ellipsoidal outlines also refer to the above-ground grave structures built in the territory of Northern Fergana from the II-I centuries BC till the VI-VIII centuries AD. While in

the I-IV centuries AD a variety of types of funerary structures was characteristic, in the IV-VIII centuries the burial in above-ground raw adobe structures was a new trend for this region [Gorbunova 1983: 35]. For Fergana and the Tashkent oasis of the I century BC - IV century AD (in Kindyktepa) the grave constructions in the form of a burial chamber with a long entrance corridor (dromos) located perpendicular to it, were also characteristic. These data indicate a diverse pattern of funerary structures on the territory of Fergana (and in Sogd, the Tashkent oasis), caused by the fact that various tribes penetrated their territory and contaminated with the local population [Gorbunova 1981, 97].

The funeral architecture can be judged by the ossuaries; as was proven by G.A. Pugachenkova they were not the dwelling premises [Bartold 1908: 54], but the structures of a funerary nature [Pugachenkova 1950: 44]. Tower-shaped ossuaries were found in different parts of Central Asia, and the vaulted ones - in Khorezm. In addition to the plan form, one can observe the presence of domes (in the ossuary of Merv necropolis), serrated parapets, arrow-shaped loopholes. The cylindrical ossuary in Janbaskala was decorated with such architectural details as a tooth belt, pilasters, a double row of loopholes, rectangular windows representing a “clear complete architectural composition” [Rapoport, Lapirov-Skoblo 1968: 148]. The elements and proportions of this kind of ossuaries indicate that when they were built some kind of tower-shaped structure, possibly of a funerary nature, was taken as a model. The presence of battlements and loopholes testifies to common concepts in military and religious architecture.

CONCLUSION

Thus, the funerary architecture of Uzbekistan of the ancient period, the development of which was directly related to the changes in religious beliefs of ancient peoples, went the evolutionary path - from simple underground crypts-nauses to monumental above-ground structures. In each historical and cultural region of Central Asia, the funerary architecture was characterized by its own distinctive features. In Bactria these were the single-, double- and multi-chamber above-ground tombs, in Chach – the buildings of round (with a rectangular chamber inside) and yurt-shaped forms, in Fergana – the mugkhonas and kurums, in Khorezm – the mausoleums of a cross-shaped configuration. The development of funerary architecture in Central Asia was associated with religious beliefs. In their outward appearance, they were massive, simple and concise. Along with ideological functions, they performed a purely utilitarian role [Tsirkunov 1969: 10]. The origins of this type of construction were residential architecture; since the grave monuments served as a kind of “posthumous dwelling” [Itina, Yablonsky 2001: 48], they imitated the forms of residential buildings [Tolstov 1962: 131]. These structures performed a dual function, combining both funerary and temple functions (Shashtepa, Koy-Krylgankala). In the ancient funerary architecture some elements of future medieval mausoleums were laid. For example, the portals, without which it is impossible to imagine a Muslim tomb, were already used, for example, in the entrance part of the naoses in the form of ledges [Buryakov 1968: 131-136]. In the Middle Ages, the layout of one- and two-chamber mausoleums - “ziyoratkhona” and “gurkhona”, observed in the naoses of ancient era (early medieval burial structure in Dabil-Kurgan, consisting of 2 rooms - for corpse position and funeral ceremonies) was becoming widespread [Ilyasov 2009: 123-130].

REFERENCES

- Agzamkhodzhaev 1962: Agzamkhodzhaev T. Tuyabuguznauses // IMKU. Samarkand. Issue 3. P. 71-79.
- Azimov 2001: Azimov I. Graphic reconstruction of the funerary and religious structures of Kampyrtepa // Materials of the Tokharistan expedition. Archaeological research of Kampyrtepa. Tashkent. Vol. 2. P. 95-100.
- Alimov, Alimov 1983: Alimov U., Alimov K. Funeral structures of Kavardan // IMKU. Samarkand. Issue 18. P. 201-209.
- Alimov, Duke 1992: Alimov U., Duke H. Kavardannauses // IMKU. Tashkent, 1992. Issue 26. P. 105-108;
- Alimov, Duke 1990: Alimov K., Duke H. Archaeological research on Kavardan in 1985 // IMKU. Tashkent, 1990. Iss. 23. P. 79-83.
- Alimov, Buryakov, Grishin 1979: Alimov K., Buryakov Yu., Grishin V. Excavations of burial structures in the Tashkent region // AO 1978 M., 1979. P. 543-544.
- Askarov 1982: Askarov A.A. Excavations of Pshaktep in the south of Uzbekistan // IMKU. Tashkent, 1982. No. 17. P. 30-41.
- Bartold 1908: Bartold V.V. To the question of the ossuaries of the Turkestan Territory // Izv. Russian Committee for the study of Central and East Asia. St. Petersburg, 1908. No. 8.
- Bogomolov, Musakaeva 2007: Bogomolov G.I., Musakaeva A.A. New materials on the study of the funeral rites in the south of Uzbekistan (nauses in the ancient Termez) // Transoxiana – Maverannahr. Collection of articles. Tashkent, 2007. P. 75-76.
- Bogomolov 2006: Bogomolov G.I. To the study of the ossuary rite of Chach // IMKU. Tashkent, 2006. No. 35. P. 183-193.
- Bolelov, Ilyasov 2006: Bolelov S.B., Ilyasov J.Ya. Archaeological research in the Pashkhurt basin // Archaeological research in Uzbekistan 2004-2005 Tashkent, 2006. Issue 5. P. 89-94.
- Buryakov 1968: Buryakov Yu.F. PskentNauses // SA. M., 1968. No. 3. P. 131-136.
- Gritsina 1982: Gritsina A. Kaunchin burial of the first centuries AD in Tashkent // IMKU. Tashkent, 1982. Issue. 17. P. 97-100.
- Gorbunova 1962: Gorbunova N.G. Fergana Culture in the Early Iron Age // ASGE. L., 1962. No. 5. P. 91-122.
- Gorbunova 1981: Gorbunova N.G. Some features of the formation of ancient cultures of Fergana // ASGE. L., 1981. No. 22. P. 84-99.
- Gorbunova 1984: Gorbunova N.G. Some features of the formation of ancient cultures of Fergana // ASGE. L., 1984. No. 25. P. 99-107.
- Gudkova 1964: Gudkova A.V. Tok Kala. Tashkent, 1964.
- Dresvyanskaya 1983: Dresvyanskaya G.Ya. Types of burials of the burial mound near the Aktam village (Pskent district) // Materials on the archeology of Central Asia. Tashkent, 1983. P. 35.

Itina 1984: Itina M.A. Protective archaeological works in Khorezm: results and prospects // SE. M., 1984. No. 1. P. 42-59.

Itina, Yablonsky 2001: Itina M.A., Yablonsky L.T. Mausoleums of Northern Tagisken. Late Bronze Age of the Lower Syr Darya. M., 2001.

Ilyasov 2009: Ilyasov J.I. Excavations of the early medieval burial structure of Dabil-Kurgan // Archaeological research in Uzbekistan 2006-2007. Tashkent, 2009. Issue 6. P. 123-130.

Levina 1981: Levina L.M. Central Asian relations of the Jetyasar culture in the first half of the 1st millennium AD // Culture and art of ancient Khorezm. M., 1981. P. 170-177.

Lelekov 1972: Lelekov L.A. A Review on the book by D. Shlumberger. "L'Orienthellénisé. L'art grec et ses héritiers dans l'Asie méditerranéenne", Paris, 1970 // CA. M., 1972. №1. P.294.

Litvinsky, Sedov 1983: Litvinsky B.A., Sedov A.V. Tepai Shah. Culture and relations of Kushan Bactria. M., 1983.

Litvinsky 1979: Litvinsky B.A. Central Asian Centric Mausoleum. The Genesis Problem // Ethnography and Archeology of Central Asia. M., 1979.

Litvinsky 2010: Litvinsky B.A. Parthian-Bactrian crossroads // Problems of history, philology, culture. Moscow-Magnitogorsk-Novosibirsk, 2010.

Manylov Manylov Yu.P. New data on the funeral rites of Khorezm in the first centuries of our era // Archaeological research in Karakalpakstan. Tashkent, 1981. P. 50-64.

Musakaeva, Bogomolov, Minosyants, Handelman 2008: Musakaeva A.A., Bogomolov T.I., Minosyants V.S., Handelman P.I. From the history of the funeral rites of Kushan Bactria // IMKU. Tashkent, 2008. Issue. 36.

Negmatov, Mirbabaeva, Abdurasulov 1977: Negmatov N.N., Mirbabaeva A.K., Abdurasulov M.A. About the works of the Ustrushan unit // AO 1976. M., 1977. Pugachenkova 1950: Pugachenkova G.A. Elements of Sogdian architecture on Central Asian terracotta // Transactions of IIA AN UzSSR. Tashkent, 1950. V. II. P. 8-57.

Rapoport, Lapirovo-Skoblo 1968: Rapoport Yu.A., Lapirovo-Skoblo M.S. Tower-shaped Khorezm ossuaries (On the issue of pre-Muslim mausoleums in Central Asia) // History, archeology and ethnography of Central Asia. M., 1968. P. 147-156.

Rapoport 1971: Rapoport Yu.A. From the history of religion of ancient Khorezm. M., 1971.

Rapoport 1996: Rapoport Yu.A. Religion of ancient Khorezm: some results of research // EO. M., 1996. No. 6. P. 53-77.

Rtveladze 1983: Rtveladze E.V. The burial ground of Kushan time at Yalangtush-tepe // Soviet archeology. M., 1983. Issue. 2, pp. 125-143.

Rtveladze 1986: Rtveladze E.V. The medieval burial site of Bit tepe in Chaganian // SA. M., 1986. No. 4. P. 194-209.

Rtveladze 2000: Rtveladze E.V. Kampyrtepa, its structure. Periodization // Materials of the Tokharistan expedition. Archaeological research of Kampyrtepa. Tashkent, 2000. Issue. 1.

Rtveladze 2001: Rtveladze E.V. Funeral and cult constructions of Kampyrtepa // Materials of the Tokharistan expedition. Archaeological research of Kampyrtepa. Tashkent, 2001. Issue 2. P. 65-94.

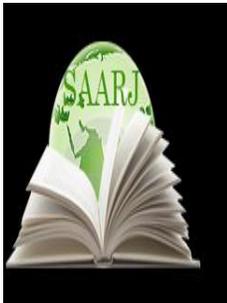
Rtveladze 1989: Rtveladze E.V. Funeral structures and ritual in Northern Tokharistan // Antique and early medieval antiquities of Southern Uzbekistan. Tashkent, 1989.P. 53-73.

Sagdullaev 1990: Sagdullaev A.S. To the study of cult and funeral rites of the south of Central Asia of the Early Iron Age // Ancient and medieval archeology of Central Asia. Tashkent, 1990.P. 29-38.

Tolstov 1962: Tolstov S.P. The results of historical and archaeological research conducted in 1961 on the ancient channels of the Syr Darya (in connection with the problem of their development) // SA. M., 1962. No. 4. P. 124-148.

Filanovich 1990: Filanovich M.I. On ossuary rites of burial in Tashkent // Ancient and medieval archeology of Central Asia. Tashkent, 1990.P. 85-96.

Tsirkunov 1969: Tsirkunov V.Yu. On the aesthetic nature of architecture. M., 1969.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00128.2

DESIGNING A SET OF WOMEN'S OUTERWEAR

Nargiza Nasimjanovna Nabidjanova*

*Associate Professor,
 Namangan Institute of Engineering and Technology,
 UZBEKISTAN

ABSTRACT

This article provides general information on the process of designing a set of women's outerwear from new poly component knitted fabrics and the development of their technical drawings. One of the main tasks of the light industry and the garment industry is to provide domestic and foreign markets with quality finished products using the raw materials available in the Republic of Uzbekistan. The proposed sketch models for sewing clothes from poly-component outer knitted fabrics of the new structure were evaluated by a specialist expert, and the first model was selected as the most optimal. As a result of our research, new sketch models for business women for everyday wear have been developed from prefabricated poly-component, natural cotton and silk fabrics with the addition of elastomeric lycra yarn.

KEYWORDS: *Dimensions, Construction, Drawings, Knitted Fabric, Stretch, Cotton, Silk, Lycra, Solid Fabric, Natural Fabrics, Climatic Conditions.*

INTRODUCTION

One of the main tasks of the light industry and the garment industry is to provide domestic and foreign markets with quality finished products using the raw materials available in the Republic of Uzbekistan.

According to the results of our marketing research in Tashkent and Fergana Valley, today our businesswomen aged 28 to 51 years old wear a comfortable, durable, semi-adhesive top knitwear (jacket + skirt, jacket +) pants, blouses + skirts) is growing [1].

Based on the results of our scientific and practical research, sketch models of outerwear sets for business women (cotton + silk + lycra) made of poly-component raw materials have been developed (Figure 1).

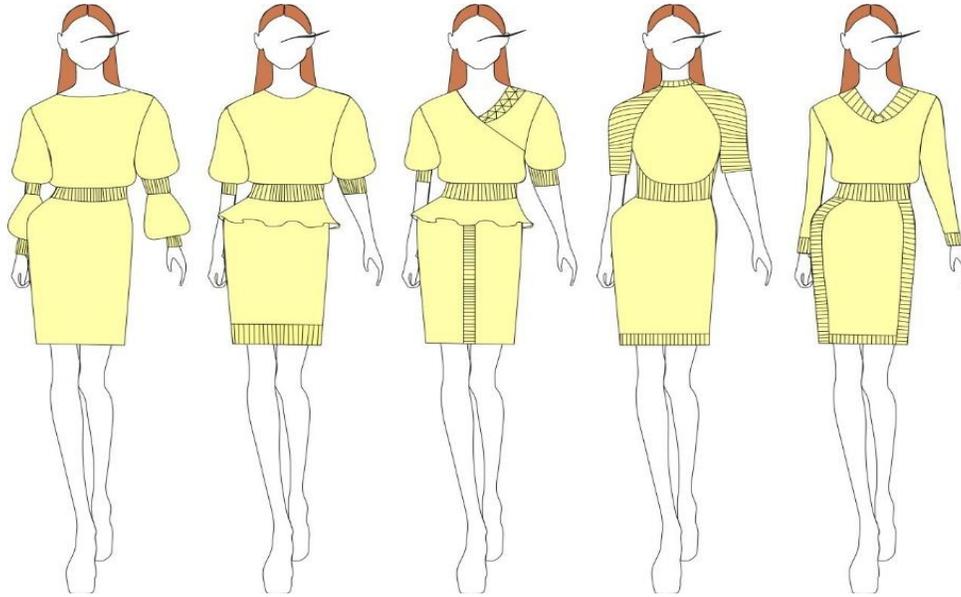


FIGURE 1. SAMPLES FROM SKETCH MODELS OF POLY-COMPONENT OUTERWEAR

The proposed sketch models for sewing clothes from poly-component outer knitted fabrics of the new structure were evaluated by a specialist expert, and the first model was selected as the most optimal [2].

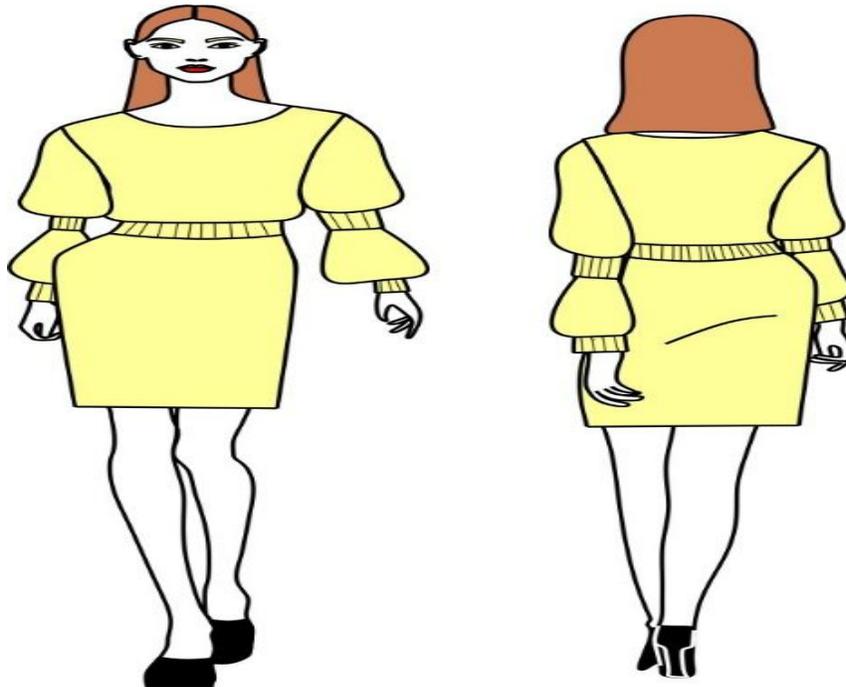


FIGURE 2. THE OPTIMAL OPTION IS THE FRONT AND BACK OF THE WOMEN'S BLOUSE-SKIRT

The proposed basic sketch model has a semi-adhesive shape on the body and consists of a blouse and a skirt (Fig. 2). The blouse is designed to the length of the waist. The neck of the back and front pieces is semicircular. The longest, translucent. The length of the skirt is up to the hips and

elastic rubber is recommended for the waist. This model is recommended to have a poly-component knitted fabric at the waist, blouse skirt, top and elbows of the skirt [3].

Construction drawings of the proposed basic sketch model were developed in AutoCAD (Figure 3).

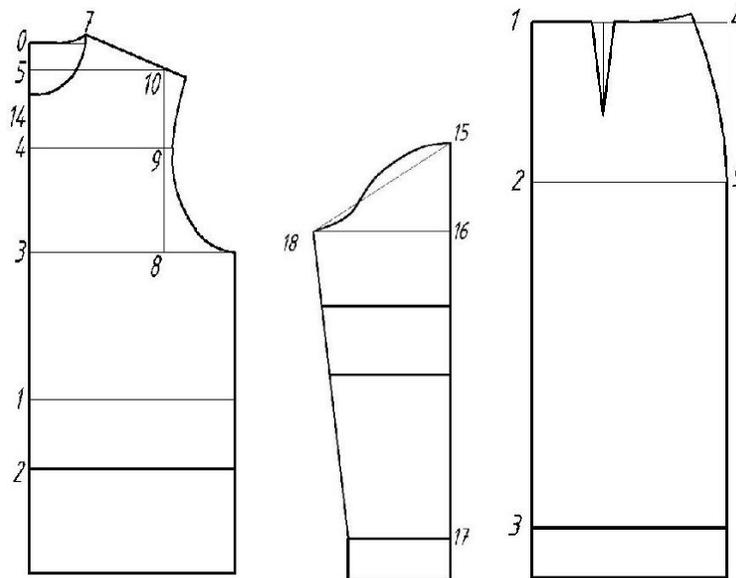


FIGURE 3 BASIC CONSTRUCTION DRAWING: A) POSTERIOR AND ANTERIOR SEGMENTS; B) SLEEVE; C) SKIRT

TABLE 1 SIZE AND VALUE OF ATTACHMENTS

Measurement marks	Dimensions, (cm)	Constructive additions, (cm)
1	2	3
The third circle of the breast (third chest girth)	88	allowanceforchestgirth ₃ =4(9)
Back Section Length (back length to waist)	41	allowance for the length of the back to the waist=0
Length from waist to hips (length to hip from waist)	20,6	-
Neck Circle (neck girth)	37	-
Longest (sleeve length)	52	-
Shoulder width (shoulder width)	12,2	-
Back Section Width (back width)	34,4	allowance for the back width=0,5(3,5)
Height at the withers (he height of the armhole at the back)	21	allowance for the height of the armhole at the back=1(4,5)

The main details are the construction of the foundation structure

1. Draw horizontal and vertical lines from point 0.
2. 0-1back length to waist; Draw a horizontal line from point 1 to the right.

3. 0-2 length of finished garment; Draw a horizontal line from point 2 of the skirt to the right.
4. 0-3 * the height of the armhole at the back+ 3 + 0.175 (Sg3-40) +1 (+4.5); From point 3 to the right we draw a horizontal line of depth.
5. 0-4 0.5 / 0-3; Draw a horizontal line from point 4 to the right.
6. 0-5 1/4 / 0-4; Draw a horizontal line from point 5 to the right.
7. 0-6 1/5 neck girth (+1 cm); We draw a vertical line above 6 points.
8. 6-7 1 cm; draw the base of the neck.
9. 3-8 0.5 back width+ 0.5 cm (+3.5); Draw a vertical line above 8 points and mark 9-10 points.
10. 10-11 0.5 cm (1.5 cm); We combine points 7-11.
11. 3-12 1/4 neck girth₃ + 2 cm (+4.5 cm); Draw a vertical line below point 12 and mark point 13.
12. We draw a line through the points 11, 9 and 12.
13. 0-14 1/5 neck girth-1.5 (-0.5 cm); we draw a line of neck depth of the front piece.

The details of the back and front pieces differ from each other only in the depth of the neck.

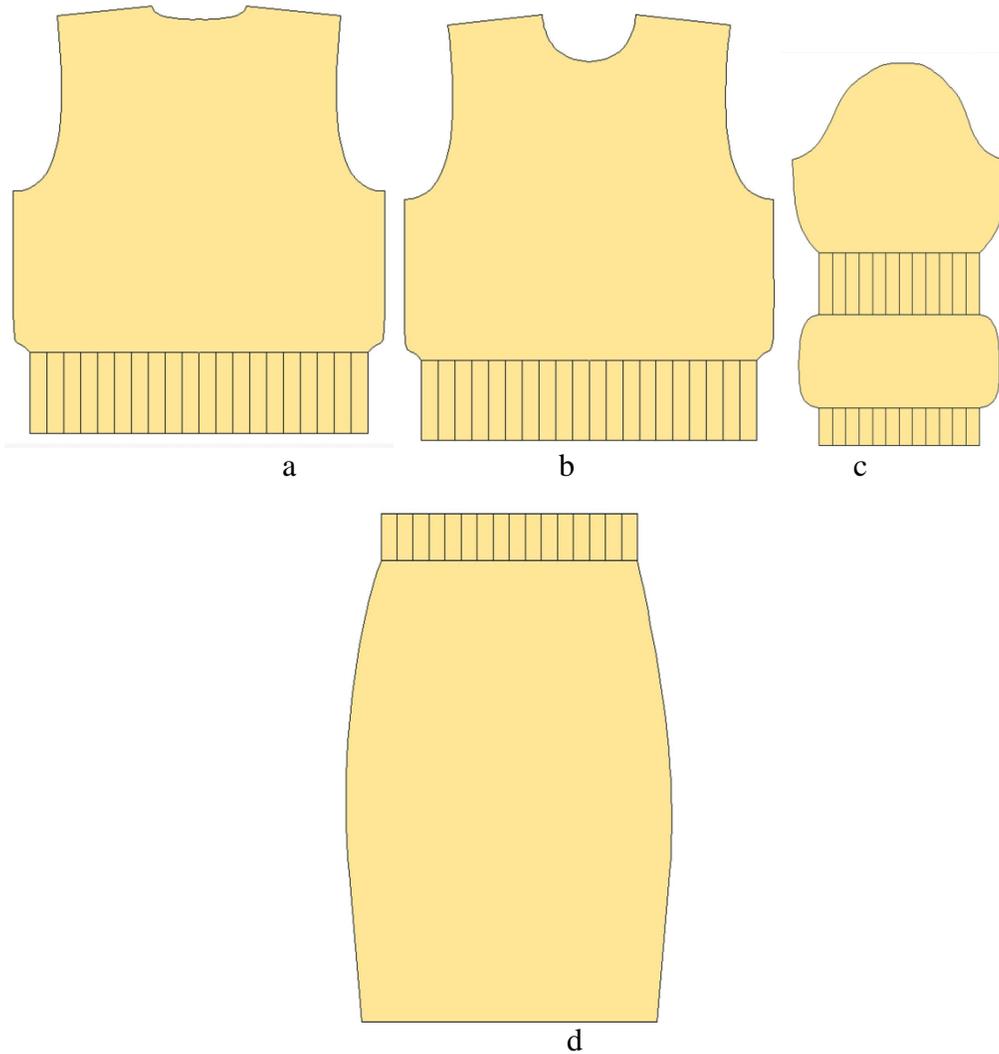
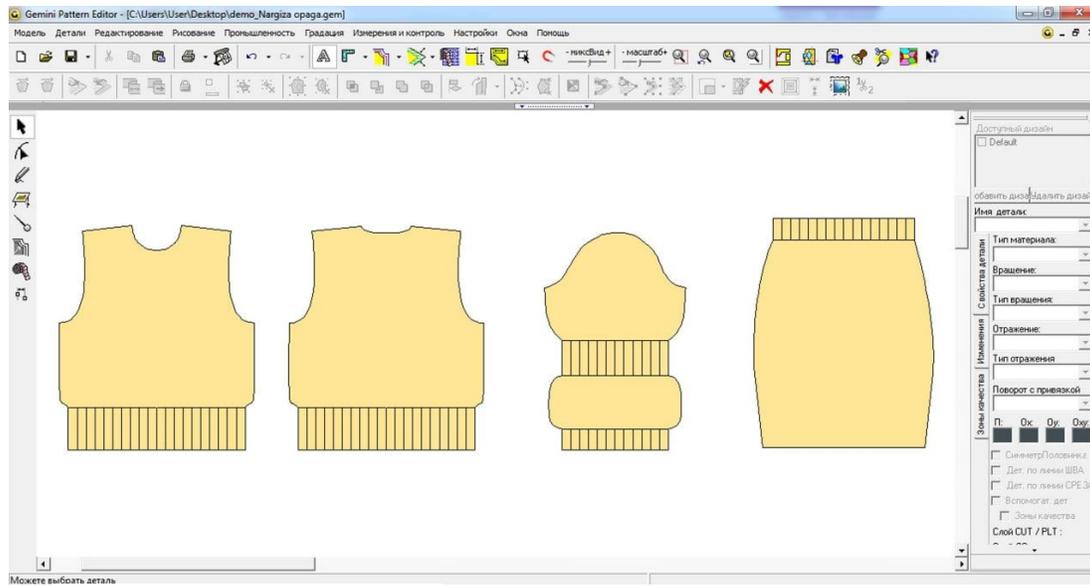
We draw a vertical line below 15 points.

14. 15-16 0.5 / 0-3 / + 1 cm; from point 16 horizontally to the left we draw a line of maximum width.
 15. 15-17 sleeve length+ 2 cm (5 cm); from point 17 we draw the line of the left side sleeve tip horizontally.
 16. 15-18 / 11-12 / + 2 cm; Draw a vertical line from point 18 to the very end and mark point 19.
 17. 18-20 1/3 / 18-15 / Let us draw the longest line.
- We add 0.6 cm to the 18-20 sleeve line.
18. We add 1.75 cm to the 20-15eng line.
 19. 19-21 1/3 / 17-19 /; we combine points 18 and 21.

Break down the women's clothing set into details

“Gemini CAD” is an automated clothing design system designed for design, modeling and placement of templates. Through this program, it is possible to expand the range of products, improve the quality of garments, save time in the production of new models [4].

For the production of a new model of poly-component outer knitted fabrics in the scientific laboratory of the Namangan Institute of Engineering and Technology at the Department of “Design and Technology of Light Industry” using the automated system of clothing design “Gemini CAD” templates were developed (Figure 4).



**FIGURE 4. DETAILS OF WOMEN'S KNITWEAR COLLECTION:
A) POSTERIOR SEGMENT; B) FRONT SEGMENT; V) SLEEVE; G) SKIRT**

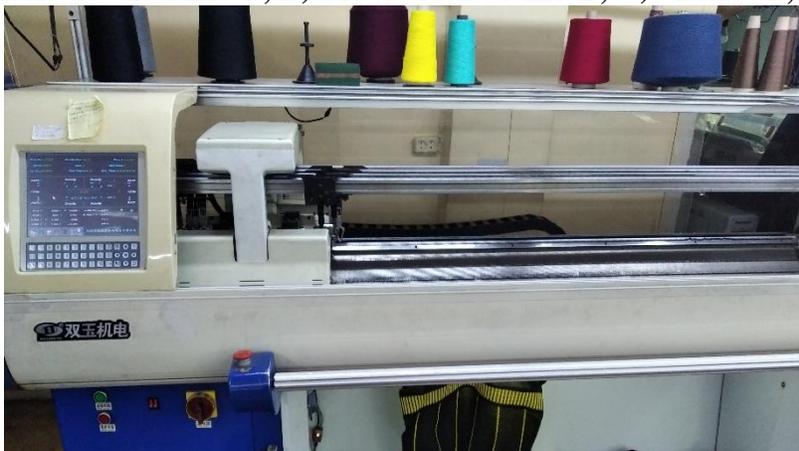


FIGURE 5. "CIXSING" AUTOMATIC CONTROL FLAT NEEDLE KNITTING MACHINE



FIGURE 6. THE PROCESS OF MANUFACTURING A SET OF POLY-COMPONENT OUTERWEAR WOMEN'S CLOTHING

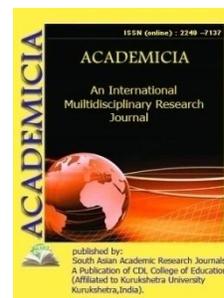
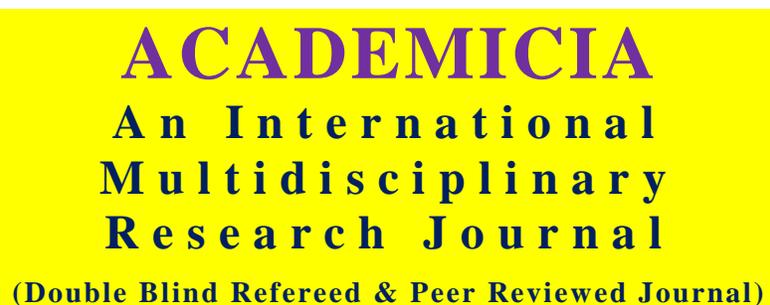
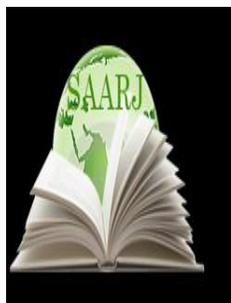
The details of the clothes made in the program "Gemini CAD" and its dimensions were applied to the enterprise "DILXAN TEX LLC" in Namangan. Available at this enterprise, the Chinese-made CIXSING 5-7 class flat needle knitting machine has developed poly-component tops for knitted women's clothing (Figure 6).

CONCLUSION

As a result of our research, new sketch models for business women for everyday wear have been developed from prefabricated poly-component, natural cotton and silk fabrics with the addition of elastomeric lycra yarn. Optimal sketch model construction and templates were prepared. The templates were applied to “DILXAN TEX LLC” located in Namangan. Based on the zonal design, the main details of the garment were developed on a knitting loom.

REFERENCES

1. Alimova HA, Nabidjanova NN "Marketing research of consumer demand for the design of high-quality knitwear" Association of Uztextile Industry of the Republic of Uzbekistan Uzbek Scientific Research Institute of Natural Fibers “Problems and solutions of deep processing of textile fibers” Republican scientific-technical collection. Margilan 2020, October 19-20. – pp. 173-177
2. Halima Alimova, Nargiza Nabidjanova, Jo`rabek Kayumov “Development of Experimental Samples of Multicomponent Knitted Fabrics” IJARSET. International journal of Advanced Research in Science, Engineering and Technology. Vol. 7, Issue 10, October 2020. Pages: 15156.
3. Patent Pending: Women's Suit. SAP 2020 0094.2020
4. <http://tristar.uz/gemini>



DOI: **10.5958/2249-7137.2021.00193.2**

INNOVATIVE TECHNOLOGIES AND METHODS TRAINING IN EDUCATION

Uzokov Orif Khamroevich*

*PhD,

Department of Technological Education,
Bukhara State University Bukhara,
UZBEKISTAN

ABSTRACT

The article examines the role of innovative methods and technologies in teaching, the application of which fulfills the growing requirements of society to the level of education and harmonious development of the individual, which is achieved by innovation in teaching technology. The quality of education consists of the quality of teaching and the quality of education. The quality of teaching can only be achieved by ensuring the effectiveness of each stage of education.

KEYWORDS: *Technology, Method, Explanatory - Illustrative Method, Reproductive Method, The Method Of Problem Statement, Partially - A Search, Or Heuristic Method, Research Method.*

INTRODUCTION

The article discusses the role of innovative methods and technologies in teaching, the application of which meets the growing requirements of society to the level of education and harmonious development of the individual, which is achieved by innovation in technology

At the present stage of development of our society, the social need for creative people who think outside the box has increased as never before. The need for the creative activity of a specialist and developed technical thinking, for the ability to design, evaluate, rationalize equipment and technology is growing rapidly. The solution to these problems largely depends on the content and technology of training future specialists.

Technology is the science of technology. Technique is art, knowledge, skills, methods of work and their application to business.

Technology. Some argue that this is a synonym for the former term "technique". Others believe that the technology (as opposed to the methodology) contains only reproductive actions, but does not contain a description of the teacher's personality, which is always unique, while the methodology, in addition to the algorithm of actions, also includes the characteristics of the personality of its author, without which the methodology does not give the desired results.

Still others believe that it is all about time: in the last century, the term "methodology" was rigidly tied to a particular subject. Now, in the 21st century, it is used as a "technology" in a broader, more general sense (not a methodology, but a technology of teaching, upbringing, management development, etc.).

The fourth argue that the technology (as opposed to the methodology) must strictly satisfy three requirements: describe the algorithm of actions, be reproducible in different conditions (by different teachers and in relation to different children) and the third - must give a guaranteed result. We can agree with the first two requirements, but what about the uniqueness, individuality of each teacher, who can improve, strengthen the results of any technology, and maybe devalue them, or even nullify?

Learning technology means a certain way of learning, in which the main load on the implementation of the function is performed by a learning tool under the control of a person. In teaching technology, the leading role is assigned to learning tools: the teacher does not teach, but performs the functions of stimulating and coordinating activities, as well as the function of managing the learning tool. The pedagogical skill of the teacher is to select the necessary content, apply the best teaching methods and means in accordance with the program and the set pedagogical tasks.

New requirements of society to the level of education and personal development lead to the need to change learning technologies. Today, technologies are productive that allow organizing the educational process, taking into account the focus of training, as well as focusing on the personality of his interests, inclinations and abilities.

One of the most important problems of didactics is the problem of teaching methods; it remains relevant both theoretically and practically. The educational process itself, the activities of the teacher and students, and, consequently, the learning outcome are dependent on its decision.

Method is a way to move towards truth. The success of training depends mainly on the orientation and internal activity of the trainees, the nature of their activities, the degree of independence, the manifestation of creative abilities and should serve as an important criterion for choosing a method. AND I. Lerner and M.N. Snatkin proposed to identify 5 teaching methods.

1. Explanatory - illustrative method.
2. Reproductive method.
3. The method of problem statement.
4. Partially - a search, or heuristic method.
5. Research method.

Initiative, independence, creative search are manifested in research activities most fully. The methods of educational work directly develop into the methods of scientific research by Yu.K. Babansky identified 7 steps of the "optimal choice of teaching methods" algorithm.

1. Decision on whether the material will be studied independently or under the guidance of a teacher; if the teacher can study the material on his own without undue effort and time spending, the teacher's help will be unnecessary. Otherwise, it is necessary in one form or another.
2. Determination of the ratio of reproductive and productive methods. If conditions exist, preference should be given to productive methods.
3. Determination of the relationship between inductive and deductive logic, analytical and synthetic ways of knowing. If the empirical basis for deduction and analysis is prepared, deductive and synthetic methods are quite within the power of an adult.
They are, undoubtedly, preferable as more rigorous, economical, close to scientific presentation.
4. Measures and ways of combining verbal, visual, practical methods.
5. Decision on the need to introduce methods to stimulate the activities of students.
6. Determination of "points", intervals, methods of control and self-control.
7. Thinking over backup options in case the real learning process deviates from the planned one.

Whatever teaching methods are used to improve the effectiveness of vocational education, it is important to create such psychological and pedagogical conditions in which the teacher can take an active personal position and fully express himself as a subject of educational activity. The didactic principle of an individual's activity in learning determines the system of requirements for the educational activity of the teaching and pedagogical activity of the teacher in a single educational process. This system includes external and internal factors, needs and motives. The ratio of these characteristics determines the choice of the content of education, specific forms and methods of teaching, the conditions for organizing the entire process of forming an active creative personality. Recently, we have been constantly reading and hearing: "We need to use active and passive teaching methods." Any method in itself can be neither active nor passive; the performer makes it both.

After all, it all depends on how the teacher uses this or that method. There are no universally effective or ineffective methods. All teaching methods have their strengths and weaknesses, and therefore, depending on the goals, conditions, available time, it is necessary to combine them optimally. That is why, more precisely, it is correct to say: "The learning process can be active (where the learner participates as a subject of his own learning) or passive (where the learner plays only the role of the object of something influencing). The quality of education consists of the quality of teaching and the quality of education. The quality of teaching can only be achieved by ensuring the effectiveness of each stage of education. That is, the entire learning process is built according to the scheme: perceive - comprehend - remember to apply - check. To achieve the quality of learning, it is necessary to consistently go through all these stages of cognitive activity. The use of various forms and methods in the learning process contributes to the improvement of the quality of education.

The main forms and methods of teaching that contribute to improving the quality of education are: role-playing games, business games, seminars, repetitive-generalizing lessons, conferences, disputes, dialogues, problem-based learning, independent work, defense of essays, individual work, creative compositions, reports, messages; testing, programmed control, research work, etc. All of the above teaching technologies contribute to solving the problem of teaching quality.

To achieve effectiveness from the use of teaching methods, you need to draw up a psychological portrait of the group and find out which methods can be applied and which cannot. Based on this, the methods can be conventionally divided into groups:

- Methods that do not require special prior training (problem learning, performing actions according to the algorithm);
- Methods that require special prior training (conducting independent work, independent research in the classroom).

It is known that in groups, the predominance of unprepared for independent work teachers cannot immediately give material for independent study (if this cannot be avoided), the teacher must carefully develop the task, taking into account the group, their level of training, clearly formulate questions, draw up methodological recommendations, indicate literature ... And here two principles of didactics cannot be neglected: feasibility and high-level teaching, difficulty.

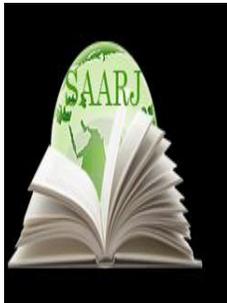
The emotional state of the student largely determines the mental and physical performance. The high emotional tone of the audience and its involvement in the educational process provides realization for the disclosure of the reserves of the student's personality. If there is no psychological comfort in the classroom, then other stimuli to educational and cognitive activity are paralyzed, the main value of the relationship between the teacher and the teachers - their cooperation, which involves a joint search, a joint analysis of successes and failures. In this case, the trainer turns into an initiative partner.

Psychological-pedagogical innovative approach to the organization of the learning process and the choice of its methods allows not only to increase academic performance, but also to avoid stressful situations.

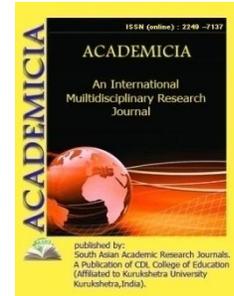
REFERENCES

1. Pedagogy and psychology of higher education: textbook. manual for universities / M.V. Bulanova - Toporkova. Rostov - on the Don; Phoenix, 2002 .-539s.
2. O.H.Uzoqov, D.A.Sayfullayeva Methods for assessing the knowledge of students when learning special subjectsПроблемысовременнойнаукииобразования, S.36-39.
3. O.H.Uzoqov The emergence of chaosInternational Journal of Advanced Academic Studies.18-03-2020 221-223
4. Uzokov O.X. CHAOS as the Basis of Order. Entropy as Measures of CHAOS. International Journal of Advansed Research in science, engineering and technology. Vol.7, Issue 12, December 2020. p. 16149-16154
5. O.N. Muhidova Methods and tools used in the teaching of teaching of technology to children // Theoretical & Applied Science, 957-960

6. O.H. Mukhidova Competence approach to the development of teacher's professional activity // Bulletin of Science and Education 97 (№ 19 (97).Часть 2), С 88-91
7. O.H. Mukhidova E-learning in higher education // Magistracy Bulletin, С 43-44
8. Halimovna, K. S., Nurilloevna, M. O., Radzhabovna, K. D., Shavkatovna, R. G., Hamidovna R. I. The role of modern pedagogical technologies in the formation of students' communicative competence. // Religación. Revista De Ciencias Sociales Y Humanidades 4 No. 15 (2019): Special Issue May 261-265.
9. Kulieva Sh.Kh. Training of teachers of vocational education based on a systematic approach // Scienceandworld. No. 5 (45), 2017. -P.70-72.
10. Kulieva Sh.Kh. The content of the effectiveness and quality of training future teachers of labor education // Science without borders. No. 7 (12) / 2017. - S. 95-98.
11. Sh.Kh Kuliev, M.N. Karimov, M.Kh Davlatkulova. Organization of theoretical and practical classes in the process of training vocational education teachers based on a systematic approach. Young Scientist, 804-807
12. M.N. Karimova. Manufacture of Modern Sewing and Knitting Products, Used by Mass Demand. EasternEuropeanScientificJournal, 71-73
13. M.H. Karimov. On modern methods of assessing the knowledge and skills of college students in student-centered learning technology Young Scientist, 277-281
14. Mirzhanova N.N. Innovative technologies in education and their use // "Bulletin of magistracy" scientific journal (2020, No. 1-5 (100)), pp. 41-43.
15. N.N.Mirjanova Methods of teaching technology and the meaning of the term of pedagogical technology// International Scientific Journal ISJ Theoretical & Applied Science. Vol.84, No.4, 2020, pp. 961-963.
16. G.Sh. Rakhmonova Improving Technologies To Develop Spiritual And Moral Competencies In Future Teachers //The American journal of management and economics innovations(TAJMEI) SJIF-5.307 DOI-10.37547/TAJMEI, 2020 c 1-3
17. D.R. Kuliyeva The American Journal of Interdisciplinary Innovations and Research. "Cluster" Theory And Its Peculiarities In Increasing The Competitiveness Of The Economy. Bukhara Engineering Technological Institute, Bukhara, Uzbekistan.
18. D.R. Kuliyeva The use of innovative technologies in teaching sewing. International Scientific



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00192.0

PROBLEMS OF STUDYING THE PROFESSIONAL COMPETENCE OF THE HEAD OF A PRESCHOOL EDUCATIONAL ORGANIZATION

Abdullaeva Nafisa Shavkatovna*

*Independent Researcher of the Institute for retraining and,
 Doctor of Philosophy (PhD) in pedagogy, head of the Department,
 Advanced training of directors and specialists of Preschool Education,
 Tashkent, UZBEKISTAN

ABSTRACT

This article reveals the problems of studying the professional competence of the leaders of preschool education, the application of the concept of "competence" in managers, the approach of pedagogical scientists in this regard. At the same time, it was determined that the knowledge and skills necessary for the leader follow from the job duties, and from social requirements - professionally significant personality traits that can develop in the process of mastering knowledge and skills.

KEYWORDS: *Professional Competence, Competence, Preschool Organization, Leader, Professiogram, Management Ability.*

INTRODUCTION

Over the past century, professional competence has been studied by scientists from various scientific fields in the form of requirements for the learning process and as a result of training a student, listener.

In the encyclopedia of vocational education, professional competence is defined as an integral characteristic of a person's business, personal and moral qualities, reflecting the level of professional knowledge, skills, experience, motivation, sufficient to carry out a certain activity and achieve its goals. The concept of competence is applied not only to specialists, but also to managers, "whose nature of work is associated with decision-making, that is, those who are authorized to decide, judge something on the basis of deep knowledge in certain areas." Other specialists (not managers, not managers), as a rule, are called professionals, craftsmen, specialists of the highest qualifications. "The criterion of professional competence is the social

significance of a specialist's work, his authority in a specific area of knowledge (activity)" [5, p.383].

The concept of "competence" is applied mainly to managers - managers. To concretize this concept, let us turn to the model of a specialist. B.S. Gershunsky and D.V. Chernilevsky consider the model as a description of the state standard in the form of a document that contains scientifically substantiated data on the most probable development trends of the corresponding branch of science, technology, production, as well as a sufficiently detailed list of requirements for personal and professional qualities that a specialist of a certain profile should have, not only in modern conditions, but also in the future. This interpretation of the concept assumes that the model of professional development of society. [1, p.24]. Thus, the model of professional competence performs search, evolving functions and contributes to the reflection in the qualification characteristics, curricula and training programs for a leader-specialist [5, p.386].

S.Ya.Batyshev, considers professional competence, in the form of an idea of a specialist's qualifications (professional skills as experience of activity, skills and knowledge), as well as mastered social - communicative, individual abilities that ensure the independence of professional activity. According to S. Ya. Batyshev, professional competence is the basis of the professional qualities of an individual, which are reflected in the faultless performance of the labor process, the ability to analyze it, work with documentation and information [1]. Until the early 90s, the professional competence of managers was increased on the basis of a conceptual approach, the essence of which was a systematic analysis of social functions and job responsibilities, reflecting the requirements for the personality and managerial activities of the head. At the same time, it was determined that the knowledge and skills necessary for the leader follow from the job duties, and from social requirements - professionally significant personality traits that can develop in the process of mastering knowledge and skills. As a result, the model of a leader is modeled, determined by the content of training that meets social and professional requirements. Social goals and the need for competent leaders in this case are transformed into the goals of the system of professional training and advanced training of leaders, require appropriate organizational and pedagogical conditions, forms and methods of their implementation [1].

By the mid-90s, based on the study of innovative processes in school education and management, a profession graphic analysis of the activities of leaders at different levels from the point of view of changes that take place in society and in the education system, identified the needs of leaders in improving their professional competence at the present stage. As a result of this work, significant additions were made to the profesiograms of the heads of the education system. These studies, carried out in the laboratory of organizational and pedagogical problems of the IOV RAO under the guidance of prof. E.P. Tonkonogoi, made it possible to identify new professionally significant qualities of leaders, such as humanitarian culture, humanistic orientation of personality and activity, systemic vision of management objects, the ability to take systemic actions in new pedagogical situations, possession of modern technologies, communicative culture, the ability to work with information, the ability to integrate positively significant components of historical and modern experience, etc. [2, p.5]

The combination of these characteristics made it possible to raise the question of the structure of the modern model of professional competence of managers, which includes an "integral

professional and personal characteristic that determines the readiness and ability to perform pedagogical and managerial functions in new conditions in according to the service status".

The professional competence of managers has been the object of comprehensive research in domestic science for many years. So, A.I. Panarin of competence is of a prognostic nature, and takes into account the prospect and trends, considers competence as a set of communicative, constructive and organizational skills, as well as the ability and willingness to practically use these skills in his work E.I. Ogarev presents professional competence as a category evaluative, which "characterizes a person as a subject of specialized social activity ... possessing a stable ability to work with knowledge of the matter."

BS Patralov believes that "the attributes of a manager's professional competence as a manager are the subjective and objective readiness to make decisions that ensure the creation of conditions for optimal achievement of pedagogical and managerial goals." TI Shamova notes that professional competence is not only knowledge, but also the ability to work; V.M. Atlasova proposes to isolate from the general content of the concept of "professional competence" its components that determine success in achieving high quality education: "... general ability to manage, the ability to clarify their personal values, analyze the situation of choice and see prospects; analytical, prognostic, reflexive qualities of the leader's personality, his socio-cultural experience, professional and pedagogical knowledge and skills "E.M. Nikitin believes that" professional competence is an integral professional and personal characteristic, determined by the willingness and ability to perform managerial functions in accordance with the accepted in society at the moment norms and standards "[4].

Summarizing the views of the authors of the above definitions, we can note that all of them, in varying degrees of significance, name three main components of the professional competence of management personnel: 1) the ability to manage activities; 2) readiness for management activities; 3) professionally significant personality traits that ensure this activity. At the same time, professional competence is understood as a dynamic, developing category that depends on a specific historical situation, limiting it by legal attitudes, social requirements, norms, and standards.

Consequently, by professional competence, we mean the manager's awareness of his needs and interests in professional activity, social roles and motives, his line of behavior, professional capabilities in accordance with his professional qualities and the requirements of the profession [5].

We have identified four groups of competencies that characterize the modern head of a preschool educational organization as part of professional competence (Table 1):

Competencies - components of professional competence head of a preschool educational organization

Competence	Competence type
Managerial competence	formation of the strategy of the educational organization and its implementation
	Effective personnel management
	Quality management of education
	Information flow management

Industry competence	effective management of the educational process
	management of administrative and financial - economic activities
	application of pedagogical knowledge in practice
	Innovation management
Personal competence	Display of leadership
	ориентация на резултат
	striving for self-realization and personal development
	demonstration of resistance to stress
Social competence	Conflict Management
	effective organization of interaction with social groups within the preschool educational organization and outside it
	loyalty
	leading an organization in a competitive environment

1. Personal competence includes the level of personal self-development and reflects the personal position of the pedagogical, legal and managerial activities of the leader.
2. Social competence is realized in terms of professional activity in terms of interaction with the team.
3. Sectoral competence contains a set of knowledge and skills inherent in preschool education, involving the solution of specific pedagogical problems.
4. Managerial competence presupposes the ability of a leader to fulfill his job duties, their totality may well represent the professional competence of the head of a preschool educational organization [3].

Thus, having studied the professional standard of the head of an educational organization, we can talk about the professional image of a modern leader, which consists of effective management of personnel, which, in turn, ensure the process of high-quality upbringing and education (which, according to the survey data, fully meets the needs of parents), and management of financial and economic activities, as a set of important components of effective management as a whole educational and educational process of a modern preschool educational organization. The modern leader of a preschool educational organization must focus on a high end result and be capable of constructive interaction with various social groups of the population.

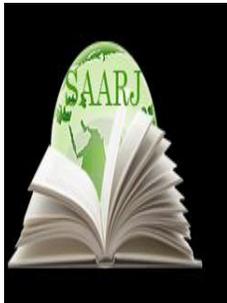
REFERENCES:

1. Jilina A.I. The reference model of professional competence of a manager (leader). Book 3. - SPb .: IOV RAO, 2002 .-- 228 p.
2. Innovative processes in improving the professional competence of public education organizers / Ed. E.P. Tonkonogoi. - SPb .: IOV RAO, 1994 .-- 137 p.
3. Sukhova O.V. The essence and structure of professional competence of the head of a preschool educational organization // Kazan pedagogical journal. Kazan. 2015.S. 47 - 51.

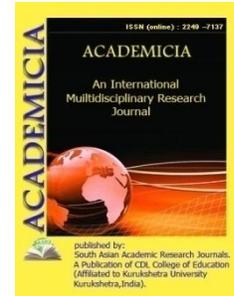
4. Professional competence of the head of preschool educational institutions as an effective condition for creating a professional teaching staff URL: <http://kindlebook.ru/referat>

/ ucheba / professionalnaia - kompetentnost - rukovoditelia - dou - kak - effektivnoe - uslovie - sozdaniia - profe / (date accessed: 22.01.2021).

5. Encyclopedia of vocational education. In 3 volumes / Ed. S.Ya.Batysheva - M .: RAO; Association "Professional Education", 1999. - 1320 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00191.9

REGULARITIES OF ORE GOLD PLACEMENT IN CENTRAL KYZYLKUMAKH (SOUTH TYAN-SHAN)

Maripova Soadat Torakhanovna*

*Head of the Sector,
 SI "IMR", State Committee for Geology,
 Republic of UZBEKISTAN

ABSTRACT

The article discusses the patterns of distribution of gold mineralization in the Central Kyzylkum desert of the Southern Tien Shan. As a result of applying the methods of statistical metallogenic analysis, quantitative characteristics of the localization of gold-bearing objects were obtained, explaining some of the features of their formation in connection with the stages of the geological development of the region. It was found that the formation of the gold source and the gold deposits of the Central KyzylKum itself involved all stages, from the stage of formation of the oceanic crust in the spreading zones to the stage of collision and associated metamorphism.

KEYWORDS: *Central Kyzylkum, South Tien Shan, Muruntau, Myutenbai, Kokpatas, Daugyztau, Amantaytau, Distribution Patterns, Gold Deposits, Statistical Metallogenic Analysis.*

INTRODUCTION

Based on the statistical characteristics of gold mineralization in the Central KyzylKum, the following features are outlined.

Placement of deposits and ore zones only in Proterozoic and Lower Paleozoic metamorphic strata. All known gold deposits of the Kyzylkum type are located in these strata. Ore zones are limited by the distribution of these strata. For example, the Kokpatasskaya ore zone extends in the northwestern direction in the Proterozoic-Lower Paleozoic formations. It does not continue into the distribution area of the Middle and Late Carboniferous formations of the Severobukantau zone.

The stratification of the location of deposits. The deposits are confined to certain parts of the section of metamorphic strata. Back in the 70s, it was established that gold deposits of the Kyzylkum type were confined to the top of the Nizhnebesapan or to the base of the

Srednebesapan suite. This served as the basis for the advancement of their syngenetic-epigenetic genesis (Garkovets VG, 1973) [1]. Subsequently, the stratification of the location of deposits was clarified quantitatively by our research, taking into account the ore objects discovered in the subsequent (Usmanov FA et al., 1984, 2004) [2, 3]. In the Tamdytau mountains, the largest number of gold ore objects are located in the Kosmanachi sequence PR₂ –O₃ (the former third, motley subformation of the Besapan suite). The highest distribution densities are calculated for the Kurgantau, Rohat formations and the Kosmanachi strata (former 1-3 subformations of the Besapan suite, 160-290 objects per 1000 km², which is 2-3 times higher than the average for the Tamdytau mountains; the coefficient of spatial dependence is 0.5-0,7).

In the Bukantau mountains, of the numerous widespread formations, they are located only in six, of which in two Precambrian (Cholcharatu, Kokpata) - in the greatest number. The maximum distribution density of gold ore objects was calculated for the Cholcharatau Formation (150 objects per 1000 km², which is 3.5 times higher than the average for the Bukantaumountains, the coefficient of spatial dependence is 0.7)

What is the difference between the ore-bearing formations, which include significant amounts of gold-bearing objects, from other formations? Two of their differences are significant: the presence of volcanics in their composition and their increased background gold content.

The presence of volcanic rocks in the ore-bearing formations. Green albite-chlorite-epidote-actinolite and amphibole schists of the Tazazgan Formation are considered as metavolcanics formed after tholeiitic basalts. In the Kosmanachi stratum (the former third subformation of the Besapan suite) A.K. Bukharin. et al. (1985) distinguish andesites, dacites and their tuffs[4]. Features of the composition and structure of the third subformation of the Besapan Formation (Kosmanachinskaya stratum) Protsenko F.P. (1998) explains it by the presence of volcanism synchronous with its accumulation and the significant role of tuffaceous material in its composition [5]. The bulk of the greenstone rocks of the Cholcharatau Formation (plagioclase-amphibole, amphibole, pyroxene-amphibole, and other schists) according to Ya.B. Aisanov. et al. (1978) was formed by basalts, andesites, their tuffs and tuffites. The Kokpat Formation also includes metabasalts and their tuffs [6].

Increased background content (clarke) gold in ore-bearing formations. The average gold content in the rocks of the Kurgantau and Rohat formations and the Kosmanachi strata (respectively, the first, second and third subformations of the Bessapanskaya suite) is 5.8 mg / t, and in carbonaceous shales 6.5 - 23.4 mg/t (up to 150-250 mg/t); the Tazazgan suite 11.7 mg/t (ore deposits of Uzbekistan, 2001) [7]. Elevated gold grades are also noted in the rocks of the ore-hosting Cholcharatau Formation.

The presence of diagenetic sedimentary sulfide (mainly pyrite) mineralization in the ore-hosting formations. This mineralization is associated with carbonaceous shales characteristic of ore-bearing strata (Murantau gold deposit, 1998) [8]. Within the limits of individual deposits (Amantaytau, Daugyztau, etc.), it has significant development. In some members of the Besapan Formation, the content of gold-bearing pyrite reaches 2-3%. Sedimentary diagenetic processes led to the appearance of background gold concentrations in the host metaterrigenous rocks of the Murantau ore field. This is 3-12 times higher than the world clarke of gold. The concentration of mainly chemogenic gold in them was facilitated by biogenic carbonaceous matter and hydrogen sulfide (Murantau gold ore deposit, 1998) [8].

Absence of gold ore objects in the intrusions of the Kyzylkum granite-granodiorite complex. In the Kyzylkum region, among the intrusive rocks, the granitoids of the Kyzylkum granite-granodiorite complex are most widespread. In Central Kyzylkum, 141 gold ore objects are currently known, including 14 deposits and 127 practically significant ore occurrences. Despite their large number, not a single gold-bearing object in the intrusions of the Kyzylkum granite-granodiorite complex is known.

Zoning of the density of the distribution of gold objects around the intrusions of the Kyzylkum granite-granodiorite complex. As a result of statistical metallogenic analysis, it was established that the density of the distribution of gold objects decreases with distance from the contact of the massifs: in the nearest exocontact zone 0 - 2 km from the contact, there are 27 objects per 1000 km², in the zone 2-4 km from the contact - 15 objects, in zone 4 - 6 km from the contact - 10 objects, then the influence of the massif is not observed

Relationship between mineralization and greenschist facies of regional metamorphism. Quantitative data on the distribution of gold ore objects by facies of regional metamorphism are available for the Nurata region (Pokrovskiy AV, Askerova Zh.A., 1998) [10]. The analysis of the location of 269 gold objects in this region (of which 37 are deposits, the rest are ore occurrences and ore points) along the zones of regional metamorphism. The density of their distribution in the greenschist facies of charnockite-andalusite shale and enderbite-kyanite of the shale type of regional metamorphisms is 1.5-2 times higher than the average density for the region; coefficient of spatial dependence from 0.3 to 0.5. In the border zone between the biotite-chlorite and muscovite-chlorite subfacies of this facies (biotite isograd), the coefficient of spatial connection reaches 0.8.

Relationship of mineralization with aureoles of contact metamorphism of intrusions of the Kyzylkum granite-granitoid complex. The density of distribution of gold objects in the halos of contact metamorphism of granitoid massifs is 1.4-2.2 times higher than the average for the region; coefficient of spatial dependence up to 0.5. This is consistent with the above data on the zones of increased density of distribution of gold ore objects around the intrusions of the Kyzylkum granite-granodiorite complex.

The presence of both intersecting and subconforming ore bodies. Along with ore bodies, which are crosscutting mineralized zones, stockworks, ore pillars, and veins, there are a number of sheet-like objects with a conformable or subconformable occurrence in the host formations, which have distinct signs of stratiformity (separate ore bodies in Muruntau and Amantaytau, ore occurrences II, Bozdala I ore deposit 96; Northern I, II; Karatat; Bakhtli, etc.).

Age of manifestation of metamorphism, magmatism and mineralization in Kyzylkum. In the area of the Muruntau field, the age of regional metamorphism is 520-420 Ma, O₁ - S₁ (according to other data, 570-580 Ma), local dislocation metamorphism - from Ordovician to Triassic, local plutonic metamorphism - 310-275 Ma (C₁ - C₂), biotite-two-feldspar of quartz metasomatism 285 - 250 Ma, areal hornfels-like metasomatite - 274 Ma, oblique feldspar-quartz metasomatite - 271 Ma, intense gold mineralization - 274 - 255 Ma, granites of the Kyzylkum granite-granodiorite complex - 287 Ma (gold ore deposit Muruntau, 1998) [8]. Kustarnikova A.A., Podkopaev P.N. et al. (1969, 2012) established the presence of pebbles of veined gold-bearing quartz in the Lower Devonian Muruntau basal horizon [9, 11]. Chebotarev M.G. (1994) convincingly showed the exhalation-sedimentary genesis of the deposit.

The prevalence of deposits of gold-quartz and gold-sulfide formations. The first type includes the Muruntau, Myutenbay and others deposits, the second - Kokpatas, Daugyztau, Amantaytau, etc. Two groups of metasomatites are distinguished at the Muruntau deposit: areal pre-dike (contain 85 - 95% of the reserves of the Muruntau deposit) and local after-tail.

The features of the Kyzylkum type gold deposits and ore occurrences that are directly related to their genesis were listed above. None of the existing models explains all of these features. A genetic model that can cover all the features of these deposits can only be polygenic and polychronous. Below we outline the main elements of this model:

1. Stage of formation of the oceanic lithosphere in spreading zones (PR_1 ?). It was at this stage that a large amount of gold came from the mantle together with the main magma, which formed the rocks of the oceanic crust, which served as the source material for its subsequent concentrations;

2. Stage of intraplate oceanic volcanism (R-V?). Metavolcanics (tholeiitic basalts) of ore-hosting formations, apparently, can be attributed to intraplate oceanic volcanism, similar to the modern volcanism of the Hawaiian Islands. The widespread manifestation of volcanism during the formation of these formations was probably accompanied by the formation of volcanogenic deposits. They were subsequently subjected to metamorphism and regeneration;

3. Stage of island arc subduction and regional metamorphism (€ - S). At this stage, the oceanic lithospheric plate, together with sediments with a high gold content, enters the subduction zone, which leads to volcanism and the formation of gold-bearing volcanogenic-hydrothermal solutions. Gold is concentrated both by sedimentary (terrigenous, chemogenic, biogenic) and volcanic-hydrothermal methods. In Kyzylkum, Ordovician-Silurian volcanism was widely manifested, which is considered by many researchers as a result of the subduction of the oceanic plate under ensimatic island arcs (Usmanov F.A. et al., 1999; Mikhailova Yu.V. et al., 2005) [13, 14]. There is a lot of data on the relationship of gold mineralization with this volcanism (volcanogenic-sedimentary Amantaytau deposit and ore occurrence of northern Tamdytau, etc.). Subduction of the oceanic plate in island arcs was apparently accompanied by regional metamorphism. As a result of this metamorphism, the deposits were regenerated and metamorphogenic ore bodies appeared. This is evidenced by the above-noted spatial relationship of gold-bearing objects with greenschist facies;

4. Stage of subduction of the oceanic crust under the continental ($C_1 - C_2$).

Geological formations of the previous stages, including the deposits under consideration, located in different parts of the vast Turkestan paleocean, at this stage were collected in the accretionary prism of the Southern Tien Shan;

5. Stage of collisional metamorphism and palingenesis ($C_3 - P$). In the formation of the gold-quartz type of the deposits under consideration, this stage, apparently, was the main one. The collision of the Kazakh-Kyrgyz and Alai-Tarim continents in the Late Carboniferous and Permian was accompanied by powerful processes of metamorphism in the earth's crust, which led to the emergence of large and numerous collisional palingenous granitoid massifs. Collisional palingenetic granite formation and the main stage of the formation of deposits of the gold-quartz type (Muruntau, Myutenbay, etc.) are caused by a common cause - collisional metamorphism, and the main productive mineral associations in them are metamorphogenic-hydrothermal. This

explains the spatial relationship between gold ore objects and granitoid massifs. Both of them are confined to the central parts of granite-gneiss domes, while the zones of metamorphism of these domes and the halos of contact metamorphism of the massifs themselves, which also participated in the formation of deposits, coincided.

CONCLUSIONS

Thus, the formation of the gold source and the gold deposits of the Kyzylkum type themselves involved all stages, from the stage of formation of the oceanic crust in the spreading zones to the stage of collision and associated metamorphism. The intensity of manifestation of each of the described stages of formation of deposits in different objects of the region is different. This makes it possible to distinguish various subtypes of the Kyzylkum type deposits, depending on the degree of manifestation of individual stages in them. The given scheme of polygenic and polychronous formation of deposits of the Kyzylkum type explains all the above and other features of their location, composition, structure and age. In the future, it should be detailed and more fully substantiated.

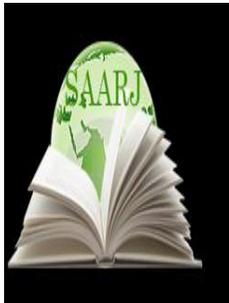
REFERENCES

1. Garkovets V.G. and others. The main features of metallogeny in Uzbekistan. Tashkent. Fan. 1979
2. Usmanov F.A. Mathematical methods in regional geology and metallogeny. Tashkent: Fan, 1984. - 210p.
3. Usmanov F.A. Maripova S.T., Yuldashev O.A. Joint statistical analysis of geochemical, geophysical and geological maps and maps of ore deposits to identify patterns of their location and forecast. // Applied Geochemistry. -No. 5. Computer technology. -M. -2004. p.144-153.
4. Bukharin A.K., Maslyanikova I.A., Pyatkov A.K. Pre-Mesozoic structural-formational zones of the Western Tien Shan. T. Fan. 1985.
5. Protsenko V.F., Savchuk Yu.S., Kolesnikov A.V. Minerals and mineral complexes in ore-formation analysis by the example of Muruntau. In the book. "Mineral.assots.m-niy color. And noble metals of Central Asia ", - T.: p.29-30.
6. Aisanov Ya.B. and others. Geological structure and main features of minerageny of the Paleozoic formations of the Kuldzhuktaumountains. - Tashkent: FAN. 1978.120p.
7. Ore deposits of Uzbekistan. - Ed. I.M. Golovanov. - Tashkent, 2001.
8. Muruntau gold ore deposit. - T. : Fan, 1998.-- 539p.
9. Podkopaev P.N. Experience of large-scale mapping of metamorphic strata on the example of Central KyzylKum. Abstracts. Dokl. Central Asian region, petrograd conference - Tashkent: Science. p.121-125.
10. Pokrovsky A.V. Metamorphic formations as indicators of geodynamic regimes and their evolution (Geodynamics and principles of paleotectonic reconstructions). T. University. 1997
11. Kustarnikova A.A. et al. Metallogeny of gold and copper in Western Uzbekistan. - T., 2012.- - 410p.

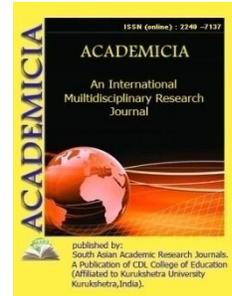
12. Chebotarev G.M. et al. Ratio of layer-by-layer disseminated and veinlet arsenopyrite in Muruntau ores. – T.: Western Uzb.det. WMO. Issue 38. p.23-28.

13. Usmanov F.A. Maripova S.T., Yuldashev O.A. The method of extrapolation of the density of the placement of ore objects for their quantitative prediction. // Ores and metals. -2003. -No 2. - p.68-77.

14. Mikhailova Yu.V., Kustarnikova A.A., Mansurov M.M. and others. Evolution of gold ore formations in the geodynamic settings of the Tien Shan development (for example, the Kyzylkumo-Nurata region, Western Uzbekistan). Geology and mineral resources. 2005. No. 4



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00190.7

MODEL OF DEVELOPING SPIRITUAL AND MORAL COMPETENCE OF LEARNERS IN THE CONTEXT OF LEARNING THE ENGLISH LANGUAGE

Arzieva Bibisanem Aynazarovna*

*PhD Student,
 Nukus state pedagogical Institute named after Ajiniyaz,
 UZBEKISTAN

ABSTRACT

Currently, the education system is undergoing profound qualitative changes: the values and quality criteria in secondary education are changing, the educational paradigm itself is changing (formative, cognitive paradigms are being formed, personality-oriented, giving way to the paradigms of activity). This required the discovery of new models of the educational system that would allow students to become subjects of activity in various fields, including spiritual and moral self-awareness. The given article deals with the model of developing spiritual and moral competence of learner's in the context of learning the English language. In this study, the spiritual and moral competence of learners in teaching English is determined by the concepts of spirituality and morality in the context of a foreign culture.

KEYWORDS: *Spiritual And Moral Competence, Metalanguage, Metaculture, Information Space, Intercultural Communication.*

INTRODUCTION

The modeling process helps to systematize knowledge about the event or process under study, shows a way to describe them more fully, reveals relatively more complete relationships between components, allows for a more complete classification, etc.

Typically, the model defines goals, objectives, content, structure, functional components and outcome. In accordance with this structure, when substantiating the system for the development of spiritual and moral competence of students in teaching English, blocks of pedagogical modeling can be distinguished.

- The block of goals, reflecting the socially significant and personal goals of the spiritual and educational education of students.
- Content block with a selection of content used in teaching English, aimed at the spiritual and educational education of students in the context of intercultural communication
- A block of technological support that determines the means, forms and technologies of educational and cognitive activities of teachers and students in teaching English with an emphasis on spiritual and educational competence.
- The block of analysis and control includes a method for collecting and analyzing information on the acquisition of spiritual and pedagogical education of students in teaching English.

MATERIALS AND METHODS:

We emphasize that in order to develop a model of the system of spiritual and moral education of students in teaching English, it was necessary to choose a methodological basis on which a model of the system for the development of spiritual and moral competence of schoolchildren would be built.

We use English as a context for a unified information space such as a metalanguage, a self-organizing system, a space for intercultural communication as emerging, existing and integrated metacultures, the field of spirituality as a basis for self-awareness, self-knowledge, maturity, high values, moral views. We act on the principle that it should include. Although the study examines the spiritual and moral competence of students in teaching English in the context of intercultural communication, it is important to define the content of the concepts of "information space" and "intercultural communication".

Let's take a closer look at the meaning of the concept of "information space". In the past decade, the world has been rapidly moving towards an information society, in which people's lives are increasingly dependent on information in all areas, especially in the intellectual and spiritual spheres. At the same time, the universality of the flow of information necessitates the formation of a completely new type of symbolic existence of man, culture, and society. All examples of human society can now be placed, reflected and changed in this new symbolic (parallel) digital space.

DISCUSSION: For our research, it is very important to consider the spiritual and moral formation of a person as his personal perfection, the process of becoming a mature person. At the same time, "among the main aspects of spirituality, subjectivity, idealization of the perceived phenomena of the world, a feature stands out, which includes many things. An important feature of spirituality is that it reflects the connection between the universe and man, their awareness of this world in various forms and their ability to build their own morality accordingly. Spirituality means knowing, understanding oneself, feeling the external world and oneself, setting goals and acting accordingly. Spirituality is the ability of the individual mind to turn inward. That is, it cannot arise only on the basis of consciousness. It arises on the basis of human self-awareness. Spirituality is a characteristic of a person, an understanding of values that characterizes a person's motivation and the meaning of his actions.[1, 1996, p.400] Thus, spirituality is characterized by impartiality, freedom, emotionality, in which the problems of a high level of spiritual and moral mastery of the human world are concentrated and then manifest themselves in socio-cultural life.

It is important for us to emphasize that a spiritual and moral phenomenon can and should be recognized as the highest foundation, focused on the highest values of human life, as a source of creative power and values in the common life of people and the desire to understand the spiritual essence of life. The spiritual and moral space of the individual and the corresponding space of society are built on the basis of high values that distinguish between dignity and inferiority, "good" and "evil". In man and in society, there is a constant struggle of these forces. The extremely high level of loss of vital values is reflected in the social anomie of society, increasing risks and threats to its security.

Based on the above, for our research, V. Belyaeva and A. Petrenko wrote that "in modern pedagogy, education is a way to make a person human, develop human mobility, understanding the essence and values of culture, mature, constantly enrich their inner world, improve the world for others of people. The principle of developing students' spiritual and moral competence is one of the most important. [2,2013,p.8,11]

In our study, the spiritual and moral competence of learners in teaching English is determined by the concepts of spirituality and morality in the context of a foreign culture. Undoubtedly, spirituality, morality and culture are interconnected. Spiritual and moral education can only be achieved by adding a person to the culture characteristic of the society in which he lives. However, modern man is fully integrated into the metaculture of a single information society, the metaculture of communication.

This raises the problem of defining the basic concepts of the spiritual and moral competence of schoolchildren, expressed by speech in the context of teaching English, the definition of which serves as a conceptual basis for the teacher to prepare texts in their native and foreign languages. This is a unique pattern and we look at it in detail as a creative activity of a teacher in school.

Students are prepared for intercultural communication, ready to independently overcome contradictions in a foreign culture. The discourse of spirituality and morality permeates foreign culture through language. Language manifests itself as a method of spiritual and moral education. Understanding the discourse of cultures in two languages allows you to preserve national identity and at the same time "enter" the field of intercultural relations. Thus, the substantiation of the basic concepts of the spiritual and moral competence of students is based on the relationship of subject-subject characteristics as the basis of the content of teaching English.

Based on the foregoing, the study identified the conceptual foundations for the development of spiritual and moral competence of students in teaching English in the context of intercultural relations, which include the following criteria:

- the value-spiritual ideas of spirituality and enlightenment as a global humanistic worldview, as a set of spiritual resources of society and the spiritual potential of its subjects, as the essence and high ideals of human life;
- the functions of the spiritual and educational upbringing of the individual are: cognition of the essence and values of the spiritual and educational culture of the individual and society; ensuring a person's ability to master and process goals in the context of the native language and other language culture as the basis of human behavior; personal aspiration and ability for intercultural relations based on intercultural dialogue, actualization of individual creative potential as the content of life and work;

- principles of spiritual and educational personality education: the principle of actual creative needs, aimed at expressing potential creative, mental and physical abilities and spiritual needs of students and pedagogical support; principles of individuality (uniqueness) and universality, consisting in understanding the diversity of the world, its individuality, knowledge and respect for oneself and others;
- the principle of subject-subject cooperation between teachers and students allows the use of intercultural communication technologies aimed at achieving success in multicultural activities; the principle of creativity aimed at the use of creative communicative practice (essays, web quests, project activities, etc.);
- Features of the study of concepts that combine high values, spiritual projections as self-expression, identification, personal development in the native and foreign languages;
- Reflexive-evaluative thinking of students as a state of spiritual and educational culture, self-expression of spiritual and educational development in the space of intercultural communication;

According to the researcher N. Jegutanova, "the content of the spiritual and moral potential of students and the value of the content of vocational training are characterized by an integrative connection between educational and spiritual and moral activities of its subjects, as well as semantic and pedagogical conditions. This corresponds to the general secondary education system based on secondary school. [3,2015, p.174]

Result: Based on the conceptual rules that determine the spiritual and moral education of schoolchildren in the context of interethnic relations, we have created a model of a system for the development of spiritual and moral competence of students in teaching English in accordance with the structure of the entire pedagogical process (goals, principles, content, technology, tools and forms, results). is provided in combination with targeted, meaningful, technological components for evaluating results.

Organizationally, the conceptual model begins to acquire integrity due to the unity of the "processes-components":

1. Determination of the spiritual and moral experience of students, motivation for learning English, determination of individual professional needs and abilities.
2. Description and definition of value-oriented guidelines and objectives of the learning process provided in this environment.
3. Spiritual and moral education: the development of the most optimal strategy for the implementation of educational and pedagogical goals based on the axiological, epistemological and constructive-projective teaching model.
4. Development of the appropriate content of spiritual and moral education in teaching English.
5. Development of a project for the technological organization of the educational process in the framework of the program-target strategy of spiritual and moral education of students.
6. Creation of methodological support of the pedagogical process (modules, cases, methodological and technological packages, creative projects, etc.) In the school educational environment.
7. Implementation of the project for technological support of educational activities of students, testing of educational technologies.

Above, we examined the content of teaching English through the discourse of concepts: information space, intercultural communication, spiritual and moral formation of the personality. The basic concepts of spiritual and moral education are presented at two levels:

1) texts in the native (Uzbek) language and their interpretation by learners in English;

2) English texts and their interpretation in the Uzbek language.

It should be noted that there are many interpretation options, and these can be text essays, questions and answers, exercises, abstracts, annotations. The second level is a block of texts in a foreign language (English) and their interpretation in Uzbek. The area of spiritual and moral culture, where the content of texts is enriched with new forms, becomes relevant with an understanding of the meaning of the two languages.

The teacher's task is to create a subject-oriented learning environment that is modeled in relation to the teacher's activities, including creating tests for them based on separated concepts. In this case, it is better for the teacher to compose texts in real time, clearly demonstrating his auto-poet by example. The teacher "launches" cognitive activities aimed at developing the spiritual and moral competence of students, improving pedagogical practice and the textual appearance of speech attributes in the native and English languages.

Spiritual and moral education of learners in this context means a deep development of personality through independent research, the discourse of which is determined by the linguistic area (native language and English).

Typically, the goal of teaching English is to develop the learner's "language second person" trait, which allows him or her to become a participant in intercultural communication. Achieving this goal is not only to develop the student's ability to use the "technique" of a foreign language, but also to "arm" him with a huge amount of information necessary for intercultural understanding and proper communication, as well as direct and indirect communication with other cultures, also means the development of functions.

In addition, the problem of studying two, three or more foreign languages by students is becoming more and more urgent. This broadens the idea that there are different cultures in the world. But the level of real understanding of the cultural diversity of the world is not very high. This can only be a joint study of the culture of native and foreign-language countries, as well as the study of lifestyle options and styles of different social strata from the point of view of the studied aspects.

In our opinion, a comprehensive understanding of the multicultural world has limitations in relation to a person's ability to receive and understand information. The solution to the problem is to acquaint the reader with the way of understanding the multicultural world through spiritual and moral competence. This field is a unique, unique and rare harmonizing environment, a mediator.

Spiritual and moral competence of students is openness "outside" and "inside". He is all-embracing, multifaceted, present and manifested everywhere and in everything. The essence of any culture is spirituality and morality. In addition, spirituality manifested itself in different dimensions: in the space of international relations, in the space of the Internet, in the diversity of languages.

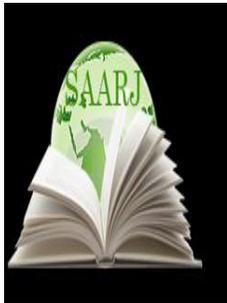
Therefore, the spiritual and moral sphere is the core of the methods of teaching languages. Spirituality is a deep concept from which the study of the English language is carried out on the basis of voluntary knowledge. We believe that there is a direct connection between the development of a person's spiritual and moral competence and his linguistic and sociocultural sphere.

Spirituality is an archetype common to all people. Thus, the constantly increasing spiritual and moral potential of the individual as an archetype of integrity provides the opportunity and effectiveness of intercultural communication, which is carried out in the mode of various communicative strategies.

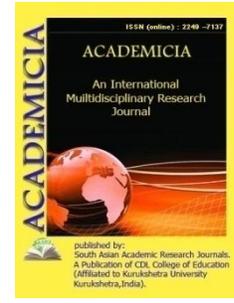
CONCLUSION: Thus, the work considers the spiritual and moral model of communication, in which spirituality is considered as a unique code that embodies all the diversity of the world, including the diversity of languages. The decoding process is about understanding the diversity of the cultural and natural worlds. Language is part of culture. Learning a language (English) is a process of decoding, immersion in the world of spirituality and morality. Spirituality is the embodiment of finding a path in the heart of any person through language. We define the spiritual and ethical model of communication as the methodological basis for the study of English by learners. Thus, the concept of spiritual and moral competence of students in the space of intercultural communication acquires the methodological functions of the model, and we consider it as the semantic basis of teaching English. Implementation of the conceptual model of the system for the development of spiritual and moral competence of learners in teaching English, consideration of the process of its implementation in structure and integrity, as well as the separation of interrelated and interacting elements of the educational process, as well as assessment of the effectiveness of teachers and learners at school.

REFERENCE:

1. Zelichenko A. Psychology of spirituality. - M.: Publishing house of the Transpersonal Institute, 1996. - 400 p.
2. Belyaeva V.A., Petrenko A.A. The model of the moral education of students in the scientific and educational center of spiritual and moral culture and education of the university. Scientific journal of Humanitarian. Actual problems of the humanities and education № 2 (22), 2013. - P. 8-11.
3. Jegutanova N.I. Modeling the process of developing the spiritual and moral potential of the subject of professional training // Actual problems of modern science: materials of the IV International Science "/ Issue 4. Volume 1. - Alushta: NOU" SevKav STI ", 2015. - p. 174-178.
4. Adolf V.A., Ilyina N.F. Innovative activity in education: problems of formation. - M.: Higher education in Russia, 2010.1. - P81-87.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00189.0

**CRITERIA AND INDICATORS DEFINING THE LEVEL OF
 PROFESSIONAL DEVELOPMENT OF A PROFESSIONAL GRADUATE
 (ON THE EXAMPLE OF VOCATIONAL COLLEGES IN INDUSTRY)**

Imomov Musurmon*

*Independent Researcher,
 Institute of Pedagogical Innovations,
 Management of Vocational Education and Retraining and Advanced,
 Training, UZBEKISTAN

ABSTRACT

This article provides information on the criteria and indicators that determine the degree of professionalism of a professional college graduate based on the formation of a professional culture of future professionals in professional colleges. "It is often unsuccessful to transplant roses from one garden to another without knowing the characteristics of the soil, plant life and time of its development. Thus, vocational college students have built a family based on the concept of building a professional culture that will reflect the experience."

KEYWORDS: *Vocational College, Learner, Competence-Based Approach, Professional Culture, Cognitive, Professional Qualities, Metalworking Mechanics.*

INTRODUCTION

Forming the professional culture of a future professional at a professional college is a multi-step process. A person has a different level of understanding of life priorities, abilities, as well as personal capabilities, knowledge of the content of the work of professionals, and the ability to carry out his or her professional activities. As a consequence, an important issue is to identify the components and levels of the professional culture of future professionals to provide pedagogical support for personal and professional development.

The competence approach has been brought to the education system of Uzbekistan from abroad. Suhomlinsky repeatedly warned educators about the pedagogical experience from one condition to another, from a mechanical perspective to a more creative use of these specific conditions. He compared the pedagogical experience with the garden of rose roses. "It is often unsuccessful to

transplant roses from one garden to another without knowing the characteristics of the soil, plant life and time of its development. The same happens with the absurd, but also the formal assimilation of the wonderful teaching experience to the ignorant. It must be understood, felt, and taken into account the characteristics of this pedagogical and children's community. Only then can we expect a positive result. ”

MATERIAL AND METHOD

Students of vocational colleges in industry (mechanical engineering) define their own professional plans based on generalization of the key factors influencing their life strategy and career choice: advice from friends; opinions of teachers; personal professional plans, abilities, level of public recognition, inclination, awareness.

For a first-year student after entering professional colleges, the question of "where to go next" becomes relevant for some time. During this time, they want to move on to their future careers as soon as possible. However, most of the subjects taught in the first year are in general education, and only "Introduction to Specialization" allows the student to expand his or her knowledge of the chosen specialty.

At the same time, it will be at this stage that different principles (causes) of interest, needs, values, attitudes and visions will be regulated, that is, self-determination, which may lead to the formation of a regulated professional, including a future professional.

In the process of forming a professional culture, a professional student performs an activity that includes the purpose, reason, evaluation of emotional attitude, future work project, methods of achieving goals, the process of changing the form, the outcome, and the outcome. It is important to consider these characteristics when determining your future career and career path.

Results and discussion. The practical index of the formation of the professional culture of a future professional in a professional college should be largely reflected, as it is primarily the average professionals in the production cycle. Thus, vocational college students have built a family based on the concept of building a professional culture that will reflect the experience;

- knowledge of the theoretical foundations of the professional culture taking into account competences;
- experience of working in certain ways of professional activity;
- experience of creative activity;
- an experience of intense value relationships.

We describe the criteria for the formation of a future professional at a professional college.

Cognitive criteria. Contains an overview of future professional activities, a system of professional knowledge and skills, knowledge about the individual and psychological characteristics of the individual.

Motivational Value Criteria. It includes life priorities, professional orientation, values, ethical guidelines, and social norms. Provides stable, dynamic attitude to the chosen profession, the content of the profession. Regulates the instructions of the person.

Active-practical criteria. These include the individual's efforts to implement his / her personal professional plan, his / her active involvement in training and production practices, and the effort to address specific professional issues. Controlling includes assessment activities, self-analysis of individual actions and situations, self-analysis of the formation of a professional culture.

The results of our research allow us to distinguish five levels of professional culture:

- primary;
- elementary;
- high;
- professional;

Indicators of the initial level of formation of the professional culture of metalworking mechanics in the professional college.

Cognitive criteria. There is only a general idea of the chosen profession (I can learn how to work metal thinking); • Introduce and analyze your chosen profession more closely; the lack of knowledge about the competence of a specialist's professional culture is necessary for their formation as a specialist in metalworking; an attempt to correlate one's own psychological characteristics with the requirements of the metalworking profession.

Motivational Value Criteria. Lack of solid reasons for the profession of metalworking mechanics and their fragmentation; the reasons for self-education in the chosen profession are that students combine different forms of interest, their favorite occupations (for example, computer games) and are not directly related to the profession they are studying; lack of motivation to pursue a career (opinion: "I have some computer skills and that is enough. I just need a diploma."); the prevalence of perceptions about unstable, ethical skills in life.

Criteria of action: inability to manage and independently manage one's own activities to acquire knowledge, skills, qualifications and experience in the chosen profession; performing professional tests only under the guidance of a teacher; inability to link their personal capabilities to the demands of their chosen profession.

Indicators of elementary level of formation of the future professional culture.

Cognitive Criteria: In the chosen profession, there are specific practical skills (listening to theoretical and professional work topics in general professional and special disciplines); initial knowledge about the professional culture and competence of the specialist; their formation is necessary for a person to become a future expert; special efforts to develop the personal psychological traits that a future specialist needs.

Motivational Value Criteria. The emergence of leading causes of acquiring knowledge and skills in the profession of metalworking mechanics (for example, the need to master various information technologies for professional and career growth); the reasons for self-education in the chosen profession combine different forms of student interest, their hobby, but the emergence of a focus on the acquired technical and mechanical profession is beginning to emerge; a relative indication of activity in the profession (the idea is that "a diploma must be supported by a minimum of knowledge"); attempting to identify the area of student creative expression.

Criteria of action: Identification of professional perspectives with the teacher: strategic, tactical, operational; independently choosing the types and kinds of activity at each step of the career path for the chosen profession; prediction of the main results of work with the teacher; systematic analysis of some actions to gain knowledge, skills, skills and experience in the profession.

Indicators of the level of progression of the future specialist's professional culture.

Cognitive Criteria: Theoretical and Practical Skills in Metalworking Mechanics (most of the lectures were heard and practical work on special disciplines provided by vocational colleges): high level of knowledge related to the chosen profession; Understanding of one's own capabilities and competencies in forming the professional culture of a specialist for metalworking mechanics; the ability to perform self-analysis of activities related to solving some of the professional issues in the curriculum.

Motivational Value Criteria. There is a definite matrix of metalworking professions (reason: "Manufacturing requires skilled programmers and I will be one of them"); self-improvement, development of one's abilities, recognition in the chosen profession; the student's self-expression through various clubs (clubs, clubs).

Criteria of action: independent determination of personal professional perspectives; independent choice of methods, types of activity at some stages of the chosen career path; Predicting the main results of training activities in the field of technical mechanical profession; self-analysis of individual actions in acquiring knowledge, skills and experience in the profession;

High levels of professionalism of the future specialist.

Cognitive Criteria: There is a full understanding of the importance of developing competencies in order to establish itself as a competitive Metalworking Mechanism; to strive to present themselves in research (participation in exhibitions, competitions of scientific and technical creativity at the regional and federal levels); high level of practical skills, applied during practice of diploma production, skills of self-analysis of activities related to the solution of practical professional tasks.

Motivational Value Criteria. Stable positive attitude to the work of metalworking mechanics; sustainable system of personal skills and professional qualities; not only to gain a job as a mechanic in metalworking, but also to be active in supplementary education (such as the profession of economist).

Criteria of practicality: Formation of experience in the organization of personal professional activity in accordance with specific production requirements, due to the formation of many skills provided by employers' requirements.

Professional level indicators of the formation of the professional culture of metalworking mechanics.

Cognitive Criteria: There is a significant competence of the metalworking mechanics (professional, communicative, aesthetic, civil, communicative competence); creative mentality and aspiration for self-expression in scientific research; the ability to self-analyze activities related to solving professional issues in any situation.

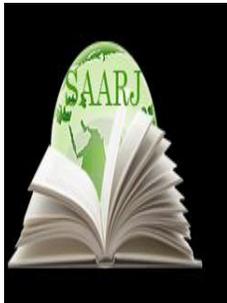
Motivational Criteria: Stable Positive Response to the Work of Metalworking Machines; compliance of personal and professional plans; stable system of personal skills and professional qualities; formed point of view.

Criteria of practical use: Formation of skills, experience in the organization and management of independent professional activity in accordance with the requirements of society and state.

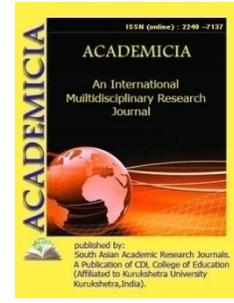
CONCLUSIONS: Thus, based on the cognitive criteria of the formation of professional culture in the students of vocational colleges, we selected the results of assessing students' knowledge and skills in specific subjects. Indicators of motivation and value are the maturity of the chosen profession, the degree to which they are prepared to carry out their professional plans, and the creative approach to the profession. An operational and practical criterion can be assessed only when there are important professional qualities of the prospective specialist and their implementation by training managers and prospective employers, as appropriate.

REFERENCES:

1. Ismailova Z.K. Formation of students' professional pedagogical skills: Diss. ... ped. science. Candidate - T.: 2000. - 186 p.
2. Kuzmina N.V. Professionalism of the personality of the teacher and master of industrial training / N.V. Kuzmina. - M.: Higher School, 1990. - 117 p.
3. Muslimov N.A. Theoretical-methodological bases of professional formation of teacher of vocational education. Diss. ..ped. f. d. - T.: 2007. - 315 p.
4. Sukhomlinsky V.A. Selected pedagogical essays. In 3 T1 / Comp. O.S. Bogdanova, V.Z.Smal. - M.: Pedagogy, 1979. - 560 p.
5. Khimmataliev D.O. Integration of pedagogical and technical knowledge in diagnostics of preparation for professional activity. Monograph. - Tashkent: Uzbekistan, 2018. - 168 p.
6. Khutorskoy, A.V. Key competencies as a component of a personality-oriented paradigm [Text] / A.V. Khutorskoy // Public Education. - 2003. - No. 2. - S. 58-64.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00188.9

KHOJAGON EDUCATION AND THE CPECIFICS OF THIS WAY

Navruzova Gulchehra Negmatovna*

*Professor,
 Doctor of Philosophical sciences,
 Bukhara engineering technological institute,
 UZBEKISTAN

ABSTRACT

The article composes that Abdulxoliq Gijduvoni is a representative of Khojagon education and information about main basis of way of living «tariqat-khojgon». The moral and spiritual aspects of “tariqat-naqshbandi” and its importance in bringing up children.

KEYWORDS: *Abdulxoliq Gijduvoni, Tariqat, Khojagon, Pir, Khoja, Sheikh, Morality, Spirituality, Spiritual Tutor, Murid, Enlightenment.*

INTRODUCTION

Khoja Abdulkholik Gijduvani is famous as Khojai Jahon was the pir of the tenth circle in the “Silsilai Sharif”, the first pir of “Seven Pir” of Bukhara Sharif, the creator of khojagon education.

Abdulkholik Gijduvani was born in 1103 in Gijduvan district of Bukhara region. About the parents of Khoja Abdulkholik Gijduvani was cited in “Maqomoti Yusuf Hamadani” in the part of “Shaykhning Samarqandga kelish sababi”(The reason of Sheykh’s arriving in Samarkand). Abdujamil from the Imam Malik generation was living there, he was a hundred thirteen years old. He was asking a devout child from Allah. At that time there was an enemy against the king of Malaya, banished the king and occupied all his property.” Imam Abdujamil helped king to retract his dominance. The king of Malatya married his daughter to Imam Abdujamil. And Imam Abdujamil immigrated to Bukhara with his wife. Allah gave them a child and they named him Abdulkholik, the creature of the great Creator, the Creator of all.

Abdulkholik Gijduvani told that his name was chosen by Khoja Khizr. So Abdulkholik Gijduvani’s father was Imam Abdujamil and his mother was the daughter of the king of Malatya. They came from Malatya, the city in Turkey to Bukhara and lived in Gijduvan. Later Abdulkholik Gujduvani was born in holy Gijduvan.

Abdulkholik Gijduvani was tall and white, his chest and shoulders were wide. His real name was Abdulkholik, he was called Gijduvani as he was born in Gijduvan. He is called Khojai Jahon, the world's leader because he reached the highest level of maturity and showed the way to the whole humanity. Because of him Gijduvan is always mentioned as Khojai Jahon.

Mahdumi Azam in his "Manoqibi Khoja Abdulkholik Gijduvani" wrote about the perfection stage of Khojai Jahon and getting knowledge from Khojai Khizr. "The sultan of Arifs, the representative of the Right Path, the sheikh of sheikhs, who knows the mercy better than disgrace, the diver of Rabbani knowledge Khoja Abdulkholik Gijduvani was the saint of his time and the creator of tarikhath knowledge and learned the knowledge from Khojai Khizr. He talked with Khoja Khizr spiritually and face to face. He learned all secular and divine secrets from Khoja Khizr."

Alisher Navai wrote about it: "The sheikh of sheikhs, the arif scientist Khoja Imam Abu Yaqub Yusuf Hamadani arrived in Bukhara and Khoja Abdulkholik came to him, it is shown that he also have remembering in heart.

Abdulkholik Gijduvani wrote books about his teacher Yusuf Hamadoni. He wrote about his teacher with beautiful kindness and love in his "Maqomoti Yusuf Hamadani". This book translated into Uzbek by Sayfitdin Sayfulloh and Nodirkhon Khasan, in 2003 the book was printed. In "Maqamot" was written the advices, the appearance, birth and death dates of Hamadoni. Yusuf Khamadoni taught Abdulkholik Gijduvani: "Khush dar dam dored, nazar buz qadam dored, safar dar vatan dored, khilvat dar anjuman dored". It means "be alert in every moment, look at your footpace, travel throughout your country, being alone in crowd." Adhering to counsel Abdulkholik Gijduvani gained the great stages, Alisher Navoiy wrote about it after Yusuf Hamadoni he perfected at his prayer, every time in his prayer he was in Kaaba. His marvel was such a great that he had students in damascus, appeared his doorstep and home.

Abdulkholik Gijduvani died in 1220. His tomb is in Gijduvan and it is now a beautiful shrine. There are ten columns in his terrace it means that he is tenth in "Silsilai Sharif".

Khoja Abdulkholik Gijduvani left great spiritual heritage. He created khojagon education, the first classical tasavvuf education, and wrote many books. Alisher Navai wrote about his perfection path: "His path is a document in education. The most likable it is. He was always in the way of loyalty and purity, he followed the sunnah of prophet Muhammad (s.a.w), he was against heresy and haughtiness, he hid his pure works from enemy."

Abdulkholik Gijduvani referred to Yusuf Hamadani's advices as a basic principle: "Khush dar dam, nazar bar qadam, safar dar vatan, xilvat dar anjuman". Khojai Jahon in his "Risolai Sohibiya" wrote that his teacher told him: "Abdulkholik, now it is your turn to know about memory." So, according to loyalty to his teacher, he created four new principles about memory: "Yodkard"- bring something to memory, "Bozgasht"- back to, to clean memory, "Nigohdosht"- save the memory, "Yoddosht"- save the memory in pure for a long time and the principles were the basic part of khojagon education. Khojagon education refers to eight rashkha, the lively advice.

Abdulkholik Gijduvani wrote "Vasiyatnoma" to Avliyayi Kabir, the spiritual son and perfect student of his. The "Odoboi tariqat" and "Risolayi vasoyo" is also one kind of "Vasiyatnoma". In the 16th century Fayzulloh ibn Ruzbehon analyzed his advices and printed them in "Manoqibi

Abdulkholik Gijduvani". The book was translated and printed in 2003 by Mahmud Khasani. His advices like "do piety your slogan", "serve your parents", "don't go away from studying even in one step", "eat pure things, purity is the source of goodness. Go away from impure thing, they estrange you from Allah" are the sources of bringing up the youth even now.

There are quatrains of Abdulkholik Gijduvani in "Maqomoti Khoja Abdulkholik Gijduvani ". There some words about Khojai Jahon in "Taskirayi Naqshbandiya" by Tohir Eshon:

Dar shariat faridi vaqti zamon

Dar tariqat vahidi qutbi makon

Dar rahi faqr hamchu shoh omad

Bar darash chun gadoyi moh omad

It means:

He was the only in the period of "shariat"

He was the only in the place of "tariqat"

He came like a king in the way of poor

He came like a moon with repentance in the way of Allah.

Tohir Eshon wrote that these verses belonged to Khojai Jahon:

Mulke ki zaminash hama anbarsorost

Na mamlakati Khusravu Kaykhusravu Dorost.

Se bor bigashtam hama ruyi zaminro

Mulkeki latif astu sharif ast Bukhorost.

It means:

All property that smells good

It is not the property of Khusrav, Kaykhusrav, Doro

I walked along the world three times

The best smells are in the holly Bukhara.

"We should help to people. Hand must be in work, but heart must be in Allah," Abdulkholik Gijduvani said all mankind. By these words Gijduvoni called to work for the pleasure of Allah helping people's prospect. Nowadays "Hands are in work, heart is in Allah" is a motto of active entrepreneurs.

It is said that, Khoja Abdulkholik Gijduvani told that if someone has not these five attributes he will notexeptyour brotherhood.

First, get a deeper idea;

Secondly, follow the science;

Third, let the mercy of gentlemen over humiliation;

Fourthly, be aware of the knowledge of the Shariat and Tariqat (ie purifying oneself from the smell of anger and outward purification).

Fifthly, always be ready to die.

In the legend it is said that murids asked Khoja: "How did you get the happiness of these two worlds?" "We worked, ate but we did not see ourselves," Abdulkhalik Gijduvani replied. "Explain what these meanings mean to us," his disciples said. "O students, know that the Prophet (peace and blessings of Allaah be upon him) said." We worked "man ka-loha, kona-l-loh lhu "(ie everyone works with Allah's pleasure, Allah is with him and is pleased with it). We have worked for the sake of Allah. The word "ate" is fitting in the following verse: "And inna-mo-l-îmâmikh-i ilhâvat" (i.e. mumins are brothers with each other). We worried about children of the world and religious brotherhoods. The meaning of saying, "We did not see ourselves" means "va yutimuna I taolla alo hubbihi miskinan va yatiman va asiyro", "give food to the poor, the orphan and the prisoners for the love of the poor", "We sacrifice everything that Allah has given us. we did not see ourselves. Do these things, and be glad and give glory to yourselves. Certainly, you reach the great stage and become the servants of Allah.

Abdulkholik Gijduvani brought many students to perfection. Orif Revgary is his worthy followers. Although Khojai Jahon died 98 years before Naqshband, Bahauddin was taught the head, middle and end of the path of Allah by him.

The transcript of Mahdumi Azam's "Manaqib" Khoja Abdulkholik Gijduvani" illustrates the level of the maturity of Khojai Jahon.

It is reported that Shaykh Najmiddin Kubra, the owener of the prophets, (Allah praised and thanked him for the blessings) he had bestowed upon him after the Fajr praying during the Genghis Khan's attack and then he rose up to his Companions and said, "The problem is coming near and near, this region would be suffered. This is the only thing that can be overthrown by the power of it with the help of our compatriot Khoja Abdulkholik Gijduvani. They sent two students to Khoja. He said, "Tell our friend to pray for forgiveness for Allah at the time of prayer, so that he may be saved from the blessings. The guards went out. There was a caravan on the way and they asked them about Khoja. "We are coming from Bukhara performing the funeral prayer of his. It was a dying day for Bukhara and Bukhara people, and the world is too narrow in their eyes, "said the caravans. When they returned from their way, and reported Sheikh Najmiddin Kubra that Khoja Abdulkholik had passed away. "We are from Allah, we will go back to him," Sheikh said. "If Allah intended to bring a people to ruin, or to injure, he would take his guardian first, and then he would send a calamity. Now the ruin will come, and we will smite the harm and calamity with pain, " he said.

"If the mosquito sits at another person from us, we will not be resting on the Day of Resurrection, unless Allah saves him from fire," Khoja Abdulkholik Gijduvani said as it is reported

1. Khojagon is the first classical education of tasavvuf in Central Asia based by the first pyr of Bukhara sharif, Abdukholik Gijduvani(1103-1220) famous with the name of Khojai Jahon.

2. Abdukholik Gijduvani defined by Orif Revgari Mohitobon as "Madani haqoyiq(the purity of Allah), tole ul aloyiq(the happiness of people), janobi foiq(mister clever), koshifi subhoniyl(discoverer of Allah for all), dinu dunyo shayxi(the sheikhof the world and the

religion), muqtadosi va mavlosi(the valuable and great)”, “murshid al xaloyiq(the teacher of people)”, “zohiri botiniga muvofiq(his insight is equal to his outsize)”, “tariqat ahlining raisi(the chairman of tariqat), zoti bobarakot(blessed person)”¹ marvelous person. He invented the way of connected with Allah, to perfect the spirity, elevation of the stage of perfect person. That why Abdurahman Jami and Alisher Navoi wrote about him :“alarming ravishi tariqatda hujjatdur, barcha foruqning maqbulidur, (his actions are document for tariqat and he is the best of all mankind)”².

3. The Khojagon education is the way to educate the perfect man. Because it is based on the Shari'ah. This is consistent with the Shari'ah and the Sunnah, and it is not bid'ah.

4. The path of the Khojagon is the way to vigilance and is based on the phrase "khush dar dam". He denies drunkenness, desires, and shows how to lead man to maturity, from fan to faqih.

5. The Khojagon education determines the path of perfection, taking into account the spiritual characteristics of the person. so, while at the beginning of the road is the silently remembrance of Abdukholik Gijduvani, from Mahmud Anjir Faghnaviy to the times of Amir Kulol the silent and loud remembrance were in practice.

6. The Khojagons educate people in a spirit of tolerance. They regarded all things of Allah deservedly respected him. In the relationship of Abdukholik Gijduvani, who was tolerant of the tolerance, he also appeared in "not to deny nor to accept ". Also, those women who went on this pilgrimage were also treated equally with respect to women who were raising women at the guardianship level. For example: Abdukhalik Gijduvani greeted with respect Aisha by standing from his place.³

7. The khojagons have given special attention to the nafs (passion) education, and the fact that nafs (passion) has reached the level of perfection leads to perfection.

8. Knowing that all are servants of Allah is the great stage of Khojagon education. The will of the servant was in harmony with the divine will. The ultimate goal was to attain Allah`s pleasure. On the basis of the "Bozgasht", the person acted in harmony with this, saying, " Allah you are my wish and I wish for your agree.

9. The Khojagons have discovered the best ways in which human beings can place all the physical, mental, spiritual power, self-realization, and the universe of the universe- divinity. They managed to physically and spiritually direct their eyes and feet on the basis of the "Nazar bar qadam" to mobilize the divine purity in the heart, to mobilize the available resources in man and to beautify them all.

10. The physical journey that is different from the other educations in the teachings of the Khojagon has become a spiritual, spiritual journey. Through the narrow vantage of a journey, a person feels all the macro in his own life, and loses his bad, bad habits, and transforms himself into a good spiritual manifestation.

11. The khojagons invented the way of doing loneliness in among the people to perfect the person. On the basis of “khilvat dar anjuman” they showed the way of being with the people as well as being with Allah spiritually, feeding their spirits by talking with the people of tariqat, being perfect. In a result, the way of Khojagon turned to the main source of world and religion happiness.

12. The Khojagon, by classifying the memory of human beings, has purported that it can be achieved as a result of the "yodarkard", "bozgasht", "nigohdosht", "yoddosht", by classifying the ways in which he can purify himself from satanic, degenerate, and qualitative and ultimately uplifted.

13. The Khojagon education payed special attention to the value of time, learned to turn "Ibn al-Uqaqt" - from the son of time to "abdu ul-Zaman" - the father of time. It has invented ways to overcome time with spiritual exercises, such as saving every moment of the breath by the basis of "hush dar dam".

14. The Khojagon education has turned human beings into a luminous, enlightening place for all beings. Thanks to Abdulhamid Gijdivani's ten teachings of light, it is possible to draw 10 light in the heart of man. In the heart of a believer, he will be able to perceive in the heart, in the eyes of the Divine love, the Divine love, the whole universe, faith, Islam, tawhîd, science, guide, yodkard, bozgasht, nigohdosht, yoddosht, sheikh rays.⁴

15. On this basis the status of achieving spiritual maturity are: tavba, irodat, zikr, zuhd, sabr, rizo, shukr, tavakkul (through repentance, remorse, remembrance, zuhd, patience, dignity, thankfulness, trustworthiness and tolerance); cases are muroqaba, muhosaba, muhabbat, sidq, taslim, tawfis, ikhlos, mushohada, muoina⁵ (compassion, tolerance, love, submission, submission, tawfiz, ikhlas) that they began to guide the right people.

16. The Khojagon education is one of the Paths of Allah. It is fundamentally different from the superstitious paths that go beyond the norm, the human spirit, the mind, the body, and the desires of the human soul, to which they are accustomed to discover the prophecy of discovering.

17. The teachings of the Khojagon education are the education based on ваҳдативужуд (physically and spiritually being with Allah). For this reason, Romani – Khojai Azizon said, "If one of the sons of Gijdivani Khoja Abdulkhodir was on the earth, Mansûr Hallaj would not go down to the bottom."⁶ Perhaps, they could perceive the true nature of this event and guide them.

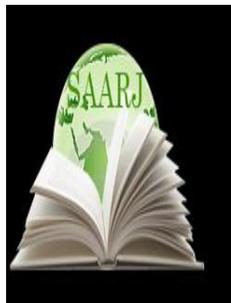
18. The Khojagon education is possible to say that it is a way of treating the nobility. Because these are the basic signs of the morals of students: sincerity, purification of the heart, being tolerant, service, patience. Being engaged to a teacher, "intisob", "bayat" and as well as "hands in work, hearts in Allah" that's working pure with his handicraft and profession are also the demands of the education⁷.

Thus, the way to educate a noble man, who founded the masterpiece of the method of Naqshbandi, founded by Abdulkhodir Gijdivani, founded by Orif Revgari, Mahmud Anjir Faghnavi, Khoja Ali Rometani, Muhammad Boboi Samosi, Said Amir Kulol, and Bahauddin Naqshbandi, as a legacy of useful ideas and activities for a perfect human development process.

REFERENCES

1. Алишер Навоий. Насойим ул-муҳаббат. Т.А.Т. 17- том. -Т.: 2001.- Б.-253
2. Абул Муҳсин Муҳаммад Боқир ибн Муҳаммад Али. Мақомоти Хожа Баҳоуддин Нақшбанд / Форсийдан таржима, сўзбоши, изоҳ ва луғат муаллифи Маҳмуд Ҳасаний. Т.: "O'zbekiston" НМИУ, 2019. 335 б.
3. Абдурахмон Жомий. Нафаҳот ул-унс. Тошкент: 1915. 616 саҳифа.

4. Хожа Муҳаммад Ориф ар-Ревгарий. Орифнома. //Таржимон Садриддин Салим Бухорий, Исроил Субҳоний. Т.: Наврӯз, 1994. – 14-р.
5. Фаҳриддин Али Сафий. Рашаҳот (Оби ҳаёт томчилари)Т.: Абу Али ибн Сино номидаги тиббиёт нашриёти, 2003. – 28р
6. Баҳоуддин Нақшбанд (Манбалар таҳлили). Тўплаб нашрга тайёрловчи, мақола, изоҳ ва шарҳлар муаллифи. Г. Н. Наврӯзова. Тошкент: “Sano-standart” нашриёти, 2019. 256 б.
7. Мавлоно Яъкуби Чархий ва ҳафт пири Нақшбандия. Душанбе: “Истеъдод”, 2018. 96 с.
8. Муҳаммад Зоҳид Қутқи. Тасаввуфий ахлоқ. Т. 2 Анқара: Сена нашриёти, 1992. 176 – бет.
9. Рисолаи пирон ва пайравони тариқати Нақшбандия. Душанбе: 2017. 456 б.
10. Силсилаи олийя. – Алматы: “Туркістан мединет қоры”, 2014. 160 б.
11. Наврӯзова Г. Н Хожа Али Ромитаний ва Баҳоуддин Нақшбанд. Бухоро: 1994. 25 б.
12. Наврӯзова Г. Нақшбандия тасаввуфий таълимоти ва баркамол инсон тарбияси. Тошкент: “Фан”, 2005. 233 б.
13. Наврӯзова Г. Н Нақшбандия - камолот йўли. Тошкент: “Фан”, 2007. 189 б.
14. Наврӯзова Г. Н. Ҳазрат Азизон камолотга етишининг ўн шарти хусусида. Бухоро: 2007. 38 б.
15. Наврӯзова Г. Зоиров Э. Бухорои шарифнинг етти пири, Тошкент: “Muharrir” нашриёти, 2019. 72 б.
16. Наврӯзова Г. Абдулхолик Ғиждувоний. Самарқанд: “Имом Бухорий халқаро маркази”, 2020. 107 б.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00187.7

THE METHODOLOGICAL ISSUES OF ECOLOGICAL EDUCATION AT SCHOOL GEOGRAPHY CLASSES

Elyor Sobirov*

*The Doctoral Student,
 Tashkent State Pedagogical University,
 Tashkent, UZBEKISTAN
 Email id: elyorSobirov@mail.ru

ABSTRACT

This article dedicated to the issues such as the natural landscape and its rational use, analyzing global environmental issues, respecting and protecting nature through the science of geography for secondary school students today. In order to achieve these goals and objectives, it is necessary to analyze the content of the concepts of "nature protection" and "environmental culture" in school geography education and their interrelation. In the grade 7 the subject of "Natural geography of Uzbekistan", which is dedicated to the nature of Central Asia and our country, provides information on the use of natural resources of the country and the Red Book on the topic "Natural resources of Uzbekistan and their protection."

KEYWORDS: *Geography, Geographical Shell, Geographical Laws, Nature, Society, Ecology, Ecological Education, Ecological Education, Ecological Problem, Ecological Consciousness, Ecological Culture.*

INTRODUCTION

At the meeting headed by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on February 2, 2018, he said: "Ecology is one of the most acute social problems of our time. Its solution is in the interests of all peoples, and the present and future of civilization depend in many respects on the solution of this problem. The problem of ecology is also relevant in all corners of the globe. Only its level of tension varies in different countries and regions of the world "and the urgency of environmental problems in our country. [1,p.1].

On the implementation and regulation of the above-mentioned modern requirements § 13 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187

"On approval of state educational standards of general secondary and secondary special, vocational education" the stages of study of applied geography in geography, secondary special, vocational education institutions were approved [1,p. 55].

In the above resolution, the stages of the study of geography are confirmed in § 13th resolution. In performing these study stages the 4 competencies were put forward. The fourth competence in the study of geography is the competence of nature protection and ecological culture, in which students create and serve the basis for the formation of concepts of nature protection and ecological culture.

Nowadays many innovations aimed at modernizing the content of education, improving the quality of education, the widespread introduction of innovative technologies in education are being created and implemented into practice. The effectiveness of these innovations largely depends on the correct organization of innovative activities carried out in the educational institution.

Today, secondary school students should have a comprehensive knowledge of geography, the relationship between society and nature, geographical objects, processes and events, the natural landscape, rational use of nature, thinking about global environmental problems, respecting and protecting nature.

It is no coincidence that our ancestors said, "The fate of the world depends on environmental education." Although, environmental education is one of the most pressing issues of today, in fact, the worship of the elements of nature was first formed as a primitive religious concept, and later it was reflected in Zoroastrianism and other teachings. Zoroastrians also glorified the four elements of nature in their ceremonies - the sun (fire), water, earth, and air, recognizing them as the most sacred things in the world [3, p.5].

Imam Bukhari, Imam at-Termizi, Bahovuddin Naqshband, Khoja Ahmad Yassavi, Al Khorezmi, Abu Nasr Farobi, Abu Rayhan Beruni, Ibn Sino, Amir Timur, Mirzo Ulugbek, Zahiriddin Muhammad Babur and many other great ancestors have made a great contribution to the development of our national culture. who have become the national pride of our people. They expressed valuable ideas about nature and its balance, flora and fauna, and respect for nature at a time when the science of ecology had not yet been born [4, p.461].

It consists of instilling in students a sense of love for the world around them, their homeland, the preservation and protection of nature, the formation of skills to apply theoretical knowledge in practice, observation and analysis of nature, the formation of national and universal values.

It is important to positively shape students 'love for Mother Nature as they acquire their initial knowledge of the world and nature around them. In order to achieve these goals and objectives, it is necessary to analyze the content of the concepts of "nature protection" and "environmental culture" in school geography education and their interrelation. In school geography education, the concepts of "nature conservation" and "environmental culture" begin to provide students with an initial knowledge of the world and nature that surrounds us from the earliest days of school.

In secondary schools, academic lyceums, colleges and technical schools of the country, the subject "Ecology" is not included in their curriculum as a compulsory subject. Environmental education is carried out step by step in the family, kindergarten, secondary schools, higher

education and postgraduate education. The attitude of students to the environment is largely determined by the school's environmental education.

This education begins with the study of the course "The World Around Us and Natural Science" in small classes. These courses continue to shape students' perceptions of the interactions that exist in nature, and continue to shape an ecological worldview and a responsible attitude towards culture, the environment, and their own health. At school, students' basic environmental knowledge is accumulated through the integration of environmental issues, such as "Geography", "Biology", "Chemistry", "Physics", "Human Health".

At this stage, theoretical training is conducted in conjunction with a series of practical exercises aimed at revealing and studying the state of the environment. According to scientists, the focus is on research and solution of environmental problems at the global, regional and local levels. Among the above-mentioned disciplines, geography is one of the fundamental disciplines in environmental education.

The school course of geography arouses in students interest in nature, has an objective opportunity to form and develop its preservation, moral norms and values.

The course of geography has many advantages over other disciplines in terms of environmental orientation, the number and depth of discovery of environmental problems and the substantiation of ways to solve them. It contains many ideas that underlie the theory of geocology and rational use of nature. These ideas are the integrity of nature, the interaction of all its components and processes, natural complexes, the geographical crust, the rotational motion of matter, and other ideas.

In addition, the geography course includes many concepts that are directly related to the theory and practice of rational use of nature, namely anthropogenic landscapes, global environmental problems, anthropogenic impacts on natural resources, basic principles of rational use of nature and other concepts. All sections of the geography program focus on the following issues of the environmental plan:

- the interaction of humanity and nature in the past and present;
- The impact of human activities on the lithosphere, hydrosphere, atmosphere and biosphere, measures to protect them; human activities for the use and protection of soils.

Exactly the science of geography is one of the fundamental sciences that is able and responsible to study and solve environmental problems on a global, regional and local scale. Today's students are the future of our country, they must be active participants in solving these problems. This means that students need to be taught geocology.

The process of ecological education requires a geography teacher to have a deep knowledge of the subject, a master of teaching it, a perfect mastery of modern innovative technologies. The teacher must be able to follow certain didactic principles when determining the content and scope of environmental education provided to students.

Students should test the theoretical ecological knowledge acquired in the course of the lesson in practice, acquire skills and abilities to perform, draw their own conclusions on the problem. A geography teacher should also have the ability to analyze the occurrence and change of environmental problems from an socio-economic perspective. Explaining the negative impact of

these processes on the world and the country's economy, its impact on each student's family, even in small details, has a positive effect on the formation of environmental rules of behavior and culture in the student [2,p.403].

Geography has a special place in environmental education. The study of key aspects of the interactions between society and the natural environment is a major focus of current geographical research. He studies the problems of protection and rational use of the geographical crust, the geographical environment and their natural complexes, the optimization of industrial natural complexes and the construction of economic complexes, as well as the creation of the geographical and ecological basis of their activities.

The course of geography takes precedence over other disciplines in terms of its ecological orientation, the depth of its ability to reveal environmental problems, and the validity of ways to solve them. Geoecology is a set of many ideas that underlie the theory of rational use of nature. There are many in school geography that serve as basic concepts from the theory of ecology and nature conservation (integrity of nature, interaction in all their components and processes, nature complex, geographical crust, biosphere, landscape, circulation of matter in nature, etc.).

There are environmental issues in almost all sections of geography programs. The geography course on ecological education can be divided into 3 stages:

1. The elementary course of natural geography consists of the formation of a culture of nature use, mastering certain norms and rules of interaction with living natural objects, the geographical crust (lithosphere, hydrosphere, atmosphere, biosphere) in students. They will learn that the basic ideas about the earth are formed as a geographical crust, that is, as a whole. In the 5th the subject of "Primary course of natural geography" is taught the environmental lessons in the study of each section. Depending on the age of the students, different materials are offered: ecological fairy tales, epics, songs, legends.

2. In the grades of 6-7a system of subject knowledge and skills of research activities on the discovery of cause-and-effect relationships in natural geography. It involves developing the ability to actively use the knowledge acquired in a familiar situation, to compare and generalize, to find the cause, to predict the outcome, to draw conclusions. The priority type of activity is research for systematic knowledge by type of scientific research.

It the grade of 6th the subject of "Natural geography of the continents and oceans" course allows students to reflect on the positive and negative effects of human activities on nature, to visualize them, and to understand the various changes that occur in the environment under the influence of humans. The teaching of the course "Natural geography of oceans and continents" encourages students to think globally.

The teacher selects environmental lessons and incorporates them into the calendar-themed planning. Students are tasked to deepen their knowledge of ecology: to explain each topic to children in the course of the lesson, to bring them closer to nature protection, to try to explain on the basis of examples what environmental and socio-economic phenomena have led to the negative consequences of human activities.

For example, the deforestation in the tropics and the destruction of vegetation in the deserts encourage students to improve their relationship with nature by talking about the intensification of desertification and its consequences.

In the grades of 6-9, students take geography courses as well as biology, physics, chemistry, and other subjects. Consequently, it is developed on the basis of interdisciplinary links in the environmental education of students. In the grade 7 the subject of “Natural geography of Uzbekistan”, which is dedicated to the nature of Central Asia and our country, provides information on the use of natural resources of the country and the Red Book on the topic "Natural resources of Uzbekistan and their protection." The topic ended with the statement that nature reserves, national parks and nature reserves play an important role in nature protection in Uzbekistan.

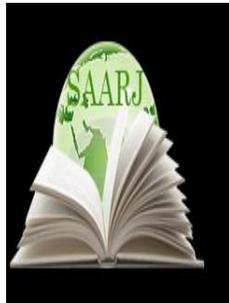
3. The subject of the “Use of nature” is taught in the grades of 8-9. At this stage, secondary school students will be able to independently integrate new knowledge into a private knowledge system, design new ways of making decisions, as well as present them in the form of projects, presentations, publications. The main direction of work on the formation of a culture of nature use is the modeling of the consequences of human intervention in nature.

In conclusion, the environmental education should start in the family. First of all, parents need to be environmentally literate and aware. It is expedient to deepen continuous environmental education in kindergartens, schools and higher education institutions.

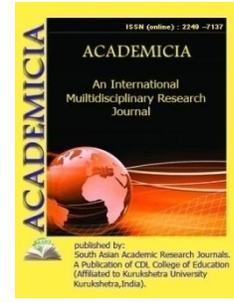
When a geography teacher explains to students the laws of development of nature and society in the process of environmental education, the events and happenings that occur on the basis of their interrelationships, the causes of environmental problems, it requires him to be aware of other disciplines.

REFERENCES

1. Speech of the President of the Republic of Uzbekistan chaired by President Shavkat Mirziyoyev on February 2, 2018.
2. Allayorov R.H, Abdukhalikov K.A, Ergshboyeva M.T, Usmonkhodjaeva MA, Conference "Problems of geography and geography education", Tashkent State Pedagogical University named after Nizami, Tashkent-2018, p.403.
3. Hamidov H., Khodjimatov A.and others. "Ecological culture and spirituality". T., ZUXRA BARAKA BUSINESS, 2018 y. p.5.
4. Keyvidov X., Hojimatov A.N., Allayorov R.X., Usmonkhojaeva M.A. Scientific-practical conference "Problems of geography and geography education". Tashkent, May 30, 2018. p.46.
5. <https://lex.uz/docs/3153714>



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00273.1

LAND QUESTION: ISSUE OF TRIBAL LIVELIHOOD IN INDIA

Dr. Sanjaya Kumar Das*

*Research Officer,
 Jadavpur University, Kolkata,
 INDIA

ABSTRACT

It seems that fair distribution of land is not possible through mere legislative measures. The law, however well framed cannot succeed in the absence of a vigilant public opinion and active socio-political organization to help the underprivileged assert their rights over land. This confirms Gandhi's remark that "...the Congress will commit suicide if its attention is solely devolved to legislative work. Swaraj will never come that way. Swaraj can only come through an all-round consciousness of mass". Despite the fact that laws have been enacted, repealed, amended and enforced to check alienation thousands of acres of land has been transferred from tribals to non-tribals through legal and illegal means.

KEYWORDS: *Underprivileged, Asser, Fulcrum, Peasant Struggles.*

INTRODUCTION

Even after 60 years of independence the land question has remained central to different categories for different reasons in India. For Tribal, it has become the issue of survival, preserving culture and identity. The fulcrum of rural life continues to rely on land. Land is the major economic aspect in any agricultural society and tribes are no exception to that. It is the principal asset and primary source of livelihood and supports an overwhelming majority of our population. Land continues to be the pivotal property in terms of both income and employment around which socio-economic privileges and deprivations revolve. Land is not only a source of livelihood for Tribals, but it is also connected with their sense of history and is a symbol of social prestige for them (Elwin, 1963: 50). Land has not merely an economic significance as a survival resource, it also has a social (the basis of a person's sense of a belonging to a specific cultural community), cultural (the link to traditions, ethos and way of life) and political significance (the material basis for the power of the elder to manage the community)(Mahapatra,

1994:34. To put it differently, land is the basis of the polity, economy and culture of the tribal people.

The Tribal continue to be a disadvantaged section with respect to land and there has been no substantial improvement in their landholding position over the years. Rather, in some states, it has declined further. Even after more than 60 years of planned initiatives and policy measures, fair distribution of land among these backward communities appears merely hoping against hope. It is confirmed by many studies both in India, and elsewhere, that land reforms lead to the reduction of socio-economic inequalities, poverty as well as agricultural growth. Moreover, as observed by Aiyappan, “without some degree of economic freedom the underprivileged communities are seldom able to take advantage of social legislation conferring new privileges on them” (Aiyappan 1965:10). Despite this, land reforms with respect to the Tribal explicate lugubrious performance, which raises doubts about the nature of the commitment of Indian government towards upliftment of Tribal and other depressed groups. The much awaited legislative measures to protect and promote the landholdings of the Tribal were formulated only in response to their strong and widespread resistance and movements. It is rightly remarked that “far from being liberal gifts from enlightened governments, land reforms have been historical processes necessitated by peasant struggles” (Radhakrishnan 1989:268).

It is also revealed from various study that the achievements of legislative measures and the land distribution among scheduled communities is relatively better in those states where movements are active and people are organised. The atrocities on these groups following land allotment, by the privileged landed interests are also less in these states. It is only in the Left led States that Tribal communities have benefited from land reform measures. WestBengal stands first in the distribution of cultivable land to Tribal communities through land reform. Tripura stands first in the distribution of forest *land pattas*(land deed) under the Forest Rights Act. Kerala has a policy framework to ensure that every Tribal gets cultivable and homestead land. Where land is available the Government has taken it over and distributed it among tribal families. In other areas, theGovernment has set aside a sum of money to buy land and distribute it to landless Tribals.

It seems that fair distribution of land is not possible through mere legislative measures. The law, however well framed cannot succeed in the absence of a vigilant public opinion and active socio-political organization to help the underprivileged assert their rights over land. This confirms Gandhi’s remark that “...the Congress will commit suicide if its attention is solely devolved to legislative work. Swaraj will never come that way. Swaraj can only come through an all-round consciousness of mass”. Hence, the level of mass consciousness can be raised only through mass struggle (Prashad 1995:210). Therefore, mass struggle seems to be the only option before the scheduled groups that could break the inertia and enable them to improve their landholding position. The submissiveness and serfdom syndrome tend to precipitate and perpetuate the subalternity and backwardness. The background of legislative measures and the magnitude of previous social movements that have provided marginal benefits provides scheduled groups adequate lessons and ample scope to choose the right option.

It is evident that Tribal communities face both social and economic discrimination and exploitation. The overriding characteristic of the exploitation of Tribal communities is the alienation from their land, livelihood and common ownership of forest resources through violent

and coercive displacement from their original habitations, from the colonial period onwards. It is assessed that approximately one third of Tribals have no cultivable land. The majority have extremely small and unproductive land holdings. It is estimated that there is 21 million hectares of surplus ceiling land but only 2.7 million hectares was taken over by state governments and 2.3 million hectares was distributed. Tribal families got a meager portion of that land. In Orissa where there is a substantial landless Tribal population, 2,73,000 acres of government land which should have been distributed to the vast numbers of landless in the State has been handed over to companies or for Projects. Land is arbitrarily taken over in the name of establishing a bird or wild life sanctuary and adivass are arbitrarily evicted. Despite the enforcement of protective laws to prevent tribal land alienation very little has been achieved in this regard. Despite the fact that laws have been enacted, repealed, amended and enforced to check alienation thousands of acres of land has been transferred from tribals to non-tribals through legal and illegal means.

Between 1980 and 2006 11.33 lakh hectares of forest land, including in Fifth Schedule areas has been “diverted” for non-forestry purposes. Of these as much as 5.7 lakh hectares was “diverted” between 2001 and 2006. The term “diversion” is of course a euphemism for the legal sanction given for land grab by corporate, mining companies, power companies and also for Government projects like building dams, roads etc. Lakhs of Tribal families have already been displaced some, multiple times and an equal number face displacement. The absence of land records in the main in Tribal areas, also results in the denial of compensation to Tribals when they are forcibly evicted. Tribal displacement does not just affect livelihood but destroys cultures and a way of life. The term “diversion” is of course a euphemism for the legal sanction given for land grab by corporate, mining companies, power companies and also for government projects like building dams, roads etc.

Another aspect is the alienation of Tribal land by illegal land grab encouraged by powerful political lobbies. In spite of the legal ban on transfer of Tribal land to non-Tribals, lakhs of acres of Tribal land is in the forcible occupation of non-Tribals in Fifth Schedule areas. Despite the existence of legal restrictions on transfer of lands, they have been transferred through mortgage, sale, benami transaction, and forcible occupation and otherwise to non-tribals for varied reasons. Despite the enforcement of protective laws to prevent tribal land alienation very little has been achieved in this regard. Despite the fact that laws have been enacted, repealed, amended and enforced to check alienation thousands of acres of land has been transferred from tribals to non-tribals through legal and illegal means.

The largest amount of land has been acquired for public purpose and practically half of this has been taken from Tribals. In comparison, only 25 per cent of Tribals were rehabilitated. In a large number of instances no compensation was paid for decades. The use of the principle of eminent domain to acquire land thus seems too many to be grossly unjust. In Orissa, during the last two decades of the previous century, the magnitude of forced population displacements caused by development programmes was in order of 10 million people each year, or some 200 million people globally during that period (Cernea, 2000:11). The increasing construction of development projects consistently displaced a massive number of tribal, poor and weaker sections. (Sajal Nag, 2001: 47-58) states that between 1951 and 1990 at least 21.3 million people were deprived of their sustenance by development. These development projects include dams (16.4 millions) mines (2.55 millions) industrial establishments and parks (0.6 millions) of which 25 percent have been resettled partially. Forty percent of these displaced persons and projects affected persons

were tribals and another 20 percent were dalits. In fact, one in every seven Indian tribal is a displaced person. The government of India admits that 15.5 million displaced persons when it drafted a national rehabilitation policy in 1994. The draft noted that 74.52 percent displaced people were still awaiting rehabilitation.

Interestingly, the land question of the present day is linked to the process of globalization/liberalization, although in the immediate context, the state appears to be the main target. There is marked difference between earlier and present day land issues/ questions. During the 1960s and early 1970s land issue revolved around issues such as abolition of feudal classes who were acting as drag on the economy, land to the tiller and abolition of intermediary classes, the latter was meant to provide autonomy to different categories in the matters of production, sale and distribution. In addition, it was also treated as part of uplifting large number of backward/ depressed castes from oppression, as land was central to the issues of social relations, social interactions, and social determination of categories at the grass roots level. Although the state tried to solve the land related issues, including the social one, by way of land legislations, however, they did not succeed in solving larger issues. Land reforms were defeated by multiple means such as concealing the actual tenancy, registering lands on benami names, forcible evictions, etc (Joshi, 1975: 221). At the same time, exemptions that the land reforms provided for different categories of economy including the plantation, allowed enough space for the big landlords cum capitalists to tighten their hold on the land. This kind of defeatist land legislation, on the one hand sharpened the conflicts and contradictions between different categories/castes, groups and class, and on the other, it brought into focus larger issues for contestations.

In the present context, neo-liberal policies, capitalism has spread to Tribal inhabited villages through intensified and aggressive takeover by corporate of Tribal and forest land, facilitated by Government policies for mining and quarrying akin to a process of primitive accumulation. It is a tragic reality that the country's poorest people, Tribal communities, live on the country's richest land in the form of mineral wealth, valuable iron ore, bauxite, coal, stone quarries and so on can be found in areas under the Fifth Schedule or in other Tribal dominated areas. The nexus of capitalist-trader-contractor, corrupt forest department official has been joined by big corporate and MNCs to facilitate forcible takeover of Tribal land leading to massive displacement. The trend of proletarianisation among Tribal communities is taking place at a time when capital intensive industries impose a pattern of jobless growth. The old world of the Tribal communities is being destroyed, but in the alternative structures, Tribal communities find they are not even at the margins. The reality of Tribal lives does indeed make a mockery of descriptions of India as a modern democratic republic.

In the context of the development paradigm in tribal areas, the development paradigm has ignored these aspirations and that has resulted in greater inequalities. The resource rich tribal regions are used as sources of raw material to the benefit of other classes (Fernandes, 1994: 17). This contradiction has got intensified after globalization with the Indian and foreign private sector wanting more of their land and other resources. The deep regional disparities and inequalities created and increased by the path of capitalist development in India is further accentuated in the case of Tribals. Tribal communities because of locations of habitations in remote and ecologically rigorous areas, away from the fertile river valleys, would have required a decentralized and location-specific approach to development which would have strengthened the democratic structures within the communities to enable Tribals to take decisions about the

requirements of protection of their land and livelihoods even while enabling them to access the rights to education, health, civic facilities and so on. But on the contrary the British colonial policies of placing and displacing tribal communities according to the perceived requirements of the State have been a continued feature, determined at present by the urgent corporate requirement of access to mineral wealth located in tribal areas. Democracy has been brutally butchered in tribal areas reflected in the arbitrary decisions taken by the State which virtually transformed tribal communities into encroachers on their own land and turned their traditional rights and common ownership of forest resources into gestures of generosity by the State “granting” them highly diluted and limited access to what rightfully belongs to the community.

It cannot be denied that the state needs industrial activities to boost the economy. But at the same time the fact cannot be ignored that the agents of “growth” have also surfaced as the ones contributing to the loss of resources livelihoods and ecological, and this industrialisation should not happen at the cost of life and livelihood of poor tribals and dalits. But we cannot cherish the profits of industrialization at the cost of fertile agricultural lands and critical ecological habitats. Development is not a condition that can be characterized just by economic growth; rather the measures should be largely qualitative, representing an overall wellbeing that includes social, economic as well as environmental indicators. The claim for development is only justified when deliberations of equity, justice and sustainability are taken into account. The process should also encourage democratic participation of various stakeholders in the decision making process that includes government authorities to members of civil society, irrespective of their economic and social status, especially the people whose lands are being considered for carrying out developmental activities. This will help to maintain a balance among the market, the government, and the people and their often competing socio-economical and ecological needs.

The fundamental question is why Tribals do not want to give their land for the development projects, The instant answer can be found in the history of pains and sufferings of the displaced people, after the independence, thousands people were displaced while acquiring huge acres of their lands for setting up the Power Plants, Irrigation Projects, Mining Companies, Steel Industries and other development projects. In every project approximately 80 to 90 percent Tribals and local people were displaced but merely 25 percent of them were halfway rehabilitated and no one has any idea about the rest 75 percent displaced people (Fernandes, and Paranjpye, 1997: 1-34). The benefits of these development projects were highly enjoyed by the Landlords, Project Officers, Engineers, Contractors, Bureaucrats, Politicians and outsiders, and those who sacrificed everything for the sake of the “development” are struggling for their survival.

Secondly, the people were betrayed in the name of rehabilitation, compensation and jobs. The promises were not fulfilled and the jobs were given to the ‘outsiders’. Today the technologies are mostly used in the companies therefore job opportunities and job security has declined the corporate.

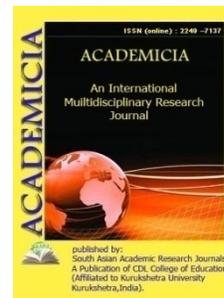
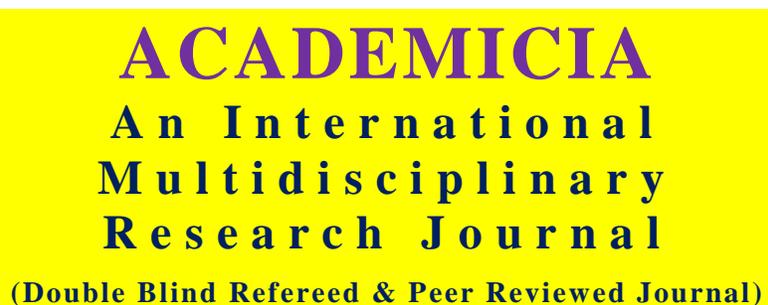
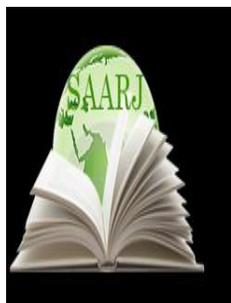
Thirdly, In fact the Tribals had the ownership rights to the natural resources and they judiciously used these resources for their survival. The rights over natural resources of the Tribal were snatched away through the various legislations. The government of India accepts through the Forest Rights Act 2006 that the historical injustice was done on the Tribal community.

Fourthly, the government of India was unable to bring a law for the rehabilitation of the affected people even after the 62 years of independence but legislation for the Special Economic Zone (SEZ) was passed immediately. Similarly, the Orissa state government was unable to make a comprehensive rehabilitation policy. This is why the intention of the state was always questioned and the people are resisting against displacement everywhere in the state. The people were displaced from one place to another in the name of development but they were not rehabilitated. Hence they feel that they were betrayed in the welfare state in the name of “development” and “national interest”. Therefore now Tribals believe that they can protect their land only through the mass struggle.

Finally, one should understand that the displacement is not just shifting people from one place to another but it is destruction of their livelihood resources, culture and identity which they develop by nourishing for the ages. The life cycle of the Tribals is based on the natural resources therefore their co-existence with the nature cannot be questioned. Hence, it is need of the hour to rethink on the present development model. The unjust development process can not be carried on as the Tribals also have similar rights to life with dignity, freedom and equality guaranteed by the constitution of India. The Tribals have lost their faith in the state machinery, constitutional authorities and judiciary therefore they have firmly decided not to allow laying down the foundation of corporate development model over their graves.

REFERENCES

- Ayyappan, A (1965), “Social Revolution in Kerala Village” , Bombay: Asia Publishing House Publication.
- Cernea, Michael M. (2000), “Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement,” in Michael M. Cernea and Christopher McDowell (eds.), Risks and Reconstruction: Experiences of Resettles and Refugees. Washington DC: The World Bank.
- Elwin, Verrier (1963), “New Deal for Tribal India”, New Delhi: Ministry of Home Affairs, Government of India.
- Fernandes, Walter (1994), “Development-Induced Displacement in the Tribal Areas of Eastern India”, New Delhi: Indian Social Institute.
- Fernandes, Walter and Vijay Paranjpye (1997), "Hundred Years of Displacement in India: Is the Rehabilitation Policy an Adequate Response?" In Walter Fernandes and Vijay Paranjpye (eds), “Rehabilitation Policy and Law in India: A Right to Livelihood, New Delhi: Indian Social Institute.
- Joshi, P C (1975), “Land Reforms in India: Trends and Perspectives”, New Delhi: Allied Publishers.
- Mahapatra, L.K. (1994), “Tribal Development in India: Myth and Reality”. New Delhi: Vikas Publications.
- Prasad, Dr. Rajendra(1995) “Correspondence and Select Documents”, New Delhi: Allied Publisher.
- Radhakrishnan (1989), “Higher education and scheduled tribe youth: A case study of Chattisgarh”, New Delhi: Radiant Publishers,
- Sajal Nag (2000), “Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-East India”, Delhi: Manohar Publication.



DOI: **10.5958/2249-7137.2021.00254.8**

OPPORTUNITIES TO IMPROVE THE SYSTEM OF SOCIAL PROTECTION OF GRADUATES OF INSTITUTIONAL INSTITUTIONS IN UZBEKISTAN

E. Kh Zaitov*; A.A Abdukhalilov**

*Assistant of Professor (PhD),
UZBEKISTAN

**Assistant of Professor (PhD)
National University of Uzbekistan
UZBEKISTAN

Email id: e.zaitov@nuu.uz

ABSTRACT

The article analyzes the results of a sociological study of the prospects for improving the system of social protection of graduates of institutional institutions in Uzbekistan. The focus groups were used to study the education, employment, socio-psychological and socio-economic conditions of young people who graduated from an educational institution. The quota selection method was purposefully formed from 18-25-year-old graduates of the head office. the procedures established by the legislation, graduating young people face regular problems in the issue of housing provision.

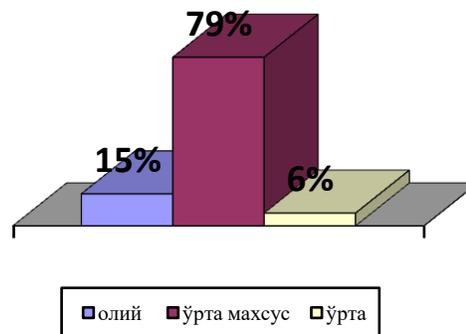
KEYWORDS: *Social Protection, Foster Children, Orphans And Children Left Without Parental Care, Social Adaptation, Socialization, Post-Institutional Adaptation, Post-Boarding School, Placing A Child In A Family, Patronage, And Orphanage.*

INTRODUCTION

During the course of our research, we organized discussion in focus groups with the participation of young people who have graduated in the last 2-5 years in order to develop scientifically based proposals and recommendations for finding practical solutions to the problems faced by graduates of institutional institutions in independent life. The quota selection method was purposefully formed from 18-25-year-old graduates of the head office, that is, the institutional institution, who graduated in the last 2-5 years, and at the same time the residence address lists were used in their selection. The focus group method is not quantitative, but rather a method of

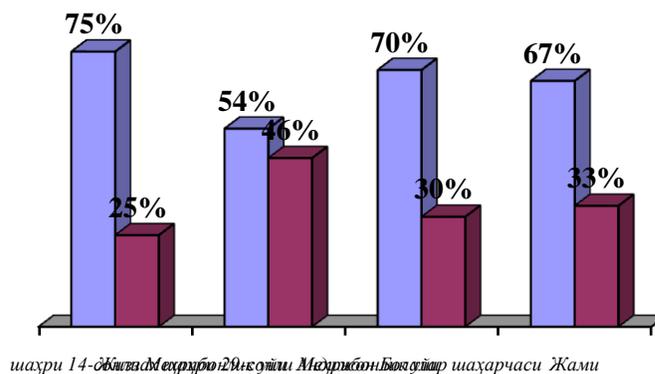
determining quality indicators from sociological research methods [1]. Through the use of the focus group method, the specific features of the post-constitutional process of adoption and omen identification tasks are set, which impede the full integration of graduates of the institutional institution into society during this process. Also, the relationship between the life positions of the graduates of the institution, their valuable goals, the dynamics of their activities or their internal motivations in statistic was studied.

Structure of the participants of the focus group: 12 graduates of the 14th orphanage in Chirchik City of Tashkent Region, 42% (5) of them are women, 58% (7) are men. Women from 10 graduates of the children's town of Andijan region – 40% (4), men – 60% (6), women-18% (2), men – 82% (9) of the 29th Orphanage of Jizzakh region. Experience-in the sexual cross section on the test areas, 67% of men in total (22 people), women generated 33% (11 people) (see figure 1).



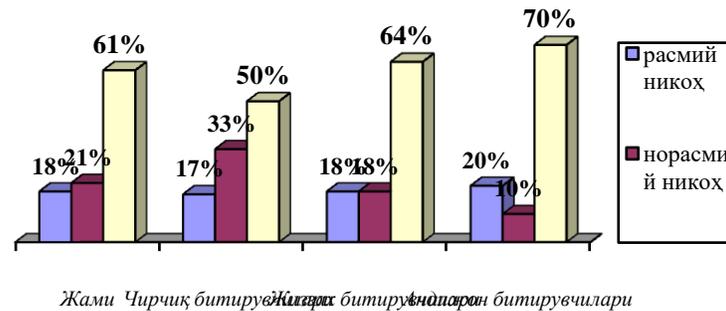
1- Figure. Focus-information of the participants of the group, %.

In general, the share of higher education in graduates of the institutional institution was 6/1 (15%). Those who received a secondary special education degree were the majority (79%), 6% it became known that they received a secondary education (see figure 2).



2-figure. Focus-the employment of the participants of the group, %.

So, when taken into account in the general account, 67% of the participants of the focus group (22 people) were employed at the same time. Respectively, 33% I (11 people) were found to be unemployed (see figure 3).



3.-figure. Focus-the family status of the participants in the group, %.

According to the distribution on the family status of graduates of the institutional institution, it was found that most of them were unmarried/unmarried. The graduates who participated in the course of our study reported that they did not meet a candidate for a socially suitable mate, rather than financially, as the main reason for this. In this Section, 18% of official marriages were not observed and there was no sharp discrepancy in the cross-section of the regions. On the contrary, the share of those who lived in an informal marriage (or civil marriage) was 21% (7 families), and the high point of this indicator was observed in the participants of the city of Chirchik (33%). In Andijan, if this accounted for 10%, then the participants of the Jizzakh region were found equal figures between informal and official marriage (from 18%, respectively).

The first question posed to the participants in the focus group discussion was on the effectiveness of their housing provision and the activities of the relevant bodies in this regard. After all, the prospect of graduates of an institutional institution has become one of the pressing issues in the spotlight of the government of our country today.

By government decisions, the procedure for accommodation of orphans and children left without parental care has been established. Nevertheless, in 2011-2019, it was found that 1024 out of 2307 graduates of orphanages needed accommodation. However, according to the state of January 2020, 450 of them are provided with housing, which is not enough. 574 people are still waiting for the house to be given [2]. In this regard, for the last 10 years 1.5% (14 people) of orphanages have been allocated targeted transfers to graduates [3].

Nevertheless, it was found out that graduates of the institutional institution have a number of problems with housing.

K. 25 years old. In a civil marriage, the mother of an 1 child. Unemployed. "Housing is a huge problem. I have 1 child. Since 2011 year we live in an 1-room house. Give a picture or give a replacement to the 2 room, that was very nice, my problem could not be solved. We can't sell or replace it ourselves, we can't do anything at all."

H. 20 years old, not married. Operator in a private firm. "I've been running for housing since I studied in 1 course. Although they say that we give since the last 3 years, as long as you have to pay the initial fee. If the state paid the initial fee, I would have paid this oil myself. I do not sacrifice the initial payment. We had a lawyer brother who graduated from the orphanage. I will help, he said. The same situation again if I go. Could not help. Much is said about housing. However, there is practically no housing for graduates of orphanages. They say that it is given only to disabled people. The problem has not been solved even if we say that we pay the first fee."

It became known that the majority of graduates of orphanages face the same problem for housing. However, in paragraph 25 of the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated August 2, 2010 № 164 "on measures to provide accommodation for orphans and children deprived of parental care"[4], it is established that "accommodation for orphans and children deprived of parental care is given in an extraordinary manner on the basis of decisions of the Council of If there are no vacant places of residence, it is envisaged that the authorities of the districts (cities) will issue budget funds, including a targeted transfer from the account of non-budgetary funds for the purchase of accommodation within the framework of the social norm for orphans and children deprived of parental care. Despite the procedures established by the legislation, graduating young people face regular problems in the issue of housing provision. These are, firstly, irresponsible attitude by the employees of the responsible body, secondly, the desire to collect, collect or restore the necessary documents for obtaining housing, for the sake of which, over the years, to have housing is not realized, which leads to depression, loss of a sense of confidence in the future. Such a mood was observed in the absolute majority of the focus group.

T. 28 years old, married. The lawyer. "My child fell ill when we walked in sarson-sargardon without housing. He was seriously ill. We went to power. Laughing, sorry housing is not installed, they said that we can not give. My wife sat and cried. Behold, your heart tells us not to pity, that my child lying ill. My wife and I went to the Ombudsman. They sent their people. Then in 3 days we were given an 1-room apartment. What I mean is that we should be SARS in search of a solution to our problems and lick it up to the officials. I wrote on the presidential portal, thinking in the interest of orphan children like us. The letter was sent to the pension fund, which I myself worked on. They reproached me instead of helping me find solutions to my problems."

From this interview it is revealed that the issue of housing is their most pressing problem and the effectiveness of the measures carried out by the responsible organizations in this regard is insufficient. In addition, during the discussions it was revealed that the child was illegally assimilated or sent to buy the remaining housing from his parents during the institutional institution.

L. 23 years old, in a civil marriage. Housewife. "My parents died, I have no relatives. My mother was sent to buy my house (whom) after her death. When I went out, it turned out that other people live. He drove me away. Someone has formalized their name. I have been attending the authorities for 3 years on the issue of housing. They promise. But, there is no result. I wrote to the presenter portal in 2017 year. On 3 day came the answer to "Gorono". They gave a lease for 5 years. Now I live in that apartment."

It should be noted that the control over the housing or other type of property left to the parents of the educator/graduate of the institutional institution is established in accordance with the "rules for the control of the preservation of orphanages deprived of orphanages and parental care by the guardianship and trusteeship bodies" [5]. According to him, control over the maintenance of accommodation on the account of orphans and children deprived of parental care is carried out by the guardianship and sponsorship body at the place of their residence.

The body of guardianship and trusteeship is indicated in the control over the preservation of accommodation in the accounts of the educator/graduate of the institutional institution, their legal representatives, as well as cooperation with the self-governing bodies of citizens, as well as with the departments of the district (city) land resources and the state cadastre. Representatives of this body are obliged, in accordance with the procedure established by these rules, to go to at least two places of residence of the educator in a year. If, in the case of non-compliance with the obligations established by the educator/graduate of the institutional institution for the maintenance of the dwelling, appeals are received, the guardianship and trusteeship bodies immediately examine the situation and determine the circumstances in which the dwelling was sold or otherwise alienated illegally. Also, within five days from the date of detection, it is necessary to file a claim with the court on finding that the transaction is invalid. So, according to this normative act, such cases should be under the control of state bodies, when the time comes, they must be legally attached to graduating young people.

It should be noted that most of the graduating young people who participated in the focus groups repeatedly addressed the issue of being private housing, which during the discussions tormented themselves and which they always dreamed of. From these conversations it is known that young people who graduated from the institutional institution will initially be placed in various dormitories, and even in buildings that are not temporarily used, do not meet the requirements of household, sanitary and hygienic, for a period of 5 years.

B. 22 years old. Unemployed. "The main problem is housing. If you have a house, then you can find a job and track them all down. They say that in the legislation it is prescribed so. After 5 years, they either give their period to the shepherd or take us out. However, it is not formalized in our name. As a result, we can not do anything in the house, where we have been living for 5 years. We do not even put it on the disk."

From the conversations it became known that graduates of the institutional institution are not allowed to enter the house in a permanent list, where they have been living for 5 years, privatization of the house is not allowed. However, the issue of putting graduates of the institutional institution into service is strengthened in the decision, according to which, orphan children and children left without parental care until April 1, 2019 will be included in the issue of making permanent residence of their parents, although the current work in this regard is not satisfactory [6].

Our empirical research shows that work is not carried out in accordance with the principles of social observation for the first 2-5 years, when the postinstitutional phase of the graduates of the institutional institution becomes complicated. In particular, graduates are not reliably provided with housing at a short opportunity after leaving the institution. Placed rental houses, household conditions in dormitories are unsatisfactory in most situations. For the first 5 years they will be transferred to the apartments of other citizens. As a result, graduates will be deprived of the

opportunity to repair their living quarters. It is noteworthy that in the buildings of the hostel type, several graduates are placed in one apartment at a time. It is no exception to those who build a family and live with their children.

In this regard, according to experts, the experience of providing graduates with personal housing for short periods of time was also used [7]. However, graduates have been deprived of housing for various reasons. It is reasonable for graduates to successfully provide their first adaptation to independent life for a certain period of time (in our opinion, the first 2 years), and then housing.

P. 26 years old, married. Operator in a private firm. "When we enter the study, we settle in the college dormitory. After graduation, we settle in houses in the form of a bedroom. In these hostels we live side by side with criminals, besiegers. Their environment is not good. This will have its effect on our children."

As it turned out, first of all, graduates of the institutional institution are hopeful of colleges and universities in the issue of housing and material provision. In our opinion, the main factors contributing to this are, firstly, in the case of the inadmissibility of the activities of a separate body or an authorized institution, which contributes to the socio-monitoring of graduates, ensuring their socio-psychological adaptation in independent life, and secondly, at the first moment after leaving the orphanage, educational institutions are provided with dormitories and material assistance. So, studying in college is a temporary solution to the problems of housing and material provision of graduating young people. Therefore, among them, after graduating from one college, the practice of entering the second is observed. And after graduating from educational institutions, negative vices such as crime, drunkenness, cocaine are placed in common dormitories, where they are rooted. As a result, some of the simple and defenseless graduates who are not well adapted to the big life fall under the influence of such layers.

Today, serious attention is paid to this problem by our government. In particular, in the discussions of the Senate of the Oliy Majlis, it was noted that young people brought up in orphanages are not sufficiently protected, their social adaptation in society is complicated, some become "bombers" and remain "weapons" of who they are. The governor of Samarkand region E. Turdimov said: "in each province there are at least 150-200 neglected children. Nearly 30-40 percent of young people aged 5-10 years who graduated from the orphanage have committed a crime. Having adopted a separate regulation, it is necessary to find a solution to the problem on the basis of a special program. If the local budget allows the use, we can agree with the deputies and provide housing to those who leave the orphanage. In this way, we allocated a house for 8 people. We gave 15 people a place from the bedrooms. We are now solving the issue of the house by paying 16 more initial payments " [8]. It means that the activities of professional specialists who coordinate the interests of graduates of the institutional institution, systematically protect and serve for the solution of their socio-economic problems are required. In the structure of such a team it is desirable to be an employee of social work, a sociologist, a medical worker, a professional supervisor, responsible employees of the Ministry of neighborhood and family support. They should systematically monitor each graduating youth up to 2-5 years on the basis of an individual tracking plan in place. Opinions about the need to build separate multi-storey houses for graduates of the institutional institution during the conduct of focus groups have been repeatedly put forward. M. 21 years old, not married. Will trade in the market. "I have been on the market since 2018 year. One day they called and said that we will give you a house. I was

glad, but so far there is no darak from home. A house will be built for the military-No, it is not possible to build a house for those like me."These proposals are also being put forward by official organizations at the moment. However, although the construction of separate multi-storey houses for young people who graduated from orphanages is seen as a positive solution, it is unlikely that "poor orphanages" will further deepen the stereotypes of the tribe "their behavior is bad".

In our opinion, it is worthwhile to allocate from the housing under construction for the ordinary population without excess paperwork and formalities. The problem of paying the initial fee for housing graduates of an institutional institution from a multi-storey inexpensive accommodation is cross-cutting. Therefore, graduating young people are hopeful that they will be paid by the state. V. 23 years old. Specialist in public works. "Let us not give housing for free. Only if they pay the initial fee, we will pay the rest ourselves. We only have difficulty paying the initial fee. It would be nice if we were given even a little privilege in paying the next installment."

M. 23 years old, in a civil marriage. Housewife. "I don't know if I can get housing or not. But, if the state pays the initial payment of housing, if you give a long year period for the next fee, you would have paid somehow. I, for example, live on the pension of my daughter. If I can not pay the loan, will they expel me?". In accordance with paragraph 9 of the decree of the president of the Republic of Uzbekistan Shavkat Mirziyoyev dated February 11, 2019 "on additional measures on social protection of orphans and children deprived of custody of their parents" № PP-4185, "commercial banks are provided for children deprived of custody of orphans and their parents, including persons aged 18 to 23 who fall, as well, it is recommended to allocate loans for business activities " [9]. Also in this document, it was established that the initial payment of mortgage loans for the purchase of housing for orphans and children deprived of parental care will be paid from the account of funds of the fund for the development of the Youth Union of Uzbekistan. However, during the focus groups, the graduating young people did not note the support of the bodies specified in these legislative acts. Our research shows that the majority of graduates are busy with formalized labor due to the fact that they have problems with their personal documents. Since their documents are not in place, most of them do not apply for a loan from the bank. Even with the application, the probability of loan allocation is low, since their solvency is low. This means that the issue of granting loans to graduates of the institutional institution, freeing them from various taxes or granting benefits is also waiting for its solution.

The next issue, which was discussed in the focus groups, was focused on identifying the problems of graduates of the institutional institution in employment. In this regard, the participants of the discussion expressed the following opinion::

S. 19 years old, not married. Working in a private firm. "The authorities will find a job because of their compulsion. But after 3 months have passed (that is, when the test period is over – Z.E) that you can not work, that you will empty." So even in the matter of employment, graduates of the institutional institution face systemic problems. Most of these problems are caused by the fact that the employees responsible for placing them on the job pay to find a job, promise not to fulfill it or lack of proper documentation is indicated as vacancy. As a result, most graduates will be forced to independently look for work and engage in informal activities. In paragraph 4 of the road map" on social protection of orphans and children deprived of parental care", the task of employment of young people who graduated from the institutional institution is entrusted to

the Ministry of employment and Labor Relations, the Ministry of Public Education, the Ministry of Higher and secondary special education, the authorities in the localities, the Union of youth.

It should be noted that the number of February 13, 2020 of the "React" talk show was devoted to the issues of guarantees of social rights of the educated/graduates of orphanages, social problems faced when they graduated from the institution, as well as assistance to them. According to the experts who participated in this demonstration, 1112 young people graduated from orphanages in the last 5 years and took a step towards independent life in our country. Of this, 485 were provided with housing, 441 with employment. Despite these figures, the role of educational institutions in most situations among the bodies responsible for the employment of graduating young people in the course of our study was noted, it is noteworthy that.

In addition, in the draft proposals jointly developed by the Ministry of public education of the Republic of Uzbekistan and the agency for Youth Affairs of the Republic of Uzbekistan, systematic monitoring on the employment of orphans and children deprived of parental care who have graduated from institutional institutions has been established, and in the development of the draft law of the Republic.

Sh. 18 years old, not married. Working in a private firm. "My teachers who taught me in college helped me in my career. They found a job at the vacancies fair".

B. 19 years old, not married. Reads. "When sending a mate to the army, our director (College director-Z.E.) helped. There, at least, will remain in the army. At least 3 million. monthly gives. Can live."The issue of obtaining education for graduates of an institutional institution is one of the vital issues. In their opinion, if they take housing by the state and get into tothe HEI reading, it means that their future life will be in the trace.

I. 20 years old, not married. "My goal is to enter the Institute. Many children think that what happens if I cannot enter the Institute. It would be nice if there was a privilege in entering the study. If we enter to the HEI, finding a job will not be a problem."

It is necessary to develop and implement a system of creating educational opportunities for young people who wish to receive education among graduates of the institutional institution. However, as a result of the lack of good cooperation of the relevant interested agencies and organizations, 43% (481 people) of the educators who have graduated from orphanages have been employed in the last five years, while only 8% (86 people) have been admitted to higher education institutions. In this organizes National and regional councils consisting of state and non-governmental organizations, coordinating the education and employment of young people who graduated from institutional institutions, in accordance with the purpose of attracting public activists to them.

These pressing problems, which tormented all graduates of the institutional institution, caused discussions in the Second Plenary Session of the Senate of the OliyMajlis of February 18, 2020. It is the duty of the Ministry of employment and Labor Relations to provide housing and employment of graduates of orphanages and orphanages in the Assembly, as well as to study the causes of their resettlement. In this meeting, the chairman of the Senate, T.Norboeva stressed that there is no program in the ministry that provides for the execution of the same tasks [11]. There is no monitoring in the employment of graduates, vocational training. Systematic work is not carried out with the solution of the accumulated problems. Therefore, the faction of the

people's Democratic Party in the Legislative Chamber of the OliyMajlis has brought to the discussion of the problems that have arisen in the issue of accommodation of orphans and children left without the care of their parents. According to deputies, it is better not to wash the children in the orphanage 10-15 years White, White comb, then leave it on the street. How much effort and resources the state spends during this time. When the child remains on the street, the strength spent over the years remains as if the kindness flies into the air. Approved by the resolution of the Cabinet of Ministers dated August 2, 2010 № 164 "on the procedure for the provision of accommodation for orphans and children without parental care" the dispute was completely revised, it was proposed to clearly indicate the sources of housing for children and, most importantly, financial resources.

According to our conclusions formed during the course of our study, graduates of the institutional institution need the support of specialists. This means that the practice of social observation is an urgent important task, clarifying the types of assistance provided by the responsible bodies to graduates.

A. 24 years old. Computer operator. "A single state body does not deal directly with us. Even the neighborhood cannot find a solution to our problems."

N.Y. 23 years old, in a civil marriage, the mother of 1 child. Unemployed. "There will be no problems if the city administration helps families like us. Women with families cannot spend, live with their children cruelly. From these points of view it is known that when the main organizations that promote graduates of the institutional institution are called, most of the authorities and citizens' self-government bodies are understood. It was noted that the authorities are responsible for ensuring housing and employment of graduates. Duties are assigned to the self-governing bodies of citizens as specialized educational and educational institutions or to take measures for the maintenance of the property of orphans, children deprived of parental care, orphans, children deprived of parental care, information about orphans, children deprived of parental care, as well as to facilitate the placement of such children in the relevant state institutions [12]. However, the fact that the institution receives a message from the status of graduated young people is not included in the scope of the official powers of the neighborhood. We know that in the everyday life of graduates of an institutional institution there is a need not only for material, but also for medical and psychological help, legal and pedagogical advice, which cannot be delayed. In some cases, when providing support that requires a professional approach, it is possible that the knowledge and skills of the neighborhood trustees are insufficient or they are unable to allocate time to the process, which consists of continuous procedure. Although the guardianship and trusteeship bodies, which are considered the main responsible body for the placement of an orphan and a child left without parental care in an institutional institution or transferring it to family education, retain their authority on the property of the institution educator, the role of graduated young people in the integration into society and the protection of their interests This means that organizations that are practically engaged in graduating young people do not engage in activities that are based on social partnership, mutually coordinated. As a result, most graduate young people are abandoned to their status.

Sh. 20 years old, not married. Working in a private firm. "After leaving the orphanage, they will not receive a message, there will be no work from the college after graduating from college. The

message does not get's. 23 years old, not married. Will trade in the market. "It would be nice if one person who is interested in our problems and helps is attached. Believe that man."

Due to the presence of specific problems in the formation and development of the necessary skills in the spiritual-moral, socio-political spheres, the chances of entering the social risk group among graduates of the institutional institution are high. The "tested" method of solving such problems, which most graduates face, is supported by the system of resettlement to families, which is recognized as an alternative type of resettlement and Prevention of their falling into an institutional institution. Studied the sub-factors of socialization of young people M.B.Bekmurodov said: "the world's practice of changing a person depends on the effectiveness of the investment that is being made in it. If a person's investment in the world from the age of 3 to the age of 22 brings him profit 19-22 times, in Uzbekistan this indicator is observed to bring profit only 4 times. Therefore, it is of great importance to effectively socialize a person and radically improve the quality of this process" [13].

S. 18 years old, not married. The machine works in the washing facility. "The man who comes out of the House of Mercy is with life concerns, and you are leaving the goal that you set before you. Housing, living.... You walk in the orphanage saying " still everything will be fine." After the 2 course, the scholarship is not enough. Then you will work.... While your day is running out.... We imagined graduation differently when we lived in Orphanage. When we graduated from college, we immediately thought it was easy to get home."

As a result, the ideal picture of independent life of graduates of an institutional institution, which is now entering into independent life and is not well adapted to social life, further deepens the state of social deprivation and isolation, faced with real-life contradictions. The belief in the future is extinguished, the feeling of not being able to see the future increases. Therefore, according to the results of sociological studies, it remains a period of demand to further strengthen the social protection of young people deprived of orphan children and parental care and on the eve of the search for an independent life, brought up in an institutional institution, improving their social monitoring in their social adaptation. And such a necessity formed the following actual conclusions:

CONCLUSION

First of all, the effectiveness of social surveillance activities that contribute to the adaptation of a person in need of social protection to life is becoming more relevant today. According to the results of the research, the period of the first adaptation period (2-5 years) to the independent life of the graduates of the institutional institution to provide them with the effectiveness of inter-sect oral practical activities in social protection and the application of advanced technologies in practice remains a requirement.

Secondly, the solution of these problems requires the implementation of systematic work. In particular, it is important to clearly define the order and forms of placement of orphans and children without parental care in family and children's institutions. It is also desirable to place them in non-governmental family institutions, which are organized on the basis of a public-private partnership, and in which the necessary social professional skills are formed. In our opinion, they should be given an appropriate professional certificate on the eve of the graduation of the institution, and employment in any situation during the initial period of post institutional adoption will strengthen the sense of confidence.

Therefore, it calls for the development and implementation in practice of scientific bases of interdisciplinary activities in cooperation with state and non-governmental bodies of social protection of children without orphans and parental care. It is for the purpose of creating the necessary conditions for the graduate of the institute to receive education in an independent life, to make a professional choice and thereby to establish his / her life.

From the four, it is necessary to facilitate their adaptation in social life by attaching older representatives of the neighborhood and experienced mentors to each of the graduates of the institutional institution at the place of residence. During the implementation of this goal, as well as the penetration of young people who graduated from the institution into social risk groups and deviations in behavior are taken.

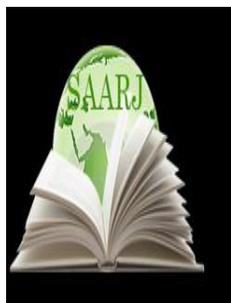
Fifth, it is necessary to study the prospective plans and objectives of graduates of the institutional institution, of course, their enthusiasm for planning and managing their future independent life, the level of their activity in achieving the goal, the organization of scientific research on a regular basis.

REFERENCES

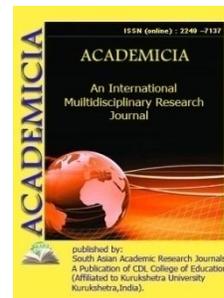
1. Belanovsky S.A. Focus group method. - Moscow: Magister Publishing House, 1996 .-- P. 3.
2. It is not appropriate for us to leave children in an orphanage on the street after 10-15 years of whitewashing. The deputy is asking to change the decision of the Government. Daryo.uz. 18.03.2020.
3. "On the results of a parliamentary inquiry submitted to the Cabinet of Ministers of the Republic of Uzbekistan on urgent issues of social adaptation of orphans and children brought up in orphanages." Resolution of the Senate of the Oliy Majlis of the Republic of Uzbekistan. 28.02.2020. №SK-48-IV.
4. Paragraph 25 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 2, 2010 No 164 "On measures to provide orphans and children deprived of parental care with housing".
5. To the Ministry of Public Education, the Ministry of Labor and Social Protection of the Republic of Uzbekistan and the Ministry of Health of the Republic of Uzbekistan, registered in the Ministry of Justice of the Republic of Uzbekistan on January 28, 2011 No. 2189. and Rules for Supervision of the Preservation of Orphans and Children Deprived of Parental Care by Guardianship Bodies, Collection of Legislative Acts of the Republic of Uzbekistan, 2011, No. 4-5, Article 42.
6. Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated February 11, 2019 No. PP-4185 "On additional measures to strengthen the social protection of orphans and children deprived of parental care." Item 13. National database of legal documents, 12.02.2019 Lex.uz.
7. During the live broadcast of the talk show "Munosabat" from February 13, 2020, the views of the officials of the House of Mercy No. 21 in Tashkent were recorded..
8. The Senate of the Oliy Majlis shall send a letter to the Prime Minister on the social adaptation of orphans. //https://daryo.uz/2020/02/29.
9. 9. Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated February 11, 2019 No. PP-4185 "On additional measures to strengthen the social protection of orphans and

children deprived of parental care." National database of legal documents, 12.02.2019 07/19/4188/2601. Lex.uz.

- 10.** "Roadmap for strengthening the social protection of orphans and children deprived of parental care." National database of legal documents, 12.02.2019 07/19/4188/2601.
- 11.** The Senate of the Oliy Majlis shall send a letter to the Prime Minister on the social adaptation of orphans. //https://daryo.uz/2020/02/29.
- 12.** Articles 13-14 of the Code of Civil Procedure on Citizens' Self-Government (as amended). www.lex.uz
- 13.** Bekmurodov MB Social development of youth and its subjective factor. // Strategy for the implementation of state policy on youth: the current situation and prospects for development. Collection of articles of the Republican scientific-practical conference. - Tashkent: Tafakkur Bustoni, 2019. - 46 p.
- 14.** Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 621-626.
- 15.** Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science. – 2020. – T. 1. – №. 81. – C. 747-750.



ACADEMICIA
**An International
Multidisciplinary
Research Journal**
(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00253.6**

INFLUENCE OF MOISTURE CONTENT OF NATURAL BOILED SILK ON THE PHYSICAL AND MECHANICAL PROPERTIES OF THREADS

Husanbaev Abdulkasim Mamajonovich*

*Associate Professor,
Candidate of technical Sciences,
Faculty of Civil Engineering,
Department of Descriptive Geometry and Engineering Graphics,
Fergana Polytechnic Institute,
Fergana, Republic of UZBEKISTAN

ABSTRACT

The paper studies the influence of moisture content of natural boiled silk on the physical and mechanical properties of the threads. It was found that at 30% humidity, the strength of threads with a linear density of 3.23 tex x 4 and 4.65 tex x 3 increases by 10 %, elongation by 13 % and endurance by 60 %. At 40 % humidity, the strength of the boiled dyed silk thread decreases, the elongation increases. The maximum strength gain is achieved at a humidity of 16 %. It should be noted that most of the research works are devoted to the study of the effect of elevated temperatures on the threads with the following determination of breaking loads and elongations in humidity and atmospheric conditions. The sample taken for testing and kept under certain humidity conditions was placed in the box, weighed and dried.

KEYWORDS: *Silk, Thread, Moisture, Properties, Strength, Elongation, Endurance, Breakage, Main Threads, Boiled, Dyed.*

INTRODUCTION

The mechanical properties of textile materials are one of the most important indicators, since they are associated with the durability of the materials and their ability to maintain size. Among the characteristics of mechanical properties, the most common are such as breaking loads and elongation.

Textile materials are constantly exposed to various loads, temperature and humidity of the environment. Therefore, it is necessary to identify their influence on the indicators of the mechanical properties of the yarn. In the domestic and foreign literature, sufficient data on the influence of temperature and humidity on the threads have been accumulated [25-31]. However, the properties of threads are determined primarily by the properties of the hair, and only a small number of works are devoted to the study of fibers. In [31], the influence of the moisture content of boiled silk on the breakage of the main threads in silk weaving was studied.

It should be noted that most of the research works are devoted to the study of the effect of elevated temperatures on the threads with the following determination of breaking loads and elongations in humidity and atmospheric conditions [32-35:]. This paper presents the results of tests of a thread made of boiled dyed silk for strength, elongation and endurance at different humidity.

The warp threads and weft made of boiled and dyed silk were tested. The characteristics of the physical and mechanical properties of the boiled dyed silk used in the work are given in Table 1.

TABLE 1

Name of the twisted string nominal density raw materials	The calculation of probability linear density	Permissible limits of the calculated linear density	Variety	Coefficient of variation (% max) and the unevenness coefficient (% max) for linear density	Relative strength when a single thread breaks, g	Elongation at break of a single thread % nevertheless
Natural boiled water 3,23 Tex x 2	5,19	4,88-6,56	1 2 3	8,0 10,0 12,0	87,0	9
Natural boiled 3,23 Tex x 4	10,19	10,0-10,4	1 2 3	3.0 5.0 3.0	87,0	9,5
Natural boiled water 4.65 Tex x 3	11,12	10,5-11,8	1 2 3	7,5 8,8 9,9	139,5	13,0

Tests of boiled dyed silk on the physical and mechanical Properties of each variant were carried out immediately after four.

Hours of maturation in plastic bags at relative humidity.

60-65 % and: at a temperature of 23-25° C.

The samples were moistened by spraying with a spray gun, and the moisture content in the silk thread was determined by drying the sample to a constant weight in a drying cabinet at a temperature of 100° C. To more accurately determine the moisture at the time of rupture, the sample taken for testing and kept under certain humidity conditions was placed in the box, weighed and dried.

Table 2 shows the results of testing a thread made of boiled and dyed silk at different humidity and temperature of 23-24° C. The maximum increase in strength is achieved at a humidity of 16 %.

TABLE 2

Boiled dyed silk threads, Tex	Humidity level %	Breaking load, CH	Breaking point lengthening, %	Endurance, Cycles
3,23 Tex x 2	8,0	161,96 ± 2,6	13,4 ± 0,4	144,6 ± 4,8
	11,0	166,86 ± 3,0	14,5 ± 0,3	156,0 ± 4,0
	14,0	177,45 ± 3,4	15,2 ± 0,5	167,0 ± 5,1
	17,0	192,64 ± 5,1	16,04 ± 0,55	173,0 ± 5,4
	19,0	191,27 ± 5,4	16,4 ± 0,56	189,0 ± 6,5
3,23 Tex x 4	8,5	388,23 ± 9 -	17,3 ± 0,32	541,0 ± 10,0
	12,0	401,37 ± 40,3	18,2 ± 0,30	590,0 ± 9,0
	16,0	419,60 ± 12,1	18,8 ± 0,35	630,0 ± 7,8
	19,0	437,94 ± 11,0	19,2 ± 0,50	680,0 ± 13,0
	24,0	429,41 ± 13,2	19,7 ± 0,48	726,0 ± 18,0
4.65 Tex x 3	7,5	374,70 ± 8,0	17,2 ± 0,5	479,0 ± 11,0
	12,0	388,33 ± 7,5	18,0 ± 0,58	574,0 ± 11,8
	16,0	406,86 ± 9,3	19,2 ± 0,62	642,0 ± 13,0
	19,0	427,64 ± 8,8	20,0 ± 0,70	765,0 ± 12,3
	24,0	424,21 ± 10,4	21,2 ± 0,64	847,0 ± 14,0

The curves of the dependence of the breaking load 1, elongation 2 and endurance 3 of boiled dyed silk 3.23 tax x 2 on humidity are shown in Fig. 1 of boiled dyed silk.

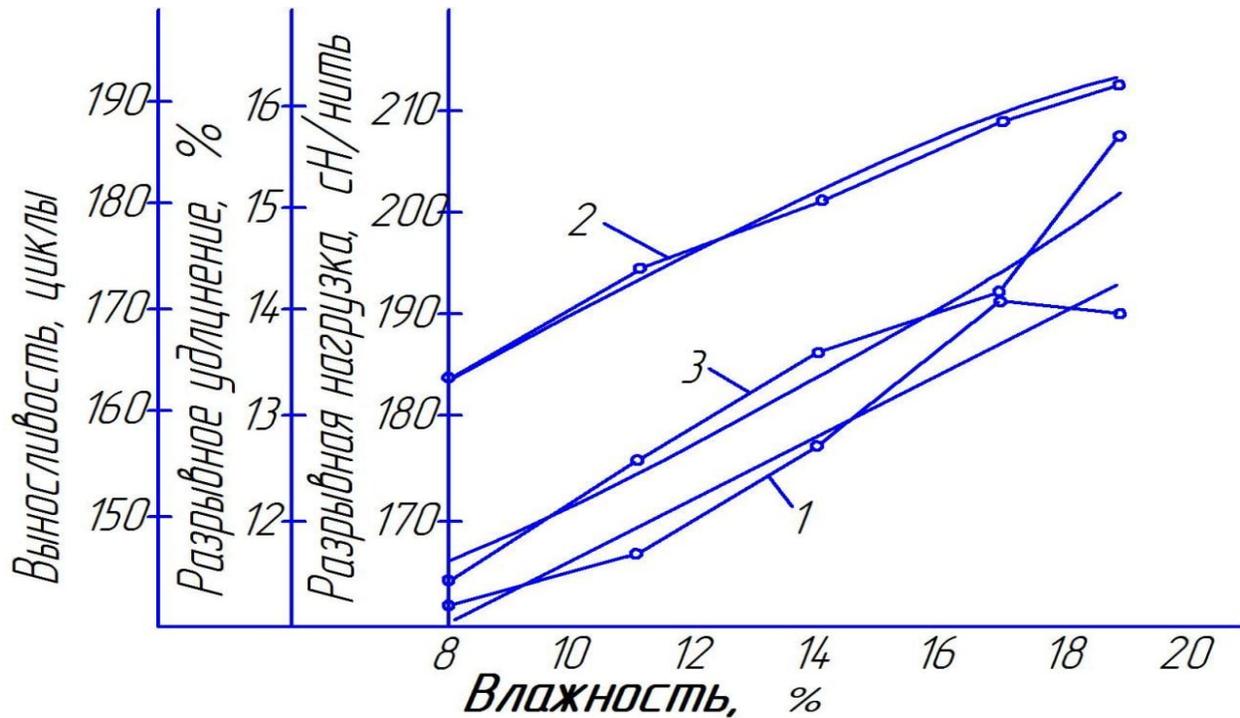


FIGURE 1

3.23 tax x 4 in Fig. 2 and raw silk 4.65 tax x 3 in fig.3.

At 30% humidity, the strength of threads with a linear density of 3.23 tax x 4 and 4.65 tax x 3 increases by 10 %, elongation by 13 %, and endurance by 60 %. At 40 % humidity, the strength of the boiled dyed silk thread decreases, the elongation increases.

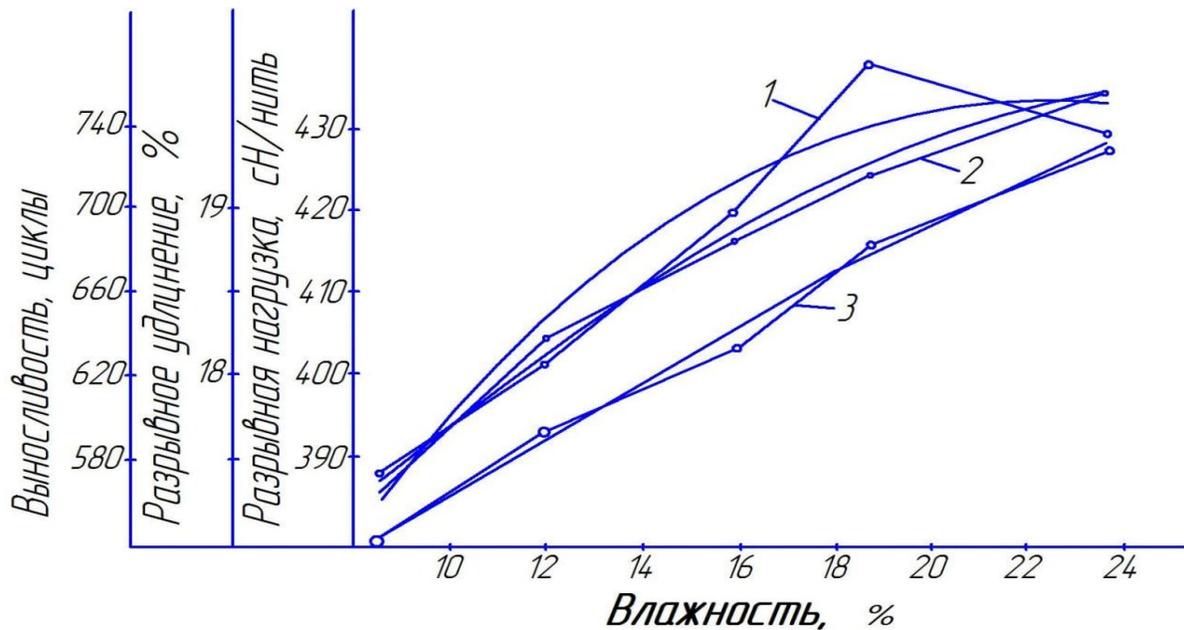
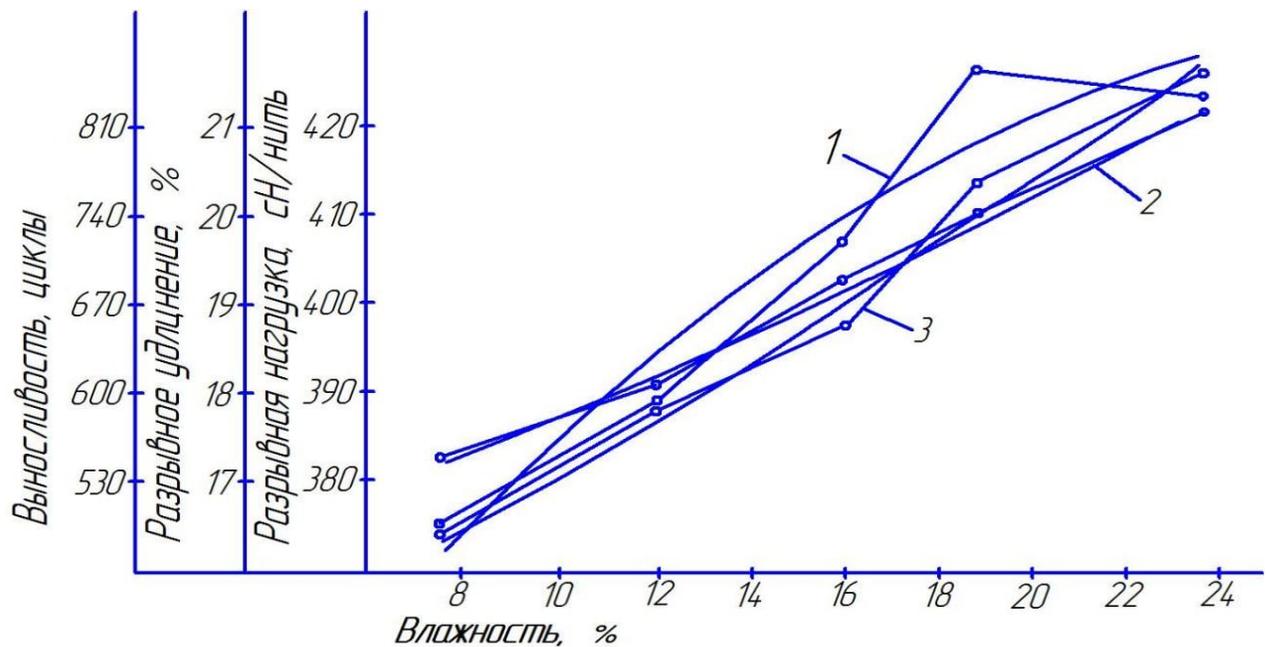


FIGURE 2

Strength and elongation tests were carried out on a dynamometer for a group of threads (RM-3 brand) with a clamping length of 500 mm, a lowering speed of the lower clamp of 20 ± 2 per



second and with a pre-tensioning load of 5 g.

FIGURE 3

The curves of the dependence of breaking loads, elongation and endurance, shown in Figures 1, 2 and 3, can be described by the empirical formulas of the parabola

$$y = ax^2 + bx + c, \quad (1)$$

Where y is the determined value of the breaking loads A_{pe} , elongation ε , and endurance β of the test material;

X - Humidity W of the test material, %;

α - determined values (A_{pe} , ε , β) at the beginning of the test;

B -characteristic of the average angle of inclination of the curve;

C -characteristic of the acceleration of the slope of the curve of change of the determined value (P , ε , β),

The numerical values of the parameters a , b , and c were determined by the least squares method [61] on the Nairi-2 computer.

We present empirical equations describing the relationship between the moisture content and the breaking load, respectively, for boiled dyed silk threads 3.23 tex x 2 (P_2^1), 3.23 tex x 4 (P_2^2) and 4.65 tex x 3 (P_2^3)

$$P_s^1 = 0,016W^2 + 2,674W + 141,403; \quad (2)$$

$$P_s^2 = 0,257W^2 + 2,451W + 314,157; \quad (3)$$

$$P_s^3 = 0,141W^2 + 7,899W + 327,803; \quad (4)$$

The relationship between the moisture content and the discontinuous elongation of boiled dyed silk threads with a linear density of 3.23 tax x 2 (ϵ^1), 3.23 tax x 4 (ϵ^2), and 4.65 tax x 3 (ϵ^3) is shown by the following:

$$\epsilon^1 = 0,007W^2 + 0,480W + 10,076 ; \quad (5)$$

$$\epsilon^2 = 0,005W^2 + 0,343W + 14,850 ; \quad (6)$$

$$\epsilon^1 = 0,001W^2 + 0,199W + 15,549 ; \quad (7)$$

The corresponding empirical equations describe the relationship between humidity and resistance to cyclic loading of boiled dyed silk threads for these ranges:

$$\beta^1 = 0,082W^2 + 1,438W + 128,555 ; \quad (8)$$

$$\beta^2 = 0,107W^2 + 15,527W + 416,866 ; \quad (9)$$

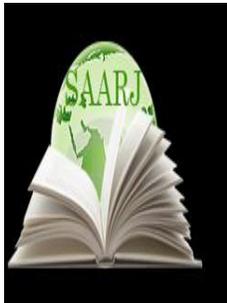
$$\beta^1 = 0,072W^2 + 20,699W + 316,176 ; \quad (10)$$

It should be noted that the correlation ratio showing the tightness of the connection in all equations (1 - 10) is higher than 0.95 and its error f is less than 0.03.

Thus, the indicators of strength, elongation and endurance of boiled dyed silk thread increase with increasing moisture. This gives reason to assume that at nominal humidity, the breakage of the warp threads and the weft on the loom decreases, and consequently, defects in the fabric are reduced, which contributes to improving the quality of the material produced.

REFERENCES

1. Muminjon N., Dilshodjonugli N. S. Improvement of transformer protection elements //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 6. – C. 394-398.
2. Nosirovna N. N. et al. Energy saving technologies and problems of their implementation // Problems of modern science education. - 2019. - №. 12-2 (145).
3. Farkhodjonova NF Problems of application of innovative technologies in the educational process at the international level // Innovative trends, socio-economic and legal problems of interaction in the international space. - 2016 .-- S. 58-61.



DOI: **10.5958/2249-7137.2021.00252.4**

IMPROVING THE RELIABILITY OF CALCULATIONS OF BASES AND SOIL MASSIFS BASED ON GEOTECHNICAL CONTROL METHODS

I. Y. Kovtun*; A. Z Maltseva*

Namangan Engineering Construction Institute,
Namangan, Republic of UZBEKISTAN

ABSTRACT

The article is devoted to the study of geotechnical monitoring during the construction and reconstruction of buildings and structures. The parameters of geotechnical control and the methods necessary for its implementation are considered. Installation of beacons on cracks, periodic measurement of the crack opening width by deformers, microscopes; application of automated systems for measuring crack opening in hard-to-reach places. Geotechnical monitoring is carried out in accordance with the program, which should determine the composition, scope of work, frequency, timing and methods of work that are assigned in relation to the construction or reconstruction object under consideration.

KEYWORDS: *Geotechnical Monitoring, Foundation, Foundation, Construction, Control Parameters.*

INTRODUCTION

In modern construction, new powerful equipment for the production of new types of foundations and strengthening of foundations is being introduced at a rapid pace – this determines the relevance of geotechnical monitoring.

Geotechnical monitoring is a system for tracking the parameters that characterize the foundations of buildings and structures. It also ensures the safe and efficient implementation of construction and technological processes and the commissioning of buildings and structures.

Also, in recent years, the volume of work on the reconstruction of buildings and structures, which require mandatory organization and conduct of geotechnical monitoring, has increased.

Geotechnical monitoring is carried out in accordance with the program, which should determine the composition, scope of work, frequency, timing and methods of work that are assigned in relation to the construction or reconstruction object under consideration.

Methods of Geotechnical Control

The control parameters for geotechnical control are the foundation sediments and the relative difference in sediments, the stress roll under the base of the foundations, the layer-by-layer sediments of the foundation soils, and many others that can be determined by various methods.

Geotechnical monitoring is recommended to be carried out by the following methods:

Visual and instrumental methods;

Geodetic Methods;

Parametric Methods;

Geophysical Methods;

Hydro geological Methods;

Temperature Methods

Visual-Instrumental Methods The composition of visual and instrumental methods of geotechnical monitoring includes: inspection of the object, fixing defects and damage in structures. If the inspection of the object is performed by visual observations, then the fixing of defects and damage-only by instrument tall observations

Instrumental observations of crack opening in the structures of buildings and structures are carried out in the following order: installation of beacons on cracks, periodic measurement of the crack opening width by deformed, microscopes; application of automated systems for measuring crack opening in hard-to-reach places.

According to the results of visual and instrumental monitoring, the following documents are compiled: statements of buildings or structures recorded in the structures; defect maps; logs of observations of lighthouses; photo documentation.

Geodesic methods Geodetic methods are used to measure vertical and horizontal movements, slopes of structures using levelers, theodolites, total stations, scanners and navigation satellite systems.

With the geodetic method of monitoring, the areas with the greatest deviations from the initial position are determined, the values and directions of deformation processes are revealed. The main geodetic methods and measuring instruments used in geotechnical monitoring are shown in Table 1.

Basic geodetic methods and measuring instruments used in geotechnical monitoring.

TABLE 1

No	Methods of geodetic monitoring. Measuring and data logging tools	Controlled parameter
1	Geometric leveling with a short line of sight. (Optical level, digital level). Trigonometric leveling. (Electronic total station, optical theodolites). Hydrostatic leveling. (Portable hose level, stationary hydrostatic system)	Vertical movements of structures of buildings and structures, foundations, foundations , and ground mass surfaces

2.	A method of relative satellite measurements using the global satellite navigation system (GNSS.) (Automated hardware and software systems consisting of receivers (Rovers) and base stations)	Vertical and planned movements of structures of buildings and structures, foundations, foundations, and ground mass surfaces
3.	Geodetic observations on bushes of deep reference points (Optical level, digital level, electronic total station).	Vertical movement of the soil mass in depth
4.	Side-leveling method (Electronic total station, optical theodolites) Method traverse network are made (Electronic total station, optical theodolites) Separate directions method. (Electronic total station, optical theodolites) The triangulation method. (Electronic total station, optical theodolites) Photogrammetric method. (Photo theodolites) The trilateration method. (Electronic total station, optical theodolites)	Horizontal offsets. Shift (buildings and structures enclosing structures of ditches, ground mass)
5.	Projection method. (Electronic total station, optical theodolites) Coordination method. (Electronic total station, optical theodolites) A method for measuring angles or directions. (Electronic total station, optical theodolites) Photogrammetric method. (Photo theodolites)	Foundation roll and slope of the building as a whole

Parametric Methods When applying parametric methods perform the following measurements: precipitation layer-by-layer Foundation soils; horizontal and vertical movement of the soil on depth; the horizontal displacement horizontal structures of the pit; roll Foundation and structure of the structures; measurement of stress, pore pressure of groundwater.

The main measurement tools of parametric methods, depending on the controlled parameters, for geotechnical monitoring are shown in Table 2.

Basic measurement tools of parametric methods, depending on the controlled parameters, for geotechnical monitoring.

TABLE 2

№	Controlled parameter	Tools measurement and data logging
	Geotechnical monitoring of the bases, foundations and structures of newly constructed, reconstructed and located in the zone of influence of	The bases, foundations and structures of newly constructed, reconstructed and located in the zone of influence of construction structures

	construction structures	
1	Foundation and structural roll	High-precision electrical levels, including beam type Sensors based on one- and two-axis micro electromechanical systems (MEMS) of inclinometers Fiber optic point inclinometer Stationary automated strain monitoring system based on straight / reverse plumb lines
2	Voltage levels: - under the sole of foundations - at the base under the fifth pile - on contact with the structure	String pressure sensors Electrical pressure sensors
	Voltage levels: - in the structures of the underground part of structures - the shaft of piles	String load cells Load cell strain gages String self -isolating load cells Electric self -contained load cells Fiber-optic self -isolating load cells
3	Layer -by-layer precipitation of base soils	Portable borehole manual magnetic extensometer (with one probe) China manufacturer) Portable down hole manual extensometer (two-point probe) Rod extensometer String extensometer Fiber-optic extensometer
4	Pore pressure of underground water	String the pies meters Electric pies meters Fiber-optic pies meters
Geotechnical monitoring of pit fencing structures of newly constructed and reconstructed structures		
5	Horizontal movements of the enclosing structure pit structures by height	Portable borehole inclinometers Stationary down hole inclinometers
6	Voltage levels: - in steel struts - tie rods of anchor devices	String load cells installed by arc or spot welding Electric load cells

		Fiber-optic load cells String load cells with a Central opening Load cell strain gages with a Central opening
7	Voltage levels: - in the reinforcement and concrete of the enclosing structures of the pit - reinforcement and concrete of floors	String self -isolating load cells Electric self -contained load cells Fiber-optic self -isolating load cells
Geotechnical monitoring of the surrounding soil mass newly constructed and reconstructed structures		
8	Vertical movement of the soil mass in depth	Portable borehole manual magnetic extensometer (with one probe) China manufacturer) Portable down hole manual extensometer (two-point probe) Rod extensometer String extensometer Fiber-optic extensometer
9	Horizontal movement of the soil mass in depth	Portable borehole inclinometers Stationary down hole inclinometers

Vibrometric Methods These methods provide control of the permissible level of vibration of structures and their bases during the construction period and after its completion

Vibration observations are carried out in order to obtain actual data on the level of vibrations from stationary equipment; road and railway transport and metro; construction equipment (Fig.1).

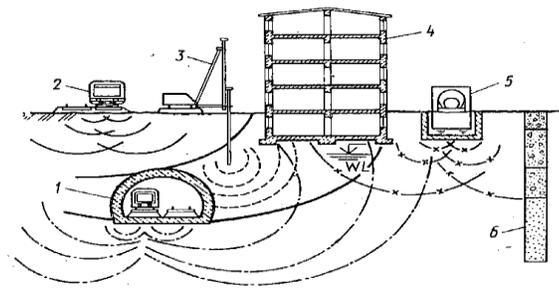


FIG. 1. DYNAMIC IMPACT OF VIBRATION SOURCES OF STRUCTURES: 1- TRANSPORT TUNNEL; 2-GROUND TRANSPORT; 3-CURLING OF PILES; 4- CONSTRUCTION; 5 - INSTALLATION OF DYNAMIC LOAD; 6-STRATIFICATION OF SOILS

Vibration parameters are measured – vibration displacement, vibration velocity, vibration acceleration. It is also advisable to analyze and evaluate the vibration background measurement prior to construction. And then it is necessary to specify the measured vibration parameters, the maximum vibration levels, and the frequency of measurements.

The maximum vibration conditions are set: taking into account the structural scheme of buildings and structures, the technical condition of buildings and structures, and the engineering and geological conditions of the construction site.

Geophysical Methods The purpose of geophysical measurements is to record and evaluate changes in the state of building structures and the geological environment caused by both man-made and natural factors. and evaluate the changes in VAT, their continuity and integrity.

Based on the results of geophysical observations, spatial and temporal changes in the stress-strain state (VAT) of the base soils, as well as changes in the features of their occurrence in the massif (zones of decompression, flooding, fracturing, etc.) are evaluated.

It is allowed to perform geophysical observations:

In the foundations and building structures of the underground parts of the constructed structures, including the surrounding buildings;

In areas of development of dangerous geo mechanical processes (landslides, karts, flooding, etc.).

Geophysical observations consist of the following field work:

Preparation of measurement sites in the array and building structures;

Installation of measuring equipment;

Conducting measurements;

Recording of measurement results in field logs, certificates of taking readings, etc., and their examination.

As a rule, acoustic, electromagnetic, and nuclear-physical methods are used for geophysical observations of changes in the state of the soil of foundations and building structures (Table 3).

The main methods of geophysical observations used in geotechnical monitoring

TABLE 3

Electromagnetic methods	Seismoa caustic methods	Nuclear physics methods
Radar sensing (RLZ) electrical Profiling (EP) Vertical electrical sensing (Vex) electrical Wiring of resistances (CS), current logging Natural electromagnetic radiation method (EMI) Radio wave equipment translucence (Sun	Correlation method of refracted waves(CMW, MPW), method of reflected waves (MOB), in the modification of the common depth point (MOB OGT) surface profiling of underground Seism acoustic logging (SC), vertical seism acoustic	Gamma-gamma method (GGM), neutron-neutron method (NNM)

	profiling (VSP)structures Ultrasonic logging (UZK), ultrasonic profiling on the surfaces of underground structures Acoustic emission (AE))	
--	---	--

The use of specific methods of geophysical observations is determined depending on the controlled parameters (indicators of stress state, fracturing, flooding, density, etc.) that determine the state of the soil of the foundations of buildings and structures of structures.

Hydro Mycological Methods These methods include a set of works to determine changes in ground water levels (OLA) or the values of piezometric pressures in aquifers on the construction site and in the adjacent territory during the construction and reconstruction of the object, as well as at the initial stage of its operation.

The purpose of which is to monitor changes in the OLA or piezometric pressure for the timely adoption of measures to exclude the negative impact of these changes on the structures and communications located on the territory adjacent to the construction site, as well as on the structure under construction, including the risk of surfacing of the construction object.

Hydro geological monitoring should be performed for newly constructed and renovated buildings with increased levels of responsibility and the normal of the expected change in the position of OLA caused by:

The influence of the underground part of the building or its construction methods, including during reconstruction, to change the natural position of the UPV values or piezometric head;

Water reduction or the manifestation of a barrage effect as a result of blocking the filtration flow of underground water.

Hydro geological monitoring is not allowed to be carried out in cases where the bottom of the pit is located at least 0.5 m above the calculated UPV.

Hydro geological monitoring should be carried out by measuring the UPV in wells or well clusters. The area around the well should cement, nozzle tip to paint on the tip to apply a number of a well. The head of the well must have a cover with a locking device. The well must have a sump with a length of at least 1 m. The bottom of the sump should be closed with a stopper or welded. A typical design of an observation well is shown in Figure 2.

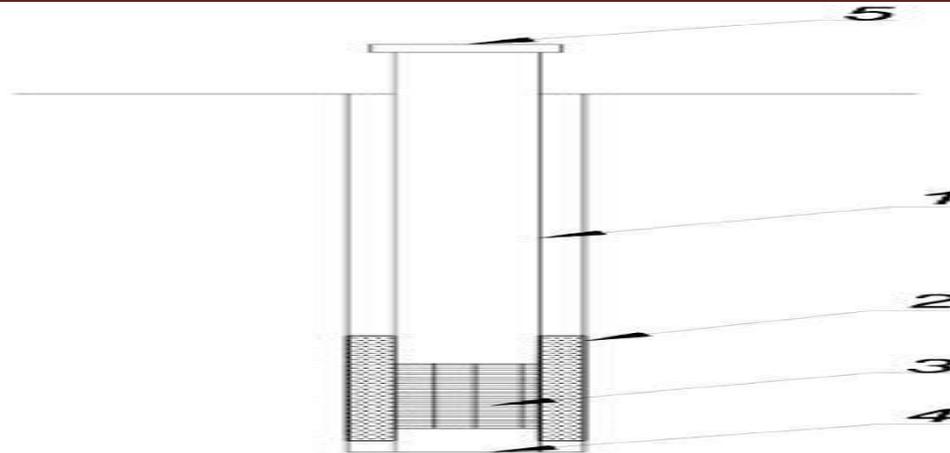


FIGURE 2-TYPICAL DESIGN OF AN OBSERVATION WELL 1-FILTER COLUMN; 2-SAND AND GRAVEL DUSTING; 3-MESH FILTER ON THE PIPE FRAME; 4-SUMP; 5-LID WITH LOCKING DEVICE

The method of hydro geological observations specified in the geotechnical monitoring program should be based on the results of forecast calculations performed by analytical or numerical method.

Temperature Methods As part of geotechnical monitoring, it is performed to obtain reliable information about the soil temperature at different depths.

Field measurements of soil temperature should be carried out in accordance with the geotechnical monitoring program to monitor and evaluate changes in the thermal regime of the soil as a result of the construction of structures.

CONCLUSION

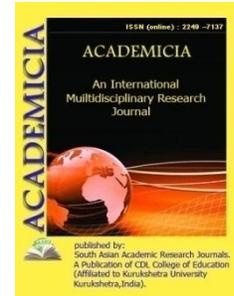
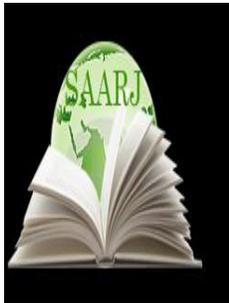
Thus, in the practice of modern construction and operation of the construction of built-up areas, geotechnical monitoring allows solving specific and general problems of applied soil mechanics directly related to foundation construction. At the same time, there are numerous construction situations that require mandatory implementation of geotechnical control.

Geotechnical monitoring is used in the introduction of new technological processes, machines and mechanisms used in the construction of foundations, testing of new structural schemes of buildings and structures.

REFERENCES

1. B.I. Dalmatov, V.N. Bronin, V.D. Karlov, R.A. Mangushev, I.I. Sakharov, S.N. Sotnikov, V.M. Ulitsky, A.B. Fadeev, Foundations and foundations. Part 2. Fundamentals of geotechnics - M.: Publishing house of ASV; SpbGASU, 2002, 392 p.: ill.
2. Ukhov S.B. and others Mechanics of soil, foundations and foundations / S.B. Ukhov. - M.: ASV, 1994
3. SP 305.1325800.2017 Buildings and structures. Rules for conducting geotechnical monitoring during construction. SET OF RULES
4. Buildings and Constructions.

5. Rules for conducting geotechnical monitoring during construction Buildings and structures. The rules of geotechnical monitoring under construction, Moscow: Standartinform, 2017
6. Information about the authors Irina Yurievna Kovtun - Senior Lecturer of the Department of Construction of Buildings and Structures; Namangan Civil Engineering Institute, Republic of Uzbekistan, Namangan, st. I. Karimov, 12; irina.kovtun.1967@mail.ru
7. Maltseva Aida Zinovievna - Lecturer of the Department of Construction of Buildings and Structures; Namangan Civil Engineering Institute, Republic of Uzbekistan, Namangan, st. I. Karimova, 12
8. Muminjon N., Dilshodjonugli N. S. Improvement of transformer protection elements //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 6. – C. 394-398.810-0201. TSU Bulletin, issue 12 (10)



DOI: [10.5958/2249-7137.2021.00251.2](https://doi.org/10.5958/2249-7137.2021.00251.2)

THE DEATH PENALTY FOR A CRIME AND ITS PHILOSOPHICAL AND LEGAL ASPECTS

Ismoilov Ihtiyorjon Azamjonovich*

*Independent Researcher
National Guard Military Technical,
University of the Republic of UZBEKISTAN

ABSTRACT

Justice, social justice, the dreams of a just state judge, the cross section will come to handle the game of those from the old. Still there are different arguments and concessions in this regard. It will continue to imagine a just state as a social ideal, as long as the pessimism about the improvement of socio-political life in a person, in which there is a society of personality, does not die. In Uzbekistan, man, his life, freedom, honor, dignity and other rights and freedoms are sacred. The abolition of the death penalty in our state, among other countries, plays an important role in the spiritual and moral perfection of the individual.

KEYWORDS: *Procedures, Prerequisite, Judicial, Affecting, Obligations, Reforms, Prisoners, Psychologists.*

INTRODUCTION

The death penalty, which is considered the main issue in the countries of the world, has always been the cause of heated debate. This topic has been actively discussed both in the past and now it is of urgent importance and will be discussed in the future. This discussion includes moral, religious and political approaches that are closely related to each other. The transformation of the idea of a just and fair state into a socio-political ideal is associated with the following socio-political factors.

1. The need to ensure social equality.
2. A just ruler (King, Monarch and b.) the idea.
3. Ensuring the equality of people.
4. The desire to eliminate violence, injustice.

5. Punishment of crime demand.
6. The need to decide whether to adhere to procedures, laws in the management of society and the state.
7. The responsibility of the individual before God.
8. By social-moral (ethics) norms of justice combination.
9. Affirmation that a fair state is a prerequisite for progress needs.

The peculiarity of the death penalty, its inextricably linked with the fundamental values of the present society, the recent imposition of this punishment on the legal systems of most countries, public opinion on this issue, scientific views, differences in political and legal relations all this to a certain extent makes it important to understand the problem of the death penalty. Perhaps the death penalty is not the most acceptable of penalties. Depriving a person of life is not the best means to resolve conflicts in society, even if this is done in accordance with the law. Therefore, today the number of supporters of the death penalty is decreasing. After all, the recognition of its value in the quality of life of a person is forced to take a different look at this type of punishment. Those who oppose the use of death as a type of punishment admit that the death penalty is not capable of stopping crime and strengthening the moral foundations of society, that humanity is being disregarded in its own experience. To a certain extent, the actions that cause human death are recognized by criminal law as socially dangerous, since the life of each person is considered a social value.

In Uzbekistan, man, his life, freedom, honor, dignity and other rights and freedoms are sacred. The most fundamental of human rights in our country is the strengthening of the considered right to life at the constitutional level, which, in turn, puts before the state a very responsible task as the protection of human life and the creation of a viable framework for the Prevention of various socially dangerous encroachments on it.

At present, the abolition of the death penalty in our state, among other countries, plays an important role in the spiritual and moral perfection of the individual. After all, in the process of deepening and liberalizing the ongoing reforms in other areas, a special importance is attached to the further liberalization of the judicial system.

First President of our country I.A. Karimov pointed out: "along with recording the positive work carried out on the reform of the judicial system, there are serious problems in this area that are still waiting for their solution." Indeed, one of the issues that must be addressed in this area is the exclusion of the death penalty from this system of punishment, as well as the moratorium on the death penalty, and not its complete abolition¹. After all, "according to Article 24 of the Constitution of the Republic of Uzbekistan, a residence permit is the legal right of every person. The assassination of human life is the most serious crime". And this is one of the socio-political aspects of death and destruction in the spiritual and moral perfection of a person.

It is known that in the Criminal Code, which was valid until 1995 year, the death penalty was imposed on 33 crimes. And in the next Criminal Code their 13 of them were saved, that is, the death penalty was removed from 20 types of crime. In particular, this punishment does not apply to women, men over the age of sixty and minors. Also, the death penalty can be replaced by imprisonment for a period of twenty-five years in the order of pardon (Article 51 of the Criminal

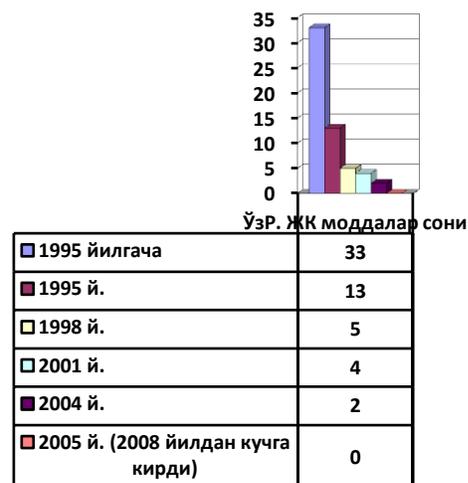
Code). Following this priority task, the death penalty was removed from 5 articles of the Criminal Code in 1998. In 2001 year, the penalty was reduced to four more articles. And in 2004 year there is this punishment-two, that is, in the case of aggravating the crime, it became applicable for intentional homicide and terrorism crimes. These are valid proof that our country, as a subject of international law, is intending to unconditional fulfillment of the obligations mentioned in international documents. Currently, the death penalty is abolished in the legislation of about 100 States. In particular, Sweden and Finland in 1972, Germany

In 1949 year, France in 1981 year, from 1990 years the countries of Ireland, Venice, Romania, Czech Republic, Slovakia, Switzerland, Greece, Poland, Moldova, Italy, and Spain refused the death penalty. In addition to,

Although there is a death penalty in the legislation of more than 30 states, it is not used in practice. One of the factors affecting the spiritual maturity of a person is the suicidal behavior of a person contrary to the judicial and medical reforms carried out in our country. However, this "has not been studied almost by researchers in Uzbekistan. And the fact that most of the research conducted by psychiatrists is devoted to the issues of self-murder, that is, pursued" indicates that this problem is also a topical issue in our country. Also, the decree of the president of the Republic of Uzbekistan "on the abolition of the death penalty in the Republic of Uzbekistan" on August 1, 2005 is an expression of the full compliance of the criminal policy in our state with world trends in relation to the application of the death penalty.

Understanding the issue of abolition of the death penalty to the population is also a rather complicated process, which should involve lawyers, specialists, politicians, psychologists and many other specialists. Also, as the president noted above, due to the fact that instead of the death penalty, the court imposed a life imprisonment sentence, the punishment of prisoners should be passed in a separate colony, it is also necessary to make a certain period of budget funding and preparation of the building for the construction and completion of the punishment institution associated with their Therefore, the head of our state says that all organizational and legal processes related to the abolition of the death penalty can be carried out within 2-3 years.

Stages of Abolition of the Death Penalty in Uzbekistan



In our opinion, the abolition of the death penalty in our country is an indication that human life in our society is valued as a high value. This made it even an extreme crime, forming high human qualities in the minds and hearts of people stored in special chambers.

One of the important tasks in this regard is to conduct large-scale explanatory work among the public, and in this process, a deep explanation of the essence and significance of the reasons for the refusal of the death penalty to the population; study and analysis of the legislation of foreign countries and the introduction of relevant amendments and additions to the legislation; In Particular, the First President of our country: "...in addition to the implementation of such measures in our country, to cope with this serious test, no doubt, in many respects, requires all of us, first of all, to feel deeply responsible, to work out all our opportunities and resources," he said. In fact, in order to fully abolish the death penalty in Uzbekistan, it is necessary for citizens to understand the situation that has arisen in the country in this area, to correctly assess the political, social and legal effectiveness of the chosen strategy in achieving the goals set by the head of state and the government, to help them to thoroughly study the To do this, it is necessary to carry out extensive information explanatory work everywhere, at all levels: on radio and television, through the Press, through conducting conversations with citizens in enterprises and neighborhoods. In this should not be satisfied only with the fact that it is necessary to abolish the death penalty. The main attention should be paid to the reasons and factors that determine this need. In particular, "it is necessary to give the population an understanding of the following: first, the positive solution of the problem creates an opportunity for closer approximation of the legislation of the countries of the European Union (EU) with the national legislation of Uzbekistan, strengthens the position and reputation of Uzbekistan in the international arena; secondly, the death penalty cannot be applied in a truly democratic, humane society, as well as in a society that strives for the Solemnity of the principles of democracy and humanism, guarding human life as a supreme blessing and the indispensable right of man. It is necessary for people to understand that in civil society and in a legal state it is possible to punish a criminal without depriving him of his life, both on the basis of the principle of cultural, humanitarian and in just ways. Depriving a person of life should remain in the footsteps of God."

The death penalty is one of the most ancient types of punishment known to mankind. The death penalty was applied long before the occurrence of criminal law in the current interpretation. Therefore, it has become one of the main types of punishment that affects the spiritual and moral perfection of a person. Because the conviction of a person to the death penalty symbolizes that the whole of mankind is morally and spiritually doomed to death.

After all, the world experience shows that in some cases the death penalty was imposed on absolutely innocent people due to the fact that it did not reach the end of the investigation, the abundance of counter-evidence. Therefore, in order to prevent such a terrible event in the future, the death penalty is abolished in developed countries. Accordingly, the above-mentioned death penalty is the display of evil against evil, which affects the spiritual and moral perfection of a person. In the last decade, out of the world's middle three per year, the state has abolished the death penalty for all types of crimes. The first in history, the death penalty was abolished in 1846 year in the US State of Michigan. In Europe, the Portugal in 1867 year this punishment was abolished. Since 1990, more than 35 state and territorial structures have banned the death penalty for all types of crimes. Among them are "countries of Africa (for example, Angola, Cote Divuar, Mauritius, Mozambique, the Republic of South Africa), countries of North and South America

(Canada, Paraguay), countries of Asia and the Pacific region (concrete, Hong Kong, Nepal, Samoa, Turkmenistan), as well as countries of Europe and the South Caucasus (Azerbaijan, Georgia, Cyprus, Poland, Serbia and Montenegro, Ukraine)." This is evidenced by the fact that the death penalty, which is considered a kind of criminal punishment, is a major issue on a global scale. Indeed, one of the most democratic states provides for the death penalty in 50 percent of 38 states of the United States. The level of political freedom, traditions and culture in these countries, the level of development of their economic and legal systems are seriously different from each other, but the fact that the death penalty is maintained in all of them is a factor that unites them. According to the information published at the All-Russian conference on the abolition of the death penalty in 1999, 112 of the member states of the United Nations have abolished the death penalty until April 1999, while 40 of the remaining 73 countries have practically executed this penalty in the last year¹. The more a person tries to circumvent death, the more he becomes so uncontrollable, unexpected, inexplicable and frightening the situation remains.

CONCLUSION

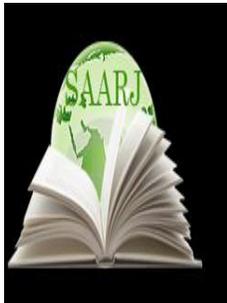
In addition, squeezing out of the circle of socialism, he embraces the whole society and penetrates into it: he is so absorbed into modern social institutions that even under new conditions the death penalty loses its meaning. The administration of public machines of mass society and the manipulation of the masses have such powerful weapons and institutions that now there is no need for the death penalty in such an archaic instrument of domination. Prisons, mental hospitals, sociological surveys and other social organizations carry out strict control over the behavior of people, there is no need to execute socially alienated people.

In place of the conclusion, we can say that human life is considered the highest value in the world. After all, life is given to every person as a single time, so it is necessary to break into the minds of all those who understand that no one is capable of depriving him of it. Therefore, if we consider that all reforms and laws serve the interests of man, then the removal of the death process from the criminal system is fair in all respects.

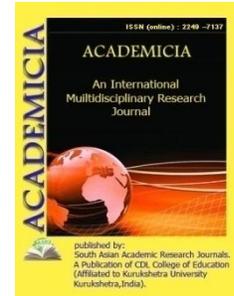
REFERENCES

1. Karimov IA Our main goal is to democratize and modernize society, modernize and reform the country. - Tashkent: Uzbekistan, 2005. - B. 48.
2. Constitution of the Republic of Uzbekistan. - Tashkent: Uzbekistan, 2018. - B. 7.
3. Nuritdinova M.A. Epidemiological and clinical and psychopathological aspects of self-immolation: Abstract. dis ... cand. honey. Sciences. - Toshkent: 1994. - P. 20.,
4. Khodzhaeva N.D. Analysis of socio-psychological indicators of suicides in the Republic // Medical Journal of Uzbekistan. - Toshkent, 2001. - No. 4. - S. 68-74.
5. Karimov IA The global financial and economic crisis, ways and measures to overcome it in the context of Uzbekistan. - Tashkent: Uzbekistan, 2009. - B. 13.
6. Paizullaev KP, Salaev NS, Bobokeldiev BA The death penalty: in the past, present and future. - Tashkent: Turon-Iqbol, 2005. - B. 4.

7. Paizullaev KP, Salaev NS, Bobokeldiev BA The death penalty: in the past, present and future. - Tashkent: Turon-Iqbol, 2005. - Б. 126.
8. All-Russian conference on the problems of the abolition of the death penalty // Moscow, June 3-4, 1999 - M., 2000. - P. 119. (Sergio Delila (Italy) Maruzasi).
9. Grinboeva M. C. SPIRITUAL AND MORAL PRINCIPLES AND CRITERIA OF ECOLOGICAL ATTITUDES TO NATURE // Science and Education. - 2020. - T. 1. - №. 2.
10. Ergashev U. A., Grinboeva M. S., Umirzakova A. M. Market and morality // Problems of modern science and education. - 2019. - No. 10 (143).
11. Ergashev U.A., Grinboeva M. S., Umirzakova A. M. Globalization and its alternatives // Problems of modern science and education. - 2019. - No. 12-2 (145).
12. Sodirjonov, M. M. (2020). EDUCATION AS THE MOST IMPORTANT FACTOR OF HUMAN CAPITAL DEVELOPMENT. Theoretical & Applied Science, (4), 901-905.
13. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – T. 7. – №. 2. – C. 477-479.
14. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 621-626.
15. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00250.0

A SYSTEMATIC APPROACH IN LEARNING ENGLISH LANGUAGE ON THE BASE OF LINGUA COACHING

Juraeva G. B*

National University of Uzbekistan,
 Tashkent, UZBEKISTAN

ABSTRACT

The article presents the explanation of the key issues related to the lingua coaching approach that is considered to be the youngest and, therefore, it does not carry any meaningful loading for majority people. Whatever language the students learn, there are some steps that can make the process much easier and make the results more obvious. In addition, lingua coaching as an effective approach assists to reveal the hidden capabilities. In modern working conditions the English language teachers frequently encounter with the problem of setting accurate goals for the student, overcoming the language barrier, psychological prejudices, faith in themselves and their capabilities.

KEYWORDS: *Lingua Coaching, Classification, Technology, A Systematic Approach, Analysis And Synthesis.*

INTRODUCTION

Contemporary words “coach” and “coaching” have not been investigated for a long time. However, these terms are characteristic of a sports sphere that means support or control of sports achievements. Thus, lingua coaching is the young and contemporary trend or technology in human-beings development. It is the assemblage of methods and tactics that assists to reveal talents, hidden possibilities of the learner’s, as well as to arrange accurate purposes and motivators. A thorough study of this approach was made not only in sport, but also in any learning that aids a person ‘to tune in the right way’ to reach the highest results [1].

In modern working conditions the English language teachers frequently encounter with the problem of setting accurate goals for the student, overcoming the language barrier, psychological prejudices, faith in themselves and their capabilities. Therefore, the coacher often acts not only as a bearer of new information about the English language and those who can explain it in an

accessible way, but also a specialist who is able to analyze and investigate a subtle approach to each student by devoting time to set and explain the strategy for achieving them.

The topicality of the research is that the systematic approach implies the presence of certain principles of organizing activities. It can be distinguished by general principles that are basic and apply to any branch of scientific knowledge. Thus, the modernization of the Uzbek education system in the context of socio-economic transformations in society includes the actualization of problems of improving the quality of higher education.

The objectives of this research are to learn the systematic approach to lingua coaching; to apply the systematic approach in learning the English language; to identify the features of forming lexical and grammatical skills on the basis of lingua coaching.

The research problem in this work is the revelation of differences between “coaching” and “teaching”, where the former places emphasis on achieving the knowledge and directs the learners to learn on their own. On the other hand, in teaching the progress is emerged in class and the teacher is the authority of the class with the dependent students.

The importance of this work is to master a foreign language teaching approach that is a complex psycho physiological process the finite path of which is to acquire the communicative competence as a set of knowledge, abilities and skills. Consequently, a systematic approach on the basis of lingua coaching discover new opportunities for improving the quality of learning and reducing the cost of training time.

The application of a systemic approach in studying foreign languages is due to the fact that each language is a system, and speech according to F. de Saussure is the reduction of the language system into action. The general system of the language can be perfectly to the classification, and therefore, to the analysis and synthesis.

Materials and Methods

In accordance with Kasyanov T., a systematic approach is not the regular studies, but the comprehension of what exactly “I want to achieve” in terms of language learning, for how long and with what tools [2].

To form such awareness, it is necessary to do the following:

To Imagine a Final Result For some, it will be a lively conversation with a nativespending time in a mug of hot cappuccino; for some, a successful presentation of a new project with potential foreign partners; for some, a quiet evening at home reading your favorite book in the original. Whatever your language dream is, it must be accurately and precisely represented. Feel the smell of coffee, see the inspired faces of the audience, hear the rustling of pages ... Then this dream will become a lighthouse for you. You will be able to return at this moment when you feel that the fuse has faded, that you are ready to surrender and once again abandon this whole venture with learning the language, because each of us has numerous important and urgent things to do!

Subsequently it is Necessary to Convert the Dream into a Goal. This system might be discussed as a mathematical approach. We determine what level of language proficiency our goal corresponds to. There are tons of tables for this. For instance, B1 is quite enough to sustain everyday conversation or read books in the original. However, for the presentation of a business project and its subsequent discussion, it is already better to have a

confident level B2, and may be ideally C1. It is considered that each level can be completed in a quite certain number of hours (but in a few weeks of studying the learner will be able to estimate his or her pace, and it will be very easy to make further calculations). Moreover, additional time for listening is required (for example, audio books or podcasts in accordance with the level of the students). In addition, speaking practice and any other types of language activities that simply bring a pleasure while learning a language, and afterwards the results will not be long in coming. By calculating how much time the learners need to spend in total to achieve a certain level and dividing this amount by the number of hours per week that they are ready to devote to learning a language, they will get an approximate time for which it is possible to implement it. There are several nuances here. Firstly, students probably evaluate their capabilities sensibly. It would be better to start at a slower pace and gradually accelerate than to overstrain in a couple of days and abandon classes for an indefinite period. The principle is the same as in sports to increase the capacity over time. Secondly, if the distance from the current moment to reaching the goal turned out to be tremendous (for example, the learner desires to get from A1 to B2), then it is better to divide this into several stages, indicating each of them an intermediate result. Hence, every time they reach a checkpoint and analyze their success they will have a new incentive to go further. On the contrary, considerable and complex goal can be frightening and the chance of “merging” will be much greater [3]. After constructing such a strategic picture the students can start selecting materials and textbooks and scheduling classes by week or even day [4]. The more detailed they assign their lesson plans, the easier it will be to follow them. However, students should not forget to leave “green zones” - time for recreational facilities or unplanned activities, so that a subitaneous desired dislodges from the schedule. It is best to do this planning once a week, and note the current progress every day. No matter how ridiculous it may sound, the most ordinary school diary can help the learners with this. In it, they can write down what and on what day you want to do and put marks on completion. For more motivation, they can even ask someone check their diary and give them grades. Furthermore, the role of textbooks is studied to be preliminary, and several of them must be selected. Each textbook and each author has its own advantages and disadvantages. It is important while planning the lessons to ensure that reading, listening, writing and speaking are involved in every lesson. Admittedly, as soon as the learners gain a sufficient language reserve in order to support the simplest conversation on a certain topic, they need to search for an opportunity to communicate with native speakers [5].

RESULTS

As a result of this research it would be better to highlight the following:

Language coaching includes the idea of the student as a individual: his or her strengths and weaknesses, respect for his or her personality, interests, views and hobbies;

This approach allows quickly and effectively develops the student's communicative competence, focusing on speech activity;

In the course of lingua – coaching cognitive processes are activated, which implies the need for a student to have well-developed not only auditory, but also visual memory;

The lingua coacher does not act as a tutor who “imposes” his knowledge and experience, but uses all possible methods to extract the knowledge and experience of the student himself;

The students are responsible for making decisions and for the results, because the lingua coacher acts only to those who guide, and does not force or points the way to success;

In the learning process, the language coacher not only explains the material, but also finds the most effective ways to practice it. The student not only learns the language in the shortest period of time, with the least effort, but also enjoys the process of learning English;

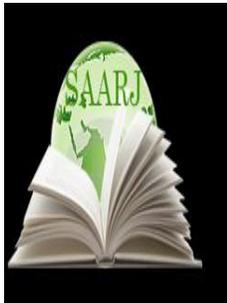
Lingua coaching implies an individual approach and setting individual work goals, respectively, individual face-to-face classes are the most effective; despite this, many believe that working as a lingua coacher can be done both in mini-groups and online.

CONCLUSION

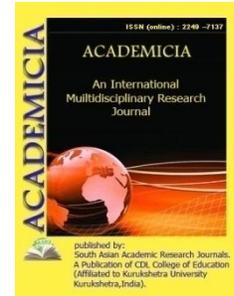
To conclude, doing all these without understanding the intricacies and details, without the skills of planning classes and without a methodological base is very difficult and time-consuming. Therefore, the role of a language coacher is inevitable. An expert coacher will help the learners to find exactly those textbooks and manuals that will haunt them and appeal them every day. Most importantly, the coacher will follow the correct planning, and the implementation of this plan. The coach will not go through the textbook exercises, he will teach them how to do it themselves and elicit the maximum benefit from the lessons and the textbooks. No wonder the Chinese wisdom says: "I hear - I forget, I see - I remember, I do - I absorb." It is known that we absorb and remember only 20% of what we hear, about 30% of what we see, 70% of what we say, and 90% of what we do. Consequently, the knowledge obtained independently and immediately applied in real life is the most valuable and is practically unforgettable.

REFERENCES

1. Thanasoulas D. History of English Language Teaching. – New York, 2002, P. 156
2. Kasyanov T.G. Successful English. A systematic approach to learning English. - M.: Publishing house "House of Slavic Books", 2008., P. 46
3. Brown, H. D. Principles of Language Learning and Teaching. – New York: Longman– 2000, P. 100
4. Bim H.J. Methodology of teaching foreign languages as a science.–M., 1977., P. 156
5. Brown, H. Douglas. Teaching by principles: an interactive approach to language pedagogy. – USA: Prentice Hall Regents, 1994, P. 248
6. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – T. 7. – №. 2. – C. 477-479.
7. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 621-626.
8. Farxodjonova N. F. MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION // Theory and practice of modern science.– 2018. – №. 3. – C. 16-19.
9. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.
10. Farkhodjonova N.F., Zhuraev Zh. A. The influence of ideological processes on the national idea in the context of globalization // Theory and practice of modern science. - 2017. - No. 4. - S. 15-18.1810-0201. TSU Bulletin, issue 12 (10)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00249.4**

THE ROLE OF FREEDOM OF SPEECH IN THE DEVELOPMENT OF SOCIETY

Oripov Khasan Abdivakhobovich*

*Doctoral Student,
 Samarkand State University,
 UZBEKISTAN

ABSTRACT

This article covers the importance of freedom of speech in the development of society, the features of its manifestation, the reforms currently being carried out to ensure the freedom of speech of citizens, the issues of speech in mass media.] It should be said from this article that ensuring freedom of speech with attention to the interests of the citizen and society is the first step towards democracy. It is defined that every person, watered with the ideas of universal humanism, should express his opinion in confidence regardless of nationality, race, religion, social status and political affiliation.

KEYWORDS: *Freedom Of Speech, Citizen, Society, Democracy, Media, Development, Information.*

INTRODUCTION

After the independence of our country, it laid the groundwork for the democratic formation of all social processes in our country. In particular, issues such as the decision-making of social justice, the liberalization of Public Administration, ensuring the primacy of human interests over all things, occupy a key place in the ongoing reforms. Of course, in the development of a democratic society, it will be necessary to pay attention to the views of every citizen. In order to achieve this same goal, it requires that all conditions are created so that each person can freely express his or her opinion. Free thinking and its expression not only cause the manifestation of the thought within a person, but also the emergence of competition between different thoughts in society. The more common sense, the more society develops both spiritually and materially. Freedom of speech has found its expression in practice so far from the early stages of development of society. The freedom of speech is considered a philosophical category and means "the right to understand", or the ability of a subject to go beyond the limits of emotional

knowledge, to discover the surrounding world for himself, and to assimilate his reflected image to the extent necessary for practical appropriation and change in accordance with the needs and interests of people. From a social point of view, the freedom of speech "the right of man to communicate with society" is an opportunity for the subject to become an asset to the real world, including to another person, as part of this world, entering into contact with him.

Legally, however, it is a natural, legally recognized and normalized opportunity for everyone to independently choose the type and measure of speech behavior-to express ideas, thoughts and beliefs (written or oral, in whole or in part, in any question and in any other subject, unless of course this threatens the values protected by law). Freedom of speech has not been before, this concept is ambiguous to the views that have arisen later. If there were no ideas, ideas and views, society would never have developed.

LITERATURE AND METHODS

The relevance of the theoretical study of the problems of freedom of speech in the conditions of the currently developing democratic and legal state is determined by a number of factors. In particular, it provides for openness in the civilized relations between the authorities and individuals, discussion of socially important problems within the framework of the general public, unhindered realization of the constitutional rights and freedoms of people on obtaining information and the use of it for the purpose of comprehensive development of the individual.

As it is written in Article 29 of the Constitution of the Republic of Uzbekistan: "everyone has the right to think, to speak and to be heard. Everyone has the right to receive and distribute the information he wants, with the exception of Information directed against the current constitutional system and other restrictions established by law. Thinking and expressing it freedom of speech can only be limited by the law in the destiny, which is attributed to the state secret and other secrets." [1] It should be said from this article that ensuring freedom of speech with attention to the interests of the citizen and society is the first step towards democracy. It is defined that every person, watered with the ideas of universal humanism, should express his opinion in confidence regardless of nationality, race, religion, social status and political affiliation. The activities of the mass media in the democratic countries are based on freedom of speech, and in this regard it is also emphasized in Article 67 of the Constitution of the Republic of Uzbekistan. According to him, "the media is free and works in accordance with the law. They are responsible for the correctness of the information in the established order. Censorship is not allowed." [2] All citizens can freely express and speak their thoughts in the media, including television, radio, press and the internet.

President of the Republic of Uzbekistan Sh.Mirziyoyev can see the role of the mass media in our country, the mass media is becoming the "fourth power" of the media, the issues of the word land can be seen in the appeal sent to the Supreme Assembly. President Sh.Mirziyoyev noted: "We have been gradually studying transparency and openness in our society over the past four years, living and working in the word earth environment. Critical speeches by fair journalists and bloggers show the error-shortcomings in the activities of managers working in the old pattern, forcing them to change their working style and increase their responsibility." [3] From this it can be seen that the role of freedom of speech in the present day is very important, because if we freely express our attitude to the processes taking place in society, the democratic society will continue to develop more and more. In particular, representatives of foreign

countries also recognize the reforms carried out by our compatriots in all spheres on the basis of the principle that "the people should serve our people, not state agencies". In this way, representatives of state agencies are in every neighborhood, apartment and begin to positively solve the problem of the people, the issues that have been waiting for their solution for several years. The reforms carried out in Uzbekistan do not mean the beginning of a new era of reforms in respect of human dignity. In particular, it is permissible to comment on the activity of the head of our state in every district and city to apply to the presidential portal even through social networks at the moment of the opening of the "people's reception". In addition, it is important to organize the "portal of discussion of projects of normative – legal acts" and the "portal of collective appeals" in my opinion. The organization of these web portals was created in order to expand the opportunities of citizens in our country to participate in the management of Public Affairs, openness of the activities of representative bodies of state power, ensuring that the laws adopted are viable and effective. It would not be an exaggeration to say that a holistic system has been created in every government office that hears people's opinions, questions, and gives them a positive solution and answers, which is a unique step in terms of land and human rights.

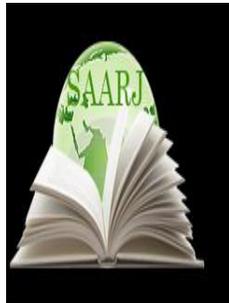
CONCLUSION

In place of the conclusion, it should be noted that the freedom of speech is the main pillar of a democratic society. After all, as society is increasingly developing, the reforms carried out in our politics today are also closely linked to freedom of speech. Freedom of speech is the right of both society and person.

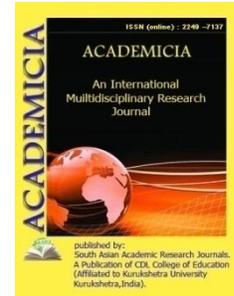
REFERENCES

1. The Constitution of the Republic of Uzbekistan. –T .: “Uzbekistan”, 2019
2. The Constitution of the Republic of Uzbekistan. –T .: “Uzbekistan”, 2019
3. <https://president.uz/uz/lists/view/4053>
4. Farkhodjonova NF, Zhuraev Zh. A. Influence of ideological processes on the national idea in the context of globalization // Theory and practice of modern science. - 2017. - No. 4. - S. 15-18.
5. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – T. 7. – №. 2. – C. 477-479.
6. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 621-626.
7. Farxodjonova N. F. MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION // Theory and practice of modern science. – 2018. – №. 3. – C. 16-19.
8. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.
9. Sodirjonov, M. M. (2020). EDUCATION AS THE MOST IMPORTANT FACTOR OF HUMAN CAPITAL DEVELOPMENT. Theoretical & Applied Science, (4), 901-905.

-
- 10.**Farkhodjonova N.F. MASS CULTURE-DESTRUCTOR OF OUR NATIONAL CULTURE
// Theory and practice of modern science. - 2017. - No. 4. - S. 11-14.
- 11.**Farhodzhonova N.F. The influence of ideological processes on the national idea in the
conditions of globalization //The World of Science and Education. – 2016. – №. 2. – C. 6.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00248.2

FROM THE HISTORY OF THE CITIES OF THE FERGANA VALLEY

Qahramon Mahmudov*

*Student
 Namangan State University,
 UZBEKISTAN

ABSTRACT

The cities of Andijan, Marginal, Namangan, Osh, Khujand were considered the largest economic centers of the Fergana Valley. In turn, a number of new cities appeared with them in the XVII-XIX centuries, small-scale cities, which previously did not become so important, became large economic centers. The Kokand Khanate was formed. During the reign of the Kokand Khanate, new cities were founded in the Fergana Valley, like various regions of the country.

KEY WORDS: *History, City Of Fergana.*

INTRODUCTION

Among the cities of the Fergana Valley in the XVIII – XIX centuries, the status of the city of Kokand without doubt was high. The rise of the city of Kokand is associated with the name of the state Kokand Khanate, formed at the beginning of the XVIII century in the Fergana Valley. Russian scientist who lived for some time in the Fergana Valley in the 80-ies of the XIX century according to V.P. Nalivkin, at the beginning of the XVIII century in the Fergana Valley, the settlement of the newly founded state was until 1732 year in the village of TikonliTuda, in the same year the state ruler Abdurahimbi (1721-1733) founded the new capital in place of the old-Korgan address, and the new city received the name Kokand from 1740 year. Abduraimbi (1733-1750), who took power after Abdurahimbi, walled around Kokand, restored markets and racks in the city. As for the 40-ies of the XIX century, Kokand was a large city with 18 gates, surrounded by walls with a length of more than 12 km. During this period, the Kokand was administratively divided into 4 parts – Khujand, Sarimozor, Marginal, Qataghan geniuses and became one of the largest economic centers of Central Asia. On the eve of the invasion of the Russian Empire, the city of Kokand, considered the capital of the Khanate, had a population of about 70-80 thousand and was considered one of the largest cities of Central Asia, such as Bukhara, Samarkand, Tashkent. One of the largest economic centers of the Fergana Valley is

Namangan. The first reference about the village of Namangan dates back to the end of the XIV century. In particular, Zahiriddin Muhammad Babur mentioned the village as Namangan in his work "Boburnoma". 1620 year after the destruction of the ancient capital of the Fergana Valley Ahsi (Axsikant) from the earthquake, its inhabitants move to the nearby to Namangan and Namangan whose status increases. In particular, in the 1643 year foundation document of Namangan, it is referred to as a city.

During the Kokand Khanate, Namangan became a major political, economic and cultural center of the Khanate. By the beginning of the XIX century, the status of the city of Namangan as one of the economic and cultural centers of the Kokand Khanate increased. The excavation of the Yangiarik channel, which received water from the Naryn River in 1803 year, and its eruption by the Umar khan in 1819, led to the development of protected lands and the further expansion of the city of Namangan. Namangan, which rose politically and economically, was surrounded by a defensive wall in the years 1842-1845. When Namangan in the 20-ies of the XIX century was estimated 5000 houses and more than 25 thousand inhabitants lived there. Kazakh Maksimov, who was in the Fergana Valley in the 30-ies of the XIX century, noted that although the richest and largest cities of the Kokand Khanate are Kokand and Tashkent, in terms of the well-being of the population, in the Namangan Khanate there are no analogues of gardens here. Russian Orientaist V.V. Velyaminov -Zernov, who was in the Kokand Khanate in the middle of the XIX century. - the city of Namangan is of great importance in the life of Khanate such as Kokand and Tashkent, its lands mainly drink water from the channels of Yangiarik and Podshoota, and the main part of the city's population is the Uzbeks belonging to the Chagatai clan.

Marginal, whose history dates back to more than 2000 years, was one of the largest political, economic and cultural centers of the Fergana Valley. Marginal was surrounded by walls from the beginning of the XIX century, divided into four geniuses, such as Kokand and Tashkent, and inhabited more than 20 thousand inhabitants.

The ambassadors, officials, as well as merchants, tourists, scientists and military captives who visited the Kokand Khanate in particular in the second half of the XVIII century – until the fifties of the XIX century on the basis of trade and commercial work or on a separate assignment of the Russian government-valuable information was given about Marginal, one of the largest cities of the Fergana Valley. In Particular, F. Efremov, F. Nazarov, A. Patanin, P. Savelev, N. Khanikov, V.V. Velyaminov-Zernov, in the works and memoirs of Marginal is shown as an important political and economic center in the Fergana Valley. Especially valuable information was given about the world-famous Marginal silk and silk fabrics.

Andijan is one of the ancient cities of the Fergana Valley. In the middle of the XIX century in the Khanate A.P. Nebul write – "Andijan is one of the largest cities of the Kokand Khanate, a city where trade has developed, in the markets you can see traders from Bukhara, Khujand, Kokand", – wrote. In the 70-ies of the XIX century, Andijan had 35 thousand inhabitants, one of the largest centers of the Fergana Valley, such as Kokand, Marginal and Namangan.

Another of the ancient cities of the Fergana Valley was considered Osh. Along with being the largest trade City of Osh, it is located in the Fergana – Qashqar trade zone and one of the border customs offices of the country was here. Flip Efremov, who was in the Fergana Valley in the 80-ies of the XVIII century, - "Osh is smaller than Marginal, and Kokand is a large commercial city located in the Qashqar caravan corridor. Here it is possible to meet traders from Khiva, Bukhara,

Tashkent and other regions," he wrote. Mir izzat Ulla, who was in Osh in 1812, wrote that Osh was a large city on the Qashqar road, where goods from different countries were exchanged, and on Tuesday Osh was a large market. In the middle of the XIX century, around 20 thousand inhabitants lived in Osh and there was a large market in the city center. Trade caravans, who visited the Fergana Valley from Qashqar and through it from China and India, carried out the initial trade relations at that time. As a result, traders from different cities of the Valley and the neighboring countries came to the Osh market and wholesale trade was carried out here.

Another of the economic centers of the Fergana Valley is Khujand, which is one of the largest, trade-developed, craft-developed cities. In the 80-ies of the XVIII century, the area around the Khujand was surrounded by walls and had four gates. In the 40-ies of the XIX century the city had 8 gates; 25 thousand inhabitants. It is known that at the beginning of the XVIII century on the territory, which consisted mainly of the Fergana Valley, the Kokand Khanate was formed. During the reign of the Kokand Khanate, new cities were founded in the Fergana Valley, like various regions of the country. One of the cities, which was founded during the reign of the Kokand Khanate and gradually became one of the largest economic centers, was considered Shahrikhan. According to the information in the work "History of the emigrant" by DilshodiBorno, a contemporary of the Kokand Khan Umarmhan. Umarmhan founded Shahrihan in 1821-1822 years. After the foundation of the new city of Umarmhan, he moved craftsmen from different regions of the Khanate and ordered them not to bog for several years from merchants for the purpose of developing trade here. Also, after digging the Umarmhan Shahrikhansoy channel, many lands were assimilated and Shahrikhan was further developed. Historian MirzoAlimMushrif, – "Shahrikhan was prosperous, and the grain Kokand soldier had enough, and more than one warehouse would be made", - wrote. By the middle of the XIX century, Shahrikhan became one of the cities of craftsmanship and trade of the Fergana Valley.

Every Friday of the week there was a large market in Shahrikhan, and traders came to this market from different regions of the Khanate, as well as from the neighboring countries.

Another of the cities that became one of the largest centers of the Fergana Valley during the reign of the Kokand Khanate is Asaka. Although the information about Asaka was encountered long before the Khanate was founded, it was during the reign of the Kokand Khanate that it rose to the level of the city. The information about Asaka is mentioned in the works of the XIX century historian Avaz Muhammad Attor "history of the world" and "history Kokand". He wrote that in the territory of the city of Asaka, the Kokand Khan built a fortress Hudoyorkhan, and there was also a dacha of the Khan. The Shahrikhansoy channel, excavated during the Kokand Khanate, was of great importance in the development of the city. During the reign of the god-king, Asaka became one of the cities with a special position in the life of the Khanate.

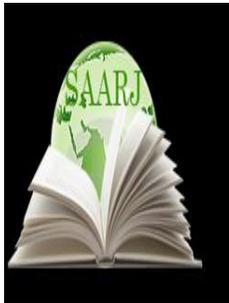
Also in the period under study, in the Fergana Valley there were also Rishton, Chust, Pop, Kuva and other cities, these cities were considered to be from the developed centers of the Khanate's craftsmanship.

CONCLUSION

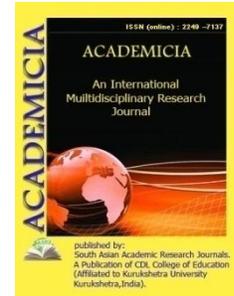
In conclusion, it can be noted that in the Fergana Valley in the XVII-XIX centuries there were Kokand, Namangan, Andijan, Marginal, Osh, Khujand and other major cities, along with which many new cities appeared, small-scale cities that had not previously played so important role, became major economic centers.

REFERENCES

1. Zotov A., Yakubov B., Smirnov N., Chabrov G. Cities of the Fergana Valley. - Toshkent, 1963.-- P. 31.
2. 2Ivanov P.P. Essays on the history of Central Asia. - Moscow, 1958. –S. 182.
3. Zotov A., Yakubov B., Smirnov N., Chabrov G. Cities of the Fergana Valley. - Toshkent, 1963.-- P. 140.
4. Madrahimov Z. Sh. The place of Namangan in trade relations of Kokand khanate // Sadiy from Maziy. –Tashkent, 2008. - №2. - Б. 29.
5. Chabrov G. From the history of the study of Central Asia ("Description of the Kokand Khanate" by Jules Lonelier, published in Paris in 1869) // News of the Uzbek branch of the USSR Geographical Society. Volume VI. - Toshkent, 1962.-- P. 139.
6. Tursunov N.O. Formation and ways of development of the urban and rural population of northern Tajikistan in the 19th - early 20th centuries. - Dushanbe, 1976.-- P. 61.
7. Жалилов С. From the history of irrigation in the eastern regions of the Fergana Valley. - Tashkent: Fan, 1965. –Б. 65.
8. National Encyclopedia of Uzbekistan. - Tashkent: State Scientific Publishing House, 2000. - №1. - Б. 443 - 444.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00247.0

INNOVATIVE APPROACH TO EDUCATION IN THE SYSTEM OF HIGHER EDUCATION IN UZBEKISTAN

Muhiddinova Hakima*

*Senior Lecturer,
 Department of Social Science,
 Namangan Engineering – Construction Institute,
 UZBEKISTAN

ABSTRACT

The article analyzes the features of the innovative model of higher education. Attention is drawn to the directions of activities of higher education in the innovation process. It is shown that innovations in education are a necessity of time. The main indicator of innovation is a progressive beginning in the development of the higher education in comparison with the established traditions and mass practice. Therefore, innovation in the education system are associated with changes in objectives, content, methods and technologies, forms of organization and management system; in the styles of teaching and organizing educational process; the system of monitoring and evaluation of the level of education; training and methodological support; the curriculum and programs; a funding system.

KEYWORDS: *Innovation, Innovative Activity, Scientific Activity, Education, Higher Education System, Teacher - Student.*

INTRODUCTION

In fact, innovation appears in Latin somewhere in the middle of the XVII century and means entering a new sphere, implanting it and generating a number of changes in this sphere. This means that innovation is, on the one hand, a process of renewal, implementation, and implementation, and on the other - it is an activity to develop innovation into a specific social practice, and not a subject at all. As the current economic situation shows, the country faces the task of innovative development. This implies an innovative approach in education, and mainly in higher education, which should translate the training of specialists to a higher level.

The main indicator of innovation is a progressive beginning in the development of the higher education in comparison with the established traditions and mass practice. Therefore, innovation in the education system are associated with changes in objectives, content, methods and technologies, forms of organization and management system; in the styles of teaching and organizing educational process; the system of monitoring and evaluation of the level of education; training and methodological support; the curriculum and programs; a funding system. The sources of ideas for updating the higher education can be the needs of the country, region, city, district - as a social order; achievements of the complex of human Sciences; advanced pedagogical experience; intuition and creativity of managers and teachers; experimental work; foreign experience.

MATERIALS AND METHODS

The main tasks of modernizing vocational education are presented in the state program:

1. Taking into account the specifics of regional policy in vocational education;
2. Flexibility and effectiveness of vocational education programs;
3. Transparency of financing and competitiveness of professional education;
4. Compliance of technologies used in professional education with the needs of modern economy and students;
5. Formation of students' competencies that are in demand by employers.

For higher education, innovation is a relatively new phenomenon; for foreign universities, it has long been a reality.

There are quite a few definitions of the concept of "innovation" and unified approach to it has not yet been developed by science. According to the analysis of the economic literature, the concept of "innovative activity of the University" has not been developed.

Studying the interpretation of the concept of "innovation" by Western authors, S.V.Kostyukevich revealed that their approach to defining this concept is pragmatic and utilitarian: to produce new products or services, it is necessary to be able to benefit from knowledge and skills [2]. The following chain is being built: knowledge-innovation – economic growth.

Innovations are characterized by the following processes:

- 1) Investment in the system;
- 2) Development of an innovative product;
- 3) Introduction of this product;
- 4) Getting a qualitative improvement in the system's performance.

For the higher education, innovative products are graduates with the required competencies and scientific and practical developments.

An innovative approach to education means advanced training of highly qualified personnel for the scientific and technical sphere and high-tech industries that can implement their ideas.

According to experts, the introduction of an innovative approach to the higher education system is an urgent need. This is also evidenced by the following facts:

- Rapid obsolescence of knowledge;
- Intensive informatization of society;
- Regular updating of the content of taught subjects;
- Active implementation of research results in the educational process;
- Reduction of state funding.

What do specialists consider innovations in the educational process of higher education? Thus, A.I.Vladimirov refers to innovations as the introduction of new content of training (methods, techniques, technologies, forms). This new approach allows us to significantly change the nature of cognitive activity and thinking style of students, contributes to the formation of their innovative competencies. According to the author, innovative activity in higher education contributes to improving the quality of education and the quality of the individual. As a result of this activity, new intellectual or knowledge-intensive educational technologies and educational equipment are being created. New sources of higher education funding are being created; improving work motivation; increasing the professionalism of the teaching staff; created innovative infrastructure [3].

The study of higher education activities by specialists has shown that the innovation process is represented by many directions:

- Professional development of specialists in demand on the labor market;
- conduct of certification of scientific and scientific-pedagogical personnel of higher qualification;
- conducting basic and applied scientific research;
- training of research activities of students, undergraduates, applicants, doctoral students, researchers, teachers;
- Dissemination of knowledge about innovations among students and listeners.

Analysis and results.

The analysis of the innovative model of higher education to identify the following features:

- In the course of training and subsequent practical training, students master the basic competencies of research and innovation;
- Teachers have the opportunity to combine their educational activities with research and innovation;
- Universities cooperate with the relevant sector of the economy;
- Innovative enterprises are being created.

All this contributes to the formation of an innovative environment around higher education. Already today, the country has integrated structures where educational and scientific and innovative activities are combined. They are assigned the role of a flagship in innovation. These structures are characterized by the following features:

- They carry out both educational and scientific activities with equal efficiency;
-

- Technologies are being actively introduced into the economy;
- Fundamental and applied research has a fairly wide range;
- High level of training of masters and highly qualified specialists;
- A built-up system of retraining and advanced training programs.

The main task of creating such structures is to advance the development of science, introduce innovations, and train highly qualified specialists for high-tech sectors of the economy.

Active use of information and communication technologies (ICT) in the educational process is one of the key conditions of innovative activity. It is not for nothing that this problem is given the closest attention at the state level. But there are factors that prevent innovation.

1. Lack of adequate funding.
2. Insufficient competence (lack of information, in particular) of representatives of higher education authorities of the district.
3. In contrast to large cities, parents do not have the opportunity to purchase the necessary educational literature and "getting" all the necessary textbooks and workbooks falls on the shoulders of already busy teachers.
4. As strange as it sounds, there is no social order on the part of parents as such: teach what you want.
5. The lack of preparedness for innovative activity of pedagogical staff.
6. Weak and practically absent technical information base.
7. Personal factors: free time for reading; strong-willed; perhaps the temperament, character traits of the teacher, etc.
8. Economic: the lack of real market relations in education, therefore, does not stimulate the teacher's personality to develop.
9. Material: lack of funds due to individual reasons.

In the field of educational policy: this is responsible state and public support for research projects and programs related to the design of innovative developing and developing education.

Result and discussion

Classification of innovative technology in education:

1. In relation to the structural elements of educational systems - in monitoring and evaluating results.
2. In relation to the personal development of subjects of education - in the development of certain abilities of students and teachers - in the development of their knowledge, skills, ways of working, and competencies.
3. in the field of pedagogical application - in the educational process.
4. By types of interaction of participants in the pedagogical process - in collective learning (person-oriented) and in individual, frontal, group form, in family training.

5. Functionality - innovations-products (educational tools, projects, technologies, etc.)
6. By methods of implementation - systematic.
7. On the scale of the distribution - at the international level and at school.
8. Selection of a sign of the scale (volume) of the innovation -system-wide, covering the entire school or University as an educational system.
9. Socio-pedagogical significance - in educational institutions of any type.
10. On the basis of innovative potential – combinatorial and innovations.
11. Compared to its predecessor – substituting and opening[4].

DISCUSSION

Innovative potential of an educational institution it is determined when analyzing an educational institution for the following positions:

1. The orientation of innovation to change the educational needs addressed to an educational institution, social order

- Aimed at changing the goals, content, technology of the organization, approaches to assessing students ' educational results,
- Integration of teaching, learning and assessment; combining quantitative and qualitative assessment of the student's abilities through the analysis of various products of educational and cognitive activity
- Solving important pedagogical tasks:
 - to create an emotionally comfortable learning environment
 - maintain high educational motivation of students
 - encourage their activity and independence
 - expand learning and self-learning opportunities
 - to develop skills in reflective and assessment activities students
 - develop the ability to learn – set goals, plan and organize your own educational activities
 - develop communication skills
 - inform students and their parents about various options for choosing an educational route

2. Orientation of innovation to solve the problems of educational institutions:

- Changing the way of learning, searching for new forms of organizing the learning process, changing the requirements for performance, and in general – for the quality of education.
- Form of continuous assessment in the process of continuing education.
- Teacher's portfolio - as an alternative form of assessment of their professionalism and performance during the examination for compliance with the declared qualification category.

- Active involvement of parents in the process of teaching and learning of the child (more adequate assessment of both strengths and weaknesses of their child and more active cooperation with the school).

3. Resource capabilities of an educational institution.

- Systematic work to improve the skills of teachers.
- Experience in creating an electronic portfolio.
- Network computer equipment for classrooms (computer classes, personal computers in the offices of subject teachers, administrative network).
- Methodological support of the course:
 - working folder.
 - official portfolio forms (appendix to the grade 9 certificate).
 - rating of a primary school graduate (Regulations on individual cumulative assessment (portfolio)).
 - diagnostic materials.
 - tables and diagrams for maintaining the "working folder".
 - memos and instructions for students.
 - guidelines for portfolio management.
 - examples of classes with students.

4. The relationship of innovation with achievements and competitive advantages of an educational institution for a period prior to the current innovation cycle development:

- A promising form of representation of individual orientation of educational achievements of a particular student, which meets the tasks of pre-professional training and further-specialized training.
- Building an educational rating of graduates.

5. Assessment of the innovative environment in an educational institution, the innovative potential of the team, potential growth points.

6. Primary forecast of the perception of possible innovations in the community of an educational institution, possible resistance to changes.

- Implementation requires new organizational and cognitive skills from both the teacher and the student.
- Learning time problem: requires more time to implement than the traditional assessment system.
- A real assessment of the ability and readiness of students, teachers, and parents to provide materials to record the dynamics of their individual progress.
 - shifting the pedagogical focus from assessment to self-assessment.

- students have poorly developed motivation for achievements, there are difficulties in setting goals, self-planning and organizing their own educational activities, the ability to systematize and analyze their own collected material and experience.

- lack of preparation of parents to realize the importance and significance of the portfolio as a document confirming the level of existing knowledge of students and make the right choice for further education

CONCLUSION

The innovative model of higher education development implies the implementation of a systematic approach to the development and use of innovative products with their extension to all types of educational activities. It should be guided primarily by such principles as the priority of education, secular education, democratic character of education management and continuity of levels and continuity of education, active participation of the state as the main guarantor of the constitutional rights of citizens to education in the development of education, priority of universal values, human rights, humanistic character education, involving the freedom of choice of pedagogical workers methods of training and education, educational technologies, learning tools, and students - educational institutions, directions, training profile (specialty), forms of education.

All this should eventually bring our educational system to the world level[5].

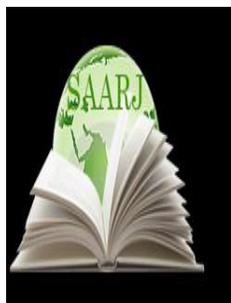
But without regional actors, the modernization of higher education cannot take place. Therefore, they should also actively participate in the process of innovative development of education.

Thus, we can say that the introduction of innovations in universities will lead to a new model of higher education, its restructuring. And the innovation models should be different for different higher education.

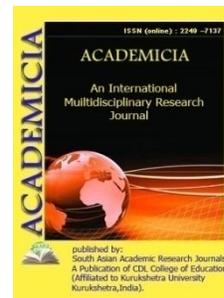
REFERENCES

1. "On the Strategy for further development of the Republic of Uzbekistan". Decree of the President of the Republic of Uzbekistan, February 7, 2017. - NarodnoyeSlovo, February 8, 2017.
2. Kostyukevich S.V. Innovations: the approach of modern Western authors in the context of the Russian experience / S. V. Kostyukevich // Alma mater. - 2011. - no. 4. - P. 69.
3. Vladimirov A.I. On the innovative activity of the higher education. - Moscow: publishing house Nedra, 2012. – P. 72.
4. Farhodzhonova N.F. Problemy primeneniya innovacionnyh tehnologij v obrazovatel'nom processe namezhdunarodnomurovne. Innovacionnyetendencii, social'no-jekonomicheskiepravovye problemyvzaimodejstvija v mezhdunarodnomprostranstve. – 2016.
5. Dexqonova S., Mamadaliyev S. FACTORS THAT IMPROVE IDEOLOGICAL ACTIVITY IN THE GLOBAL ENVIRONMENT // Экономикаи социум. – 2019. – №. 6. – С. 23-25.
6. Dexqonova S. THE CONTRIBUTION OF THE JADIDS TO NATIONAL AND SPIRITUAL DEVELOPMENT // Экономикаи социум. – 2020. – №. 3. – С. 28-31.
7. Dexqonova S., Muxiddinova X. G. Relationship and interaction of rights and morals // Теорияи практикаи современнойнауки. – 2017. – №. 5. – С. 15-17.

8. Dexqonova S. E. Historical forms and manifestations: theological representations and interpretations of religious values //Теорияипрактикасовременнойнауки. – 2017. – №. 4. – С. 5-8.
9. Dexqonova S., Aliyev N. THE ROLE OF THE CONSTITUTION IN EDUCATING YOUNG PEOPLE IN THE SPIRIT OF RESPECT FOR NATIONAL VALUES //Экономикаисоциум. – 2019. – №. 6. – С. 21-22.
10. Abdulahadovich X. A., Egamberdiyevna D. S., Tuxliboyevich J. R. H. INNOVATIVE APPROACH TO IMPROVING THE EFFECTIVENESS OF HIGHER EDUCATION //Journal of Critical Reviews. – 2020. – Т. 7. – №. 7. – С. 1074-1076.
11. Dehqonova S. E. THE USING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS //Central Asian Problems of Modern Science and Education. – 2019. – Т. 3. – №. 4. – С. 313-317.
12. Muxiddinova X. G. The role of information in the development of the society //Экономикаисоциум. – 2018. – №. 9. – С. 45-47.
13. Muxiddinova X. G. Self-evaluation and meaning of human life //Экономикаисоциум. – 2017. – №. 4. – С. 29-31.
14. Muxiddinova X. G. Self-evaluation and meaning of human life //Экономикаисоциум. – 2017. – №. 4. – С. 29-31.
15. Muxiddinova X. G. SOCIAL AND POLITICAL VIEWS OF JADIDES //Мироваянаука. – 2019. – №. 3. – С. 36-39.
16. Muxiddinova X. THE ROLE OF WOMEN'S IN THE EDUCATION SPIRITUAL YOUTH //Теорияипрактикасовременнойнауки. – 2018. – №. 3. – С. 42-44.
17. ИсмоиловМ. И., ФарходжоноваН. Ф. The Philosophy Analysis Of The Evolution Of Ecological Paradigm //Новыеидеивфилософии. – 2016. – С. 1-7.
18. Исмаилов М. И., Фархаджанова Н. Ф. ЭКОЛОГИЧЕСКАЯ ПАРАДИГМА: СМЫСЛ И СУЩНОСТЬ //Фундаментальные и прикладные исследования в современном мире. – 2016. – №. 13-4. – С. 20-23.
19. Abrorovna A. S., Shukhratullayevna A. G., Gulomovna M. H. MODERN EDUCATIONAL TECHNOLOGIES AND INNOVATIVE ACTIVITY OF TEACHER IN HIGHER EDUCATION SYSTEM //Journal of Critical Reviews. – 2020. – Т. 7. – №. 7. – С. 1077-1079.
20. Farhodjonovna F. N. Spiritual education of young in the context of globalization //Мирнаукииобразования. – 2017. – №. 1 (9).



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00246.9**

FEATURES OF THE FORMATION OF SYSTEM GRAMMATICAL REPRESENTATIONS IN THE TEACHING ENGLISH LANGUAGE

Akbarova Mohinur Alisher qizi*

*Student,
 Department of Foreign language and literature,
 Fergana State University,
 UZBEKISTAN

ABSTRACT

The article discusses some methods of teaching foreign languages in universities. Special attention is paid to grammar-translation, audio-visual, audio-lingual and communicative methods of teaching students at the university. The grammar-translation method is one of the main methods in the modern system of continuing education. This is the so-called classical method, which has been used in teaching foreign languages for more than a decade. This prevalence is also due to the fact that most of the teachers themselves were trained using this method. The purpose of this method is to learn how to read and translate using grammatical rules. The disadvantages of this method include the fact that the lexical part is not given enough attention. The study of vocabulary is reduced to the mechanical memorization of words. Reading and translation are performed in a strict form. In addition, the texts offered for reading are usually related to complex fiction, therefore, the student studies only the literary language

KEYWORDS: *English, Method, University, Student, Teacher.*

INTRODUCTION

More and more active learning of English in educational institutions is a factor not only of active interest in the English language, but also of acquiring more advanced knowledge of this language. Because in the modern world, English is very popular. Moreover, this language is the language of international communication. Today, there are a huge variety of methods for effective teaching of English in higher educational institutions. Each of the methods has certain features, some of them are more popular and in demand, and some are less. In addition, new methods of teaching a foreign language are regularly developed, so now every university teacher

can choose the optimal method of work. When teaching a foreign language in higher educational institutions, classical methods are most often used. These include: direct method, grammatical-translation method of teaching, audiovisual method, audio-lingual method, communicative method.

The direct method of teaching a foreign language is that the teacher pays more attention to the study of the spoken language itself, which is used in everyday life. When teaching English through this method, the role of the teacher in the successful assimilation of knowledge by students is key. That is, his speech should be absolutely clear and correct, and the pronunciation should be perfect, since the students will constantly repeat the words exactly after the teacher.

This means that the ideal option for a direct method of teaching is a teacher as a native English speaker.

The grammar-translation method is one of the main methods in the modern system of continuing education. This is the so-called classical method, which has been used in teaching foreign languages for more than a decade. This prevalence is also due to the fact that most of the teachers themselves were trained using this method. The purpose of this method is to learn how to read and translate using grammatical rules. The disadvantages of this method include the fact that the lexical part is not given enough attention. The study of vocabulary is reduced to the mechanical memorization of words. Reading and translation are performed in a strict form. In addition, the texts offered for reading are usually related to complex fiction, therefore, the student studies only the literary language. Once in a language environment, it will be very difficult for him to understand the people around him, even with a good knowledge of the literary language itself. The essence of the audiovisual and audio-lingual methods is to convey the language through clear structures. Here, learning takes place with the help of audio and video recordings. For example, the audiovisual method involves illustrating speech with appropriate pictures, that is, students are shown videos, feature films and documentaries in English. In this case, they have two channels of perception at the same time - visual and auditory, as a result of which associations arise in the students' heads, which allows them to better remember the language.

The purpose of the methods is to master a live, spoken language. Both methods are built on induction, where the training goes from the rule to the example. Currently, more and more teachers are turning to the communicative method of learning English. The object of this method is the speech itself. As a result, this technique allows you to learn the ability to communicate. Also, when using the communicative method in teaching, there is a great activity of students.

The task of the teacher in this case is the ability to engage in a conversation with all those present in the audience. To better memorize the language, you need to load all the perception channels.

Now to achieve a high social position requires a lot of diligence, perseverance and everyday work. Language teaching has acquired an applied character, whereas previously it was relatively theoretical. Aristotle also brought out the famous triad of teaching ethics, which perfectly correlates with modern requirements: logos - the quality of presentation, pathos-contact with the audience, ethos - attitude to others. This rule is true for the speaker, for the actor, and for the teacher of a foreign language, whose role involves the first two hypostases.

The functions of the teacher in the educational process have changed significantly. The teacher-mentor is not able to give students the freedom of choice and provide the necessary "freedom of learning" "in the comprehension of such a subtle matter as language. He was replaced by a teacher-observer, a teacher-mediator, a teacher - "pacifier" and a teacher-leader. Although the personality of the teacher in this case fades into the background, its influence on the audience does not decrease, but, on the contrary, increases.

The progress and fundamental changes in the methods of language learning are undoubtedly associated with innovations in the field of personality and group psychology. The psychological factor of learning foreign languages is promoted to a leading position. Authenticity of communication, balanced demands and claims, mutual benefit, respect for the freedom of other individuals-this is a set of rules for building constructive relationships in the "teacher-student" system.

In the classroom, the student is no longer limited in the choice of speech means and their own speech behavior. The teacher is also not constrained in the choice, since there are a huge number of methods and techniques of teaching - from games and trainings to simultaneous translation, in the organization of classes, in the choice of textbooks and teaching aids. The teacher can now select, create, combine and modify the educational material, relying on various methods.

The fundamental method is really the oldest and most traditional method used in the study of a foreign language. It allows you to thoroughly know phonetics, understand visual images of syntactic constructions, and have a mandatory vocabulary. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a native speaker. When using this technique, the teacher includes traditional, but are important aspects of pronunciation, grammatical base formation, the elimination of psychological and language barriers that impede communication. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening - need to be developed systematically and harmoniously by students. This comprehensive approach is primarily aimed at developing students' ability to understand and create speech. A teacher who is not a native speaker has the ability to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, and prevent possible errors. The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

The essence of this method is to create real communication situations. When recreating the dialogue, the student has the opportunity to put into practice all the knowledge gained. An important advantage of the method is that it has a variety of exercises: role-playing games, dialogues. Thanks to this, today the communicative method occupies a leading position in teaching English, along with the traditional grammar-translation method.

The audio linguistic method involves mastering a language not by memorizing vocabulary and grammatical rules, but by mastering language structures that are given in the form of speech samples, while audio recordings of these structures are actively used. The training is aimed at oral communication with native speakers, so the bulk of speech samples are dialogues that are read, memorized, played out by students in pairs, and then the individual structures of these dialogues are worked out with the help of intensive training.

The communicative method, which is often mistakenly equated with the natural one, consists in teaching a language by modeling communicative situations of social interaction. At the same time, it is creative communication that comes first, and not following the constructions and structures of colloquial speech for their repetition and memorization. That is why any teaching of spoken language is often called communicative, which is incorrect from the point of view of the methodology of language teaching.

It is fair to say that every qualified teacher of a foreign language has its own original approach and teaching methods. And yet, each teacher uses the techniques of these methods in his work, which are chosen in different combinations and, being used in the context of different forms, conditions and other pedagogical factors, make the activity of each teacher original. Nevertheless, it seems that the activity of a foreign language teacher in a non-linguistic university should be based on one method that can organically complement the techniques from other methods. The fact is that in conditions of lack of time, using different methods in turn can only do harm, since none of them will be fully disclosed.

In high school the natural learning method may only be used in language schools for practicing speech, suggesting the development of oral language skills. However, using the natural method will not be effective, because immersion in the language environment does not happen every day, but only for a few hours. That is why the question of whether to completely abandon the Russian language during academic classes, in the methodology of teaching foreign languages is still open. In a non-linguistic university, this method will obviously not work effectively, and attempts to apply it will lead to a loss of time.

The grammatical-translation method is usually criticized as "boring", too theoretical, not leading to quick practical results. Despite this, it develops thinking, and the analysis of grammatical rules with the proper skill of the teacher helps to compare Russian and foreign languages, which will allow you to better understand the structure of the language being studied. In conditions of large groups and the constant need for educational programs in non-linguistic universities, this method often comes to the rescue, because it guarantees that some tasks in the classroom will be solved (repetition of the material, fixing the rule, clarifying complex cases of using the rule). Quite often, for this reason, this method is the basis of classes, but it is obviously not enough for the formation of speech skills.

Grammar-translation training at the university is often "diluted" by the audio-lingual method. This method, perhaps, most organically combines theory and practice, because the constant repetition of the same grammatical structures leads to the development of grammatical skills in a conditional communicative context. The training of grammatical structures with the help of conversational constructions in dialogues shows how they are used in real communication. It should be noted that it is impossible to remember numerous communicative situations. It is necessary to approach communication in a foreign language creatively in order to avoid speech, and to be able to build more complex turns on the basis of the simplest speech structures.

The direct method, based on the principle of induction, is used quite rarely at the university, because it is well suited for the initial level, where teaching a foreign language begins with elementary grammatical structures, from which you can quickly move to structures of medium complexity and higher. Students already know the school material, and mistakes in grammatical constructions often require clarification rather than systematic elaboration. That is why the direct

method can turn into a waste of time and make classes too boring. Students' grammatical skills are developed sufficiently to try to communicate in situations that are more close to reality.

At the present stage of development of methods of teaching a foreign language, the communicative method and the communicative method are relevant. From the standpoint of pedagogical science, it is correct to talk about the communicative method, because we are talking about a way to achieve a goal, but the term "communicative method" is firmly entrenched in everyday life, including in advertising language. If we take into account that in this case we often mean not only the method itself, but also the set of means, forms, and techniques of language teaching, then the term "communicative technique" does not contradict the essence, its use is permissible.

Today, the communicative method is often identified with the natural method, which involves communication in a foreign language in natural or as close to them as possible (for example, this is how tutors taught a foreign language). The communicative method can be used in academic settings. It should be noted that it can be effective only if there are the following conditions: small groups, approximately equal level of language proficiency of all students, a high level of motivation to learn the language, the presence of not necessarily high, but a solid basic level. It is quite clear that these conditions are present only when working with students of language faculties and training areas. When working in non-linguistic universities, you can talk about the elements of communicative learning, because it is often not possible to model a communicative situation and, most importantly, to develop it.

For communicative training, audio-lingual and direct methods are often given, if there is a contrast between teaching a spoken language and teaching the language of books, newspapers and magazines. There is no direct relationship between the functional style of a language and the method of teaching it. If conversational constructions are worked out exclusively according to pre-established and set patterns, this cannot be called communicative training. This is a communicative training in the grammar of the language, because the speech value of such phrases will be small. Meanwhile, it is the main criterion of communicative language learning.

Another important attribute of communicative learning is communicative motivation, that is, the student's desire to speak out, respond, and speak in class, which determines his activity, which is one of the main indicators of successful language acquisition and successfully conducted classes. Communicative motivation in the methodology is traditionally discussed at the level of phrases and statements, when the question of how to activate the participation of students in the discussion is raised. However, it is important to understand that communication itself does not always generate communicative motivation. If the teacher puts additional points for activity in the classroom, which is especially important for modern universities, where a point-rating system of assessment is introduced, then it should already be about the teaching methodology, the organization of the process as a whole, which is also important, but it will be indirectly related to the language. For truly communicative learning, motivation is important, achieved by means of the language itself and the process of communication in it [1, p. 50-77]. We should talk about the motivation to use words not according to a formal pattern, but in spontaneous, unprepared speech. Words are best remembered in an "active context" for expressing thoughts, rather than when performing communication-oriented exercises. The same can be said about grammatical constructions. The need for certain language units should be felt "from within", if it is imposed

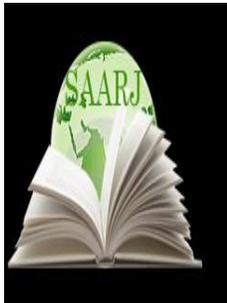
formally by communicative exercises, where it is required to use a lexico-grammatical unit, this is already perceived as a learning task, and not as pure communication.

If a student is motivated to communicate in a foreign language, but does it according to a template, does not use a new word that expresses an original idea, then we should talk about educational, and not about communicative motivation. When learning a foreign language, typical "communicative" structures and phrases are used, speech itself is a creative process, and in real communication (with the exception of the simplest communicative situations such as greetings, apologies, requests, etc.), it is necessary to move away from the template, forming your own style of communication. If this is not evident in the classroom, communication is formal.

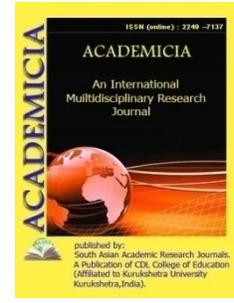
The presented material is related to the practical activity of the teacher and is suitable for describing the process of linguistic training in a non-linguistic university. Understanding the pros and cons of each method and an objective assessment of the feasibility of its application in the existing conditions is one of the signs of professionalism, high qualification of the teacher and methodological flexibility—a mandatory and basic requirement for a modern teacher of a foreign language.

REFERENCES

1. Farhodjonovna F. N. Spiritual education of young in the context of globalization //Мирнаукииобразования. – 2017. – №. 1 (9).
2. Исмаилов М. И., Фархаджанова Н. Ф. ЭКОЛОГИЧЕСКАЯ ПАРАДИГМА: СМЫСЛ И СУЩНОСТЬ //Фундаментальные и прикладные исследования в современном мире. – 2016. – №. 13-4. – С. 20-23.
3. Farhodzhonova N.F. Problemy primeneniya innovacionnyh tehnologij v obrazovatel'nom processe na mezhdunarodnom urovne. Innovacionnye tendencii, social'no-jekonomicheskie i pravovye problemy vzaimodejstvija v mezhdunarodnom prostranstve. – 2016.
4. Farhodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 621-626.
5. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – С. 747-750.
6. Sodirjonov, M. M. (2020). EDUCATION AS THE MOST IMPORTANT FACTOR OF HUMAN CAPITAL DEVELOPMENT. Theoretical & Applied Science, (4), 901-905.
7. Farhodjonova N. F. MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION //Теорияипрактикасовременнойнауки. – 2018. – №. 3. – С. 16-19.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00245.7**

THE ROLE OF ORIENTED FOREIGN LANGUAGE IN THE FORMATION OF THE COMMUNICATIVE COMPETENCE OF PHYSICS STUDENTS

Xolmatova Mahbuba Ahmadjon qizi*

*Base Doctorate,
 Namangan State University,
 Namangan, UZBEKISTAN

ABSTRACT

At present, due to the development of new technologies, as well as the increasing interest in the research of physical processes and the use of new energy sources, there is an increasing need for specialists in the field of nuclear physics who have all the necessary skills to carry out successful communication in a foreign language. The course of a career-oriented foreign language provides an opportunity for a creative approach to the learning process, allow you to show flexibility, plasticity of thinking and form an open cognitive position in students. In addition, it helps to equip students with knowledge, practical skills and skills that will make it possible to use a foreign language as a means of information activity, systematic replenishment of their professional knowledge and professional communication.

KEYWORDS: *Innovative Approach, Innovative Methods, Education, Physics, Communicative Competence.*

INTRODUCTION

Requirements for engineers-physicists are constantly growing, as the work of the engineer involves design of certain technical units and the design principles vary, new, for example the principle of the minimization of environmental damage, the psychological possibilities of the person for safe operation with technical means. The future work of physics students in such a dangerous field requires the development of successful communication skills not only in Uzbekistan, but also in a foreign language to coordinate and make a systematic decision.

The need to develop a career-oriented foreign language course is dictated by the increasing requirements for the training of graduates of non-linguistic universities. In the new generation

program for technical universities, the discipline "foreign language" plays a significant role in the formation of a number of competencies, which are expressed in the ability to:

- * Written and oral communication in the state language (the ability to logically correctly, argumentatively and clearly build oral and written speech) and to use one of the foreign languages;
- * Public speaking, argumentation, discussion and polemics;
- * use national language foreign languages fluently as a means of business communication;
- * analyze, synthesize, and critically summarize information.

The teacher is tasked with developing technologies and teaching methods that will help solve the problem of insufficient English proficiency of future technical specialists.

As the analysis of highly specialized educational literature in English has shown, currently there are no publicly available textbooks and teaching aids for physics students that meet all the requirements for the final result of training stated in university programs. There is a need for manuals that take into account the technologies and teaching methods used in the course of a career-oriented foreign language at a technical university. In this regard, work has been carried out to create a corresponding manual.

In the process of forming a foreign language communicative competence of a future specialist, it is necessary to take into account the specifics of teaching a foreign language in a non-linguistic one university and be based on the following pedagogical conditions:

- * Determination of the content of the communicative competence by analyzing the relevant professional activity;
- * Stage-by-stage formation of foreign language communicative competence;
- * Intensification of the process of its formation;
- * Immersion in a foreign language environment through conferences, role-playing and business games, reading original literature [1].

To form a professional communicative competence, it is necessary to:

- 1) Be fluent in the genres that are decisive for this specialty, profession;
- 2) Be able to use terms in a business context;
- 3) Know the etiquette speech formulas in business communication, which are an integral part of professional communication;
- 4) possess the basics of rhetorical knowledge and skills;
- 5) Take into account a number of extra linguistic factors (the circumstances of the communication process, the personal qualities of the specialist);
- 6) Know the status and role characteristics of the partner.

Experimental studies show that teaching a career-oriented foreign language according to the developed methodology allows us to solve the problem of the lack of awareness of the "motivational and motivational base of speaking" among students of a non-linguistic university.

Moreover, the cognitive and communicative function of thinking and such mental operations as comparison, analysis, and synthesis are actively developing. Knowledge of a foreign language has a beneficial effect on the development of "phonetic and intonation hearing, imitative abilities, language sense, the ability to highlight the main thing, all types of memory, voluntary and involuntary memorization", "imagination and creative abilities develop". When translating from a foreign language, the student is forced to look for analogies in the native language, which undoubtedly expands the vocabulary and increases the level of literacy.

Teaching foreign language professional-oriented communication contributes to the development of logical thinking, since the student is faced with the need to first comprehend the facts, phenomena in question (for example, in the text), and then build them into a logical sequence (when retelling). It is with the development of logical thinking and communication skills that there is a tendency to learn ways of retelling without using ready-made sentences from the source text and memorizing them, as was practiced earlier, although it is allowed to memorize certain phrases (lexical units) from the authentic text.

The course of a career-oriented foreign language provides an opportunity for a creative approach to the learning process, allow you to show flexibility, plasticity of thinking and form an open cognitive position in students. In addition, it helps to equip students with knowledge, practical skills and skills that will make it possible to use a foreign language as a means of information activity, systematic replenishment of their professional knowledge and professional communication.

The developed system of communication exercises allows you to overcome some of the difficulties that arise in physics students. In particular, when students come into contact with the exact sciences, they develop the habit of a certain type of work and transfer it to the process of mastering a foreign language. On the one hand, careful attention to detail does not allow you to miss the slightest changes, such as word forms, and tasks to choose the correct spelling are usually performed with a minimum number of errors. On the other hand, this type of material has a negative impact on learning different methods of translation — student of technical mindset tend to perform as a literal translation from a foreign language into the native language and native foreign, while ignoring the other methods of translation.

Another problem of students of technical universities is related to the complexity of forming their thoughts in their native language, which reduces the effectiveness of using methods of bringing analogies, relying on their native language when studying a foreign language. The communicative orientation of the course allows you to develop such an important ability for future specialists to correctly express their thoughts in their native language, saving them from tongue-tied speech.

In a number of studies, you can find a whole list of communication shortcomings of a modern engineer:

- * Difficulties in speaking and writing;
- * Problems in the written communication of engineers, in connection with which enterprises lose billions of dollars annually;
- * lack of special training or experience, inability to clearly express thoughts or convey ideas, inaccuracies in written communication, inability to see the features of the value system and

perception of information in a particular audience, as well as inability to listen to another [3, p.51-52].

The course foreign language reflects the accounting principle of motivation to learn: a selection of specialized texts, creating a complex communicative exercises, group and individual forms of work to maintain a competitive atmosphere between students in the classroom, etc.

Controlling the process of mastering a foreign language is another way to increase motivation to learn. Practice shows that "postoperative control is more effective than control of the final response". The new generation of standards introduced the current, intermediate control to encourage students to gradually, step-by-step development of the subject, which was also taken into account in the development of the course.

One of the requirements for the new programs is "the need to restructure the curriculum for independent work of students" [2, p. 8.3). Such a restructuring is not applicable to the discipline "foreign language", since students can only be provided with some aspects of a foreign language for independent study (for example, part of grammar, vocabulary), but teaching the communicative component is possible only in the classroom mode. For a career-oriented foreign language course, it is more essential to make extensive use of active and interactive forms of teaching - business and role-playing games, computer simulations, psychological trainings, discussions, seminars in an interactive mode - in combination with extracurricular work in order to form and develop students' professional skills.

When creating a career-oriented foreign language course, the peculiarities of thinking of students of technical specialties were also taken into account. The specific features of different types of thinking are determined in different people primarily by the specificity of the tasks that they have to solve; they are also associated with individual characteristics that develop depending on the nature of the activity [6]. According to psychologists, the leading component in the structure of the mental abilities of future engineers is a high level of development of spatial representations, since they have effective and practical intelligence, therefore, for teaching a foreign language, it will be effective to use visualization in the form of diagrams, tables or a reference algorithm of actions.

For example, after reading the texts about nuclear power plants, you can work with students to develop the points of the plan for retelling any of the texts of this type:

- * Design and construction history;
- * Start-up of the first power unit and types of reactors used;
- * Technical characteristics and features (type of fuel used, type of coolant, type of moderator, type of turbines, etc.);
- * Current state (the amount of electricity generated, the number of power units, participation in international programs, etc.);
- * Plans for the future, development prospects.

An equally important factor that determines the increase in motivation to study the course is a creative approach to the learning process, stimulating creative activity in mastering the skills of

foreign language communication. In psychology, factors that affect the development of a person's creative abilities include:

* Situational factors — approval and support from close or authoritative people, enough time, etc.

* Personal factors — self-confidence, lack of conformity, positive emotional attitude, etc.

Despite the widespread use of various types of training to identify and develop hidden creative abilities, the main condition for the manifestation of creative personalities is purposeful pedagogical activity. For the development of creative thinking of students, teachers and psychologists give the following recommendations:

* do not suppress the student's intuition, even if no logical justification is provided at first;

* build self-confidence, because overestimating your capabilities is less dangerous than underestimating them;

* rely on positive emotions in the learning process;

* stimulate the student's desire to independently choose goals, tasks and means of solving them;

* To prevent the formation of conformal thinking, to fight against conciliationism and orientation to the majority opinion;

* develop imagination and do not suppress the tendency to fantasize;

* develop sensitivity to contradictions, the ability to detect and formulate them, since the main role of contradictions in mental activity is the ability to serve as a source of new questions and hypotheses;

* use the so-called open-type problems in training, when there is no one correct solution, which can only be found and guessed;

* apply problem-based learning methods.

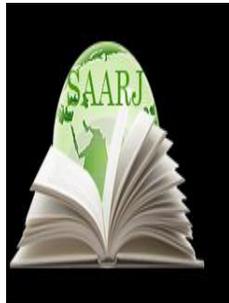
The specifics of the course of a career-oriented foreign language allow you to develop the skills of self-control necessary for a future specialist, which is generally understood as the ability of a person to regulate the action they perform. This is an important tool for creating "immunity" against mistakes, and in this regard, self-control acts as a way of mastering a foreign language.

The results of experimental studies have proved the possibility of solving the tasks set with the help of a career-oriented foreign language course for physics students, taking into account the listed requirements and wishes.

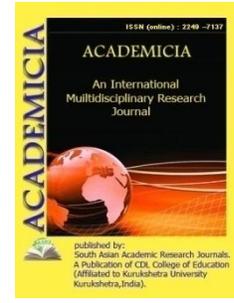
REFERENCES

1. Farhodjonovna F. N. Spiritual education of young in the context of globalization //Мирнаукииобразования. – 2017. – №. 1 (9).
2. Исмаилов М. И., Фархаджанова Н. Ф. ЭКОЛОГИЧЕСКАЯ ПАРАДИГМА: СМЫСЛ И СУЩНОСТЬ //Фундаментальные и прикладные исследования в современном мире. – 2016. – №. 13-4. – С. 20-23.
3. Farhodzhonova N.F. Problemy primeneni jainnovacionnyhtehnologij v obrazovatel'nom processenazhdunarodnomurovne. Innovacionnyetendencii, social'no-

- jekonomicheskie i pravovye problemy vzaimodejstviya v mezhdunarodnom prostranstve. – 2016.
4. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan // ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 621-626.
 5. Numonjonov S. D. Innovative methods of professional training // ISJ Theoretical & Applied Science, 01 (81). – 2020. – С. 747-750.
 6. Sodirjonov, M. M. (2020). EDUCATION AS THE MOST IMPORTANT FACTOR OF HUMAN CAPITAL DEVELOPMENT. Theoretical & Applied Science, (4), 901-905.
 7. Farxodjonova N. F. MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION // Теория и практика современной науки. – 2018. – №. 3. – С. 16-19.
 8. Бушуева, М.А. О формировании иноязычной коммуникативной компетенции студентов неязыкового вуза [Электронный ресурс] / М.А. Бушуева. — Режим доступа: http://www.shvarts.pspu.ru/sbornik_konf_list_22.html
 9. Данилова, Е. О развитии навыков профессиональной коммуникации в инженерном образовании [Текст] / Е. Данилова, З. Пудловски // Высш. образ. в России. - 2008. - № 10.
 10. Фарходжонова Н. Ф., Уринбоев Х. Б. Highly spiritual person-basis of the national spiritual development // Молодой ученый. – 2016. – №. 4. – С. 727-729.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00186.5

JIYENBAY IZBASKANOV'S "THE LANDSCAPE" LYRICS

Jarilqasinoval Malika*

*Master's students,
 Karakalpak State University,
 UZBEKISTAN

ABSTRACT

The article deals about the art which includes itself the nature, poems, scenery that contribute to create an aesthetic views of art. From the given examples from the works of the creator J.Izbaskanov, the article gives detailed information regarding the poems about nature and calls to enhance the imagery and emotion in the lyrics, to increase the sensitivity.

KEYWORDS: *Homeland, Vibrant Nature, Expression, Painting, Unique, Inner World, Wonderful Scene.*

INTRODUCTION

Landscape (french word, space, country) a representation of nature in art literature.

Expression of the landscape teaches to perceive, feel, teach the beauty of nature, to preserve its riches, cultivates the aesthetic sense of the student.[1. 98-99].

The nature that surrounds us is beautiful and has unique patterns, the chirping of birds and the sound of water capture the heart of any person. Especially, our poets are inspired by this process.

It is clear that the creation of such an aesthetic process will reach the heart. Certainly, there is a purpose in the depiction of nature. The learner receives its beauty, is inspired by it, enriches his inner world. [1. 100 -p]

One of the creators of such landscape lyrics is the honored poet of Karakalpakstan J.Izbaskanov. When you study the poetry of the poet, you will notice a unique and wonderful scene. Take, for example, his lyrics about love:

Even the sun loves the mountains

Even if the surroundings are beautiful,

The sky is full of clouds

The reason is that you like a girl. [2. 16-p]

In the image of these poetic lines, the poet means that in the heart of every human being has his own nature, and if that nature is covered by a cloud, then that person will not enjoy or be affected by anything. To be exact, no matter how beautiful a nature is, it will not inspire you, if in soul is cloudy and rainy, and the thing looks like a rock, it looks dark.

In particular, the poet's lyrics on the theme of the homeland reflect wonderful poetic lines. For example, in the song "**Storm**", which is part of the "**Red Sand**":

Pressing to the squall,

If you look at a flying thing.

Not wind, sand door,

A piece of dead dust.[3. 122-p]

In addition to capturing the beauty of Mother Nature on paper, he also portrays the ecological situation as a protector of nature. To feel this deeply, one needs a genuine childhood love for one's homeland, along with poetic inspiration and joy.

There can be divided into two ways to describe the landscape in the poet's lyrics with such peculiarities.

The first is to give a picture of true nature. That is, a clear depiction of nature, just like a painting by an artist. These include the poet's songs "**Autumn**", "**Winter**", "**The Last Snow**";

The second is that the poet uses images of nature to convey the emotional feelings of the lyrical protagonist in order to enhance the imagery and emotion in the lyrics, to increase the sensitivity. These include the poet's :"**In the sky of your soul**", "**Before me**", "**Are we so dependent for black?**", "**I Should not Wait**" and etc. For example;

Should not I wait too long

To witness the fruits of my labor?

Even if there is a storm around

The flowers on the lapel are too many.[2. 13-p]

J.Izbaskanov's painting of nature can be seen as a poet who chose a unique style.

It can be noticed that if he simply wants to describe a season or a flower, he will avoid from the using of ordinary words. Example:

It is autumn. A clear night.

Bright stars.

Silence... One girls

Whispering like a linger [3. 88-p]

As you read these lines, you will see autumn pictures. Also, one of the distinctive features of the poet's work is the style of symbolic expression. In his symbolic works, too, the lyrical protagonist finds a poetic vibration of his inner feelings through changes in nature:

Eye-catching today and early

If it can be seen silently,

Bitter-tongued hurricanes are rare

It exploded and broke cruelly.

A meditation for soul a windy door,

Here came spring in the footsteps of winter.

Growing up as before,

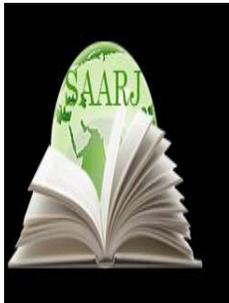
Me that broken piece of tree...[2.47-p]

The poet wants to express the country through the trees. That is, special type of tree is a symbol of the homeland, the people. In this way, the poet depicts vividly the difficult situations in which the country has survived.

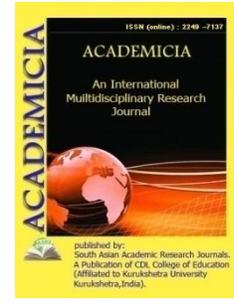
In general, J. Izbaskanov can be considered as a poet of love and nature in Karakalpak literature. In the proper sense, he is a true ambassador of nature.

REFERENCES

1. S. Akhmetov "Short Dictionary of Literary Terms", "Karakalpakstan" Nukus 1972
2. J. Izbaskanov "Joy to life", "Karakalpakstan" Nukus 1987
3. J. Izbaskanov "The lyre of love", "Karakalpakstan" Nukus 1992



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00214.7

STUDYING THE PROFESSIONAL LANGUAGE OF A PHYSICIAN IN THE RUSSIAN LANGUAGE CLASSES AT A MEDICAL UNIVERSITY

Akhmedova U.E*

*Senior Lecturer,
 Fergana Medical Institute of Public Health,
 Ministry of Health of Republic of UZBEKISTAN

ABSTRACT

This article provides information about the professional language of a physician, which a medical student encounters from the very first steps. Throughout the years of study and then further work, the specialist, drawing on new information, enriches his professional language with more and more new words and expressions. The most basic and noticeable difference in the professional language is a huge number of special words and expressions, rich and widely branched terminology.

KEYWORDS: *Branched Terminology, Abbreviations, Scientific And Technological Achievements, Professionally Oriented Approach, Definition, Scientific Concept.*

INTRODUCTION

The relevance of the study lies in the fact that there are questions on the description and use of terminological vocabulary for communicative purposes that are awaiting their solution. Research in this regard is underway. Most importantly, they relate to the issues of the functioning of terms, their characteristics, role and meaning for communication, etc. However, there are a number of unsolved problems, in particular, the use of terms in students' speech, which should be drawn to the attention of Russian language teachers. A professionally oriented approach to teaching the Russian language to medical students is acquiring special relevance.

The purpose of the work is to describe terms and their use in the educational process, in particular, in the Russian language classes at a medical university. The teacher of the Russian language should think about the organization of its corresponding forms and types, various methods of work that increase the quality and efficiency of teaching medical students the professional Russian language.

The rapid development of science and technology in the 21st century has led to the growth of new scientific and technical, in particular, medical terminology throughout the world. Scientific and technological advances are widely promoted through the media. People use various equipment, devices, computers, know their purpose, structure, principles of operation. This led to the fact that many professional words are beginning to be used not only by specialists, but are gradually becoming common.

The problem of professionally oriented education is currently recognized as a priority area in the renewal of education.

From the first steps, a student of a medical university is immersed in the atmosphere of a specific professional language characteristic only of his profession. Throughout the years of study and then further activities, the specialist, drawing on new information, enriches his professional language with more and more new words and expressions.

The most basic and noticeable difference between the professional language is a huge number of special words and expressions, rich and widely branched terminology. In a relatively short period of time, new sciences have emerged, and profound and even revolutionary transformations have taken place in almost all "old" sciences. Transplant surgery, cardiovascular surgery, oncology, immunology, hematology, anesthesiology and resuscitation, transfusiology, allergology, medical genetics, radiation hygiene, psychopharmacology and much more have developed.

The modern professional language of a doctor is a product of the centuries-old development of world medicine and pharmacy. The culture and science of the ancient peoples of Ancient Greece and, above all, Rome, had a tremendous influence on this development. We all use the words and elements of the ancient Greek and Latin languages widely in various fields of our activity.

A highly qualified doctor and pharmacist is always distinguished by a culture of professional speech: it is not only a competent command of the literary language, but also a wide and deep knowledge of terminology. René Descartes, an outstanding French scientist philosopher, once said: "Clarify the meanings of words, and you will save the light from half of its delusions." This statement is directly related to the professional language of doctors.

The word "term" itself is Latin. Terminus means "limit, border". The main function of the term is to accurately and unambiguously name, designate a certain concept of science, the field of technology, etc. Unlike all other words of the literary language, terms do not denote everyday, everyday concepts, namely, the concepts of science, those. scientific concepts.

It is the knowledge of the essence of the scientific concept disclosed in the definition that distinguishes a specialist from a non-specialist.

Medical terminology is a set of words denoting scientific medical concepts, to accurately and unambiguously name certain scientific concepts: pacemaker, ultrasound, electro sleep. The vocabulary richness of the ancient Greek and Latin languages was the main building material for terminology in the creation of many hundreds of thousands of terms. H: angiology, gastroenterologist, sarcoma, hematologist, cardiologist, eczema, hydrocephalus, autointoxication, hyperglycemia, angioliopoma, cardiomegaly, hypovitaminosis, heparin, etc. Each term has its own definition (precise scientific definition) among other terms in the same field. Terms, in contrast to "everyday" words, within their terminological field are usually unambiguous; one and the

same word can be a term in different areas of knowledge, but this is not polysemy, but homonymy.

According to scientists, “The dictionary from only one field of technology, for example, electronics, includes 60,000 words, in medicine there are more than 50,000 terms, while dictionaries containing everyday and literary vocabulary are often limited to 30-40 thousand words. According to experts, about 1000 new scientific and technical words arrive annually”. The introduction of these words into other languages increasingly complicates the normal functioning of international exchange in the field, and also complicates international cooperation in many areas. The terminological field or terminological context is important for a term. As you know, medical terminology is also becoming widespread and generally available, primarily the one that designates concepts and phenomena that are relevant and vital for society. This is the reason for the widespread use of borrowed medical vocabulary of this aspect in different languages, including through or from the Russian language.

If we take medical terminology as a whole, then many terms, for example, pulmonology, hydrocephalus, catgut, scalpel, consultation, pressure chamber, gangrene, myocardium, gastroenterologist, autointoxication, ischemia, endoscopy, angiolioma, Parkinson's disease, etc., will not be understood by the general public. native speakers, and terms such as diagnosis, surgery, hepatitis, therapist, children's clinic, emergency hospital, traumatology, vaccine, syringe, drugs, prescription, etc. are known to the overwhelming majority of Russian speakers. The analysis of medical texts showed that they are dominated by terms that are widely used in the speech practice of medical students, which, in our opinion, is natural, since world health care depends primarily on world medicine. Based on the tasks set, the following materials and research methods were selected and applied:

- Analysis of scientific and methodological literature on medical topics;
- A comprehensive research method that allows you to identify the specifics of the studied lexical group, including familiarization with the ways of interpreting medical terms in different dictionary sources;
- linguo-methodological analysis of educational and scientific texts in the specialty of university students and relevant teaching materials, as well as dictionaries of terms.

The expressed signs of the term are as follows:

- 1) The term has a single, definite and specific meaning;
- 2) The term has an indissoluble connection with the concept;
- 3) The term has a certain semantic edge, outside of which it loses its terminological features;
- 4) the term performs a special or special function, which is expressed in a specific place of application, outside of which it can turn into an ordinary linguistic morpheme.

Compound words occupy a large place among the terms, i.e. abbreviations. We have collected more than 600 abbreviations: COPD - chronic obstructive pulmonary disease, ESR - erythrocyte sedimentation rate, MRI - magnetic resonance imaging, MSCT – multispiral computed tomography, CVS - cardiovascular system, FEGDS – fibro so phagogastrroduodenos copy, etc.

The methodology of teaching the language of the specialty contributes to the accelerated communication of future specialists in the fields of production, the development of business relations in administrative circles, both in their native and Russian languages. Practical lessons of the Russian language lay the foundations of the professional skills of young students. Hence, any work related to the future specialty of students should contribute to the activation of their thinking activity. For the purposeful preparation of trainees for their future activities, it is necessary to determine the key areas of this activity - the areas of professional communication.

In accordance with the social order in the system of its training, two main areas of communication can be distinguished:

- the professional activity of a physician within the university: the development and improvement of the speech skills of students, taking into account the communication skills in professional activity, self-education and self-development, and the acquisition of skills in working with medical educational literature.

- Social and cultural activities of the future specialist: outside the university, communication with specialists, with native speakers, work as a medical worker (obstetrician, nurse, doctor, radiologist, therapist, etc.).

These areas of communication are a fundamental factor in determining the goals of teaching the Russian language in universities.

The pursuit of professional competence is a complex motivational education, including, first:

- Cognitive interest in the study of scientific and technical information;
- Desire to prepare well for the chosen profession;
- Desire to become a highly educated specialist;
- obtaining approval from specialists, professionals.

Research results

Russian teachers of a medical university should acquaint medical students with medical terminology, abbreviations, so that in the future they can use the terminology in their professional activities. With the help of term elements, numerous series are formed, a series of terms of the same type in their structure and semantics (meaning).

Among anatomical terms, there are words formed with the help of diminutive suffixes –**ок-** (for the masculine gender), –**к(а)** (for the feminine gender), –**к(о)** (for the neuter gender).

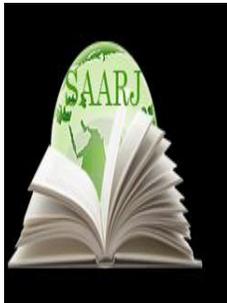
For example: голова – головка (ребра) (head-ribs), яма – (суставная) ямка (pit - (articular) fossa), шея – шейка (кости) (neck-bones), бугор – бугорок (заднейчастиребра) (tubercle-back of the rib), брюхо – брюшко (мышцы) (belly - abdomen (muscles)). Many anatomical terms are adjective + noun; while the adjective has the meaning "similar to something." Such adjectives are formed using the "-shaped" («-видный») part of the word, for example: wedge-shaped (клиновидный), крыловидный (wing-shaped, aliform), гороховидный (pea-shaped), шиловидный (subulate), сосцевидный (mastoid), бобовидный (bean-shaped), грушевидный (pear-shaped), блоковидный (block-shaped) etc.

CONCLUSIONS

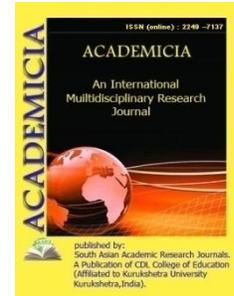
The use of terminology in the Russian language contributes to the rapid assimilation of program material, develops not only oral and written speech, but also develops the professional speech of students enrolled in medical universities, contributes to the conscious, active and widespread use of terms in practice, in particular, in mastering special medical knowledge, which is important for the future profession.

REFERENCES

1. Chernyavsky M.N. Latin languages are basic medical terminology. - Minsk, 1989.
2. Vasilyeva L.I., Okatova L.M. Clinical terminology.-Moscow, 1989.
3. Reformatsky A.A. What is the term and terminology. - M., 1999.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00215.9

IMPROVING HUMAN RESOURCE MANAGEMENT IN CONSTRUCTION

Xaydarova Ezoza Shukurullayevna*

*Senior Lecturer,
 Department of Construction Management,
 Tashkent Institute of Architecture and Civil Engineering,
 UZBEKISTAN

ABSTRACT

Construction projects are facing many problems from day to day in their business. One of the problems that has been taken into consideration in this study is human resource management in the construction of a sustainable development project. Even though construction uses more manpower in its business activities compared to other fields, its human resource management is still inadequate and insufficient. The problem concerning human resource management in the construction of a sustainable development project needs to be identified and methods for improvement need to be formulated for the success of the project.

KEYWORDS: *Sustainable Development, Construction, Human Resource Management, Improvement, Successful Completion.*

INTRODUCTION

The concept of "human resources" appeared in the late twentieth century. During this period, large enterprises began to feel the need for staff. Staff training the search for ways to plan and use them effectively increases. Large sums of money to improve the skills of each employee began to separate. The composition of the workforce and the demands placed on it are increasing went. High flexibility in workers, propensity for various benefits, professionalism preparation and desire to participate in computerized production it has been. The acceleration of scientific and technological progress is also a turning point in the economy made. Man has become the controller and regulator of technological processes. Acquisition of new knowledge, professional development, independent thinking, creative activity and initiative began to be required. Human resources are people. They only create material wealth they also consume blessings. People have their own material and are not the same in terms of spiritual needs. This includes their gender,

age, health, marital status, level of education and other social, psycho-physiological qualities causes So one is not the same as the other.

Construction is a process that consists of the building or assembling of an infrastructure. Large scale construction is a feat of multi-tasking. Normally the job is managed by the project manager and supervised by the construction manager, design engineer, construction engineer or project architect [1]. For the success of construction of any sustainable development project, many aspects must be taken into consideration, inclusive of planning and management, such as human resource, safety and health, construction delays, the designs of architecture and engineering, material availability and quality; the clients need, and financial or economic limitations. One of the aspects which is crucial in this study is human resource management. The term 'human resource management' (HRM) and 'human resources' (HR) have largely replaced the term 'personnel management' as a description of the processes involved in managing people in organizations. In simple words, HRM means employing people, developing their capacities, utilizing, maintaining and compensating their services in tune with the job and organizational requirement [2]. This study will emphasize and discuss HRM in the construction of a sustainable development project as the main factor for success of the construction project. In addition, it will also analyze the factors that influence HRM and discover the methods or ways to enhance and improve it.

Construction has been studied all over the world in terms of HRM in many countries such as in Europe, Australia and even Asia. A lot of journals, theses, case studies and books have been produced regarding human resource in the construction of a sustainable development project. The authors' analysis varies according to their experiences and research but all has been done for one main goal which is the impact of HRM in the construction of a sustainable development project. Previous research has been unable to really prove the effectiveness of HRM and techniques for improvement. HRM is defined as a field of organizational activity and professional practice which has a complex and unclear entity, variously interpreted by practitioners and researchers . In addition, human resource functions to foster learning capacity at all levels of the organization, promote learning culture into its overall business strategy and to enhance the organization's efforts to achieve high quality performance" . HRM as an academic discipline includes the development of knowledge and expertise, and the enhancement of performance [3]. A forceful HRM system is also the most valuable asset of 21st century construction companies, as an enterprise's productivity is closely correlated with its strategies [4]. With rapid changes in technology, workers' needs, current market, and competitive environment, planning for human resources has become an important and challenging task for development. Human resource planning involves plans for the future needs of employees, their required skills, acquisition of employees, and personnel development.

Construction is the industry that use manpower in a large scale compared to other industries. Construction of a sustainable development project involves a variety of people starting from the clients, administrators, managers, designers, contractors, consultants, supervisors, foremen, skilled and unskilled laborers. These people all differ in terms of education, experience and views. Even though construction is viewed as an industry that uses the most of human resource due to its low technology and reliance on people, the attention given to its HRM issues is still inadequate and insufficient. According to the studies done on various construction projects all around the world, it shows that HRM issues and problems regarding the personnel and labor in

construction greatly influenced the success and performance of a project. This project will analyze HRM in the construction of sustainable development projects, examining the strategic and operational aspects of managing people within the construction sector.

There are two objectives in this study. Firstly, to identify HRM as one of the key aspects in the success of constructing a sustainable development project. It also addresses a second objective in identifying the problems/issues of human resource in the construction of a sustainable development project and finds the methods to improve it.

This research was carried out by literature review. It was then followed by data collection using questionnaires and interviews. The observation and monitoring on HRM approaches were conducted among contractors. The pilot survey was conducted to identify and ensure the effectiveness of the questionnaire survey. Most of the respondents agreed that project managers should play their role in implementing HRM to their subordinates. Insufficient duration of a project for the implementation of human resources got the lowest average index. The person who has the power to give orders at the construction site can execute the plan for HRM to engineers, consultants, supervisors, foremen and even laborers. Lack of communication ranks second; according to the survey.

This problem was quite crucial in the construction project as, for example, if the communication between the staff and workers was not well implemented, the flow of information from the top management to the subordinates would not be achieved smoothly. The third ranking was insufficient teamwork in the construction of a sustainable development project. The lack of teamwork can lead to disagreements between the personnel and, even worse, can affect the performance of a project. The respondents had ranked the problem of insufficient duration of project for HRM implementation as the lowest. This problem may be insignificant due to the mindset that HRM only can be executed over a long period of time instead of a short period of time. Many respondents agreed that frequent communication between personnel and laborers would improve HRM, thus improving the performance of project. With good communication among the managers, engineers, consultants, contractors, supervisors, foremen and laborers, any arising matter regarding progress and problems at the construction site can be handled effectively and systematically. The second rank was appointing an experienced or well-trained project manager. By doing this, the particular project manager can organize and handle his/her construction team more effectively. Assigning skilled workers was also considered important in projects. The works on-site would definitely progress better if a lot of skilled workers were being assigned. This will certainly improve the overall performance of projects. As for the lowest rank; reward to personnel and laborer with good performance seems to be less effective to the people involved in the construction of a sustainable development project.

Human resources are people who work in workplaces that produce products or services for an organization or enterprise. Specific human resource functions:

Learn what to do in a managerial, generalist, and support job by using long-term headlines for HR roles. Specific job descriptions for the four key roles in HR:

- HR Manager
- Director of Human Resources
- Chief Human Resources Officer

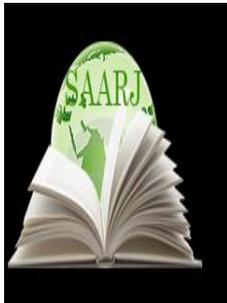
□ HR Specialist

Understand the duties and responsibilities that are considered as a qualified specialty in the field of human resources.

CONCLUSION AND RECOMMENDATION: Based on the research done, it can be concluded that HRM in the construction of a sustainable development project needs to be further improved from time to time for its effectiveness. The authors also suggest that the methods to improve HRM that have been discussed in the survey can be put into practice by the contractors' companies. As the feedback of the survey came from the contractors themselves, the authors strongly believe that the methods were effective to improve HRM in the construction of a sustainable development project for the betterment of not just the contractors but also for consultants, clients and even the country.

REFERENCES:

1. Slotte V, Tynjala P, Hytonen T. How do HRD practitioners describe learning at work? Human Resource DevInt 2004;
2. Abdurakhmanov K.X.. Strategic partnership. // Personnel Management. # 2. January, 2006.
3. Kumkov A.. Klyuchkusehu - "key people". // Personnel Management. # 2. January, 2006.
4. Education and human development: world practice and experience of Uzbekistan - Monography // group of authors // ed. Academician S.S. Gulyamov -T. : TSUE, 2004
5. Sh. R. Kholmuminov, K.Z. Khomitov "Malakalp Agrar Mokhnatbozorshshng Shakllaship". T. : "Fan", 2003.
6. Khudoyberdiev Z. Ya. "Development of the training system for the field of entrepreneurship" Monography - T. : 2003.
7. Khudoiberdiev 3. Graphic studies in countries around the world. // Uzbekistonntstneodiyotp. № 2, 2005.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00213.5

THE OPERATION OF DIMINUTIVES IN WORKS OF ART AT THE PRESENT STAGE OF DEVELOPMENT OF LITERATURE

Davlyatova Gulchehra Nasirovna* ; Saminjonova Shakhnozahon Numanovna**

*Docent of Ferghana State University,
 Ferghana, UZBEKISTAN

**Master of Ferghana State University,
 Ferghana, UZBEKISTAN

ABSTRACT

The article deals with the concept of "diminutive" and its use in works of art. It is discussed what functions are performed by diminutives in the current stage of literature development. In principle, any diminutives are able to capture any semantic content from among the studied ones (affectionate, ironic, etc.) .It is another matter which of these meanings prevails in each particular speech act. The basic principle of this approach regarding word formation is formulated as follows: the addition of a diminutive suffix serves the needs for the expression of actual, discursively conditioned, pragmatically motivated meanings. Thus, the modern egg, radish, cucumber, herring, potato, chicken are actually diminutives of the second stage, demonstrating a consistently positive attitude to certain products for a long time.

KEYWORDS: *Diminutive, Semantics, Emotivity, Subjective Evaluation, Derivation, Context, Language, Function, Functional-Semantic Center.*

INTRODUCTION

Diminutive-a diminutive (sometimes deminutive) form of the word, used to convey the main meaning of the word with a touch of diminutiveness, intimacy, affection. Many languages have a diminutive form of the noun, including Russian. The concept of "diminutive" is included in the category of double forms, i.e. they are a dual form-variant orthoepic, orthographic, morphological, and other forms. Very often observed among borrowings. For example, diminutive - diminutive (two spellings), as the words of manseta (obsolete.) cuff overshoes - galoshes.

Diminutive in the recent time, the language began to use more and more. This explains the relevance of this topic in the current time of the development of language and literature.

We consider the psycholinguistic aspects of diminutives, investigate their influencing function as one of the elements of the transmission of language expressiveness, and also study the ratio of diminutive and magnifying values.

In the process of the communicant, the evaluation moment plays an important role. In the structure of diminutives, denotative semes constantly accompany a variety of emotive semes. Emotions are not the most important functional and stylistic component of meaning, and emotivity in relation to speech is the expression of emotions by means of language. In principle, if perhaps emotionally-evaluative attitude towards all objects of reality, we believe that this implies that the meaning of the words naming these objects, there are diminutive who through a complex system, transitions can be transformed into emotive semes /amuseme/. Thus being a crucial component of the pragmatics of language, as it most clearly embodies his acting function, emotively includes an evaluation of amasame. Emotivity permeates all speech activity, it is evaluative, expressive, in a word, emotivity is quite pragmatic. Only within its limits are subjective-evaluative formations able to perform their expressive function. Forms of subjective openkaare created to express the subjective attitude of the speaker, his assessment in relation to what is called, or to the addressee of speech, so it seems to us that diminutives, depending on the degree of detection of semantic elements of meaning in a communicative act, can perform three functions:

1. The evaluation function is manifested in the fact that with the help of deminutives, the speaker expresses his personal subjective-emotional attitude to the object of speech.
2. The function of the degree is that in the word sign denoting the denotation, the sema of size (book - small, book - large) is hidden, i.e. in the diminutive (book), the objective dimensions of the denotation are also detected, which, however, given that the assessment itself is very subjective, can be detected by the speaker or listener with different intensity.
3. The structural function is detected when the diminutive does not carry any semantic load, except for the neutral /denotative/, which is already contained in the original word (notebook, paper, book, etc.), i.e. the diminutive performs not a semantic, but a structural-stylistic function.

In the semantics of diminutive words, emotional, expressive components are combined with descriptive components into a single complex, which is reflected in their definitions in academic grammars – diminutive-pejorative, diminutive-affectionate, diminutive-condescending, etc. We have identified three functional and semantic centers of the semantics of the diminutive derivative:

- 1) semantic: the expression of a rational assessment, fixing deviations from the norm: less than the norm, "small" - On the next table above the blue light of the spirit lamp towered a coffee pot, and two dudes sipped from tiny cups of coffee with liqueur (A. N. Rybakov);
- 2) Pragmatic:
 - a) The expression of an emotional attitude to the object, in connection with a rational assessment or outside of it – But the shoemaker's knife was earnings, there was bread! (A. I. Solzhenitsyn);

b) Volitional influence on the listener in direct and indirect speech acts – What would you like to drink a cup of tea with us, Tatyana Osipovna? (I. S. Turgenev);

Each of the selected meanings can be realized either relatively independently of the other, or combined in a syncretic complex, manifesting itself in interaction with the semantics of the units of the contextual environment. This makes it particularly difficult to solve the problem of transmitting these meanings by means of languages that do not have such a developed system of diminutive word formation. The identification of trends, typical conditions for the manifestation of different meanings is a necessary condition for their accurate interpretation in the context of intercultural communication.

All three functions are closely interrelated, depending on which elements of the value come to the fore, each of them may be the main one.

A psycholinguistic experiment was also conducted to identify the pragmatic-semantic characteristics of diminutives. It turned out that diminutives combine many elements of meaning, which are manifested with different intensity in speech and, in our opinion; do not actually observe any strictness in their semantic and formal manifestations. The functional power of diminutives is mainly determined by their semantic diversity. In principle, any diminutives are able to capture any semantic content from among the studied ones (affectionate, ironic, etc.). It is another matter which of these meanings prevails in each particular speech act. In other words, within the framework of a formally unified word - forming image, semantically diverse shades get along - from the actual diminutive to the disparaging. Wed. "Her small black eyes just stared at me." / Eyes - small, and maybe meow o or insidious/ but. "We are a calcined people, you can't get through anything, and your skin is still tender, the air here is harmful to you - believe me, you can get infected." / Skin-tender, thin in the meaning of sympathy/ A. S. Turgenev/.

Thus, the model is most productive when it does not observe semantic rigor. These are the model with the suffixes of subjective evaluation. At the same time, a neutral, denotative meaning is mandatory for all forms, since it provides an objective connection with the denotation, the object of reality, so the forms of subjective evaluation are a kind of hidden category in the structure of the original word sign, which is only necessary to discover. The permanent memory of a person contains the general rules for the construction of these units. "In the solver, the operation itself is performed," and "in high-speed RAM, the intermediate information that is necessary for the correct operation of the solver must be stored." The juxtaposition of non-diminutive and diminutive meanings in a language is general, it belongs to the language. The appearance of diminutives is a process that the language potentially allows, and then it is up to speech to realize these possibilities.

As for the ratio of diminutives and magnifying values, we note that the concept of "subjective assessment" includes words formed not only with the help of diminutives, but also with magnifying suffixes. The paper concludes that in various languages, in particular in Russian and Portuguese, diminutive forms are used more than magnifying ones, which is largely due to the expression of positive evaluation /affectionate/ and negative /pejorative/. However, we should not talk about this rule in general, as a mandatory rule for all elements of the category of subjective openka. So, for example, if we talk about wages or scholarships, then it is more likely that a decrease seems terrible than an increase. Apparently, depending on the situation of speech, some denotations in the magnifying form may correspond more to the norms of human needs

than in the diminutive form. And the specifics of oral communication-the expression of emotions using the timbre of the voice-allows the speaker to significantly limit the number of used diminutive suffixes and makes it difficult to use magnifying forms because of the root and suffix morphemes that often do not fit together.

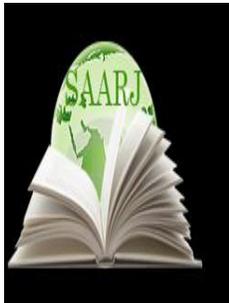
We believe that this fragment of the system of Russian derivation must be interpreted in the practice of teaching Russian as a foreign language just for functional theoretical and methodological basis. The basic principle of this approach regarding word formation is formulated as follows: the addition of a diminutive suffix serves the needs for the expression of actual, discursively conditioned, pragmatically motivated meanings. The same word, with the same diminutive suffix in a different context (lexical and grammatical), expresses different meanings. Learning to understand the functions of diminutive word formation should be based on the identification of typical contextual environments that actualize the specific meanings of a particular suffix. In such a model of teaching derivation from the standpoint of a communicative-functional approach, it is necessary to attract new source resources.

In the 19th century, similar examples are found in fiction: "Tit Nikonych noted that the best thing is a light soup of cereals, a cutlet, chicken and jelly, this is a real dinner" (I. A. Goncharov. *Breakage*, found in the main Corpus of the Russian language). The described study showed the stability of this trend. The semantics of "Food" are characteristic of 20 former expressive diminutives, including the Old Russian lentil б, (from * sochevitsa from *sochevo, with assimilation so>che, cf. Ukrainian sochevitsa, Serbian), as early as the 18th century. the former components of the live pairs of grouse, grouse, and continuing to compete potatoes, radishes, liver, etc. Thus, the modern egg, radish, cucumber, herring, potato, chicken are actually diminutives of the second stage, demonstrating a consistently positive attitude to certain products for a long time.

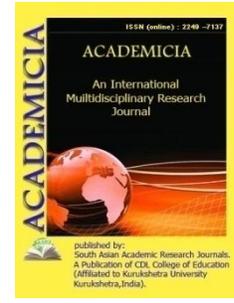
REFERENCES

1. Akhmanova.S. Dictionary of linguistic terms. - M.: Encyclopedia, 2004. - 608 p.
2. Zemskaya E. A., Kitaygorodskaya M. V., Shiryayev E. I. Russian colloquial speech: General questions. Word formation. Semantics. - Moscow: Nauka, 1981. 276 p.
3. Krasnopeeva, E. S. Lexical features of the Russian-language translated discourse: a corpus comparative study based on the material of modern fiction: dis. ... cand. philol. n-k:... - Tyumen: Tyumen State University, 2016. - 211 p.
4. Merriam Webster Online Dictionary [Электронный ресурс] // – URL: <http://www.merriam—webster.com/> (дата обращения: 19.04.2016).
5. National Corpus of the Russian language. [Electronic resource] / / URL: <http://www.ruscorpora.ru/search-para-en.html> (accessed: 16.05.2016).
6. Plungyan V. A. Russian language in scientific coverage., 2008. – № 2 (16). – Pp. 7-20.
7. Rylov Yu. A. On semantic dominants in the linguistic picture of the world / / Vestnik VSU. Series of Humanitarian Sciences. 2003, №1.

-
- 8.** Samigullin O. A., Fedorov A.V. Fundamentals of the general theory of translation (linguistic problems). - St. Petersburg: Faculty of Philology of St. Petersburg State University; Moscow: LLC " Publishing House "PHILOLOGY THREE", 2002. - 416 p.
- 9.** Khazanov B. Diminutives of the Russian language // Neva, 2001, - No. 2, 210 p.
- 10.** <http://cheloveknauka.com/tipologicheskie-osobennosti-slovoobrazovaniya-v-raznosistemnyh-yazykah-diminutivy-v-russkom-i-portugalskom#ixzz65806Di1m>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00212.3

PROBLEMS IN PROVIDING INDEPENDENT LEARNING EDUCATION AND WAYS TO PREVENT THEM

Zokirova Dilnoza Nematillaevna*

*Teacher,
 Namangan Institute of Civil Engineering,
 Namangan, UZBEKISTAN

ABSTRACT

The article examines the advantages of practical training through independent learning over traditional lessons and the problems encountered in independent learning, and offers suggestions on how to prevent these problems and use them in the educational process. They are limited to specific information, instructions, tasks and assignments given by the teacher. Such students don't even ask too many questions. They observe, listen to, and are content with the behavior of their teachers.

KEYWORDS: *Traditional Lesson, Non-Traditional Lesson, Performance, Study, Problems, Goal Setting, Control, Explanation, Listening, Demonstration, Observation, Monitoring, Decision Making, Self-Assessment, Independent Planning, Theoretical And Practical Assignments, Education Efficiency, Imitation.*

INTRODUCTION

No matter where you are in the world, you will be convinced that there is always a need for independent research and study in a particular direction everywhere. The importance of independent study, especially in the technical sciences, is growing day by day.

In the developed countries of the world, independent study is widely promoted, and this method of acquiring knowledge leads to the continuous improvement of the work process and professional skills.

World scholars point out that the importance of independent study is enormous, it is one of the key factors in economic development and will serve to make the country more competitive in the world market. There are clear guidelines for enhancing a person's ability to learn independently, such as the Malaysian Eighth Plan. The Plan emphasizes that in order to achieve the Mission 2020

goals, the system of secondary special, vocational education (VET) should focus on the training of multidisciplinary staff, and that such employees “work on a regular basis, learn the necessary knowledge in their field and especially , to innovate in the field of modern technology. Therefore, in order to increase the level of knowledge of student youth, the method of independent learning is widely promoted and supported [1].

Nowadays, when it comes to the learning process, experts have started to use the phrase “independent learning” more and more. Indeed, in today's world of ever-increasing information flows, rapidly evolving modern technology, declining jobs, and uneven pace in other areas of society, independent research and study is not without its benefits.

Independent learning can take many forms. For example, it can be in the form of memorizing certain information (rules, formulas, dictionaries, etc.) or in the form of solving theoretical and practical problems of varying complexity. Anyone who is committed to learning is, of course, always active and in control of their actions. The opposite of independent learning is that you always have to follow someone’s help instructions. Representatives of this second category live in hope for the knowledge of others. They are limited to specific information, instructions, tasks and assignments given by the teacher. Such students don’t even ask too many questions. They observe, listen to, and are content with the behavior of their teachers.

How important is independent study if we observe how our adults play with their children, for example, how they play with other peers, what objects they build from the sand, what games they play, questions they ask throughout the day, their desire to solve their problems on their own, and other behaviors? we realize that it is great.

Independent learning is a natural form of learning. Our children are always active and constantly on the move, and thus begin to slowly conquer the world of knowledge with their play. They learn a lot because of the results they achieve as a result of their efforts and aspirations. When they go to school, however, they are surrounded by completely different conditions, and, of course, they are not yet accustomed to such a situation. Suppose our children, who were walking freely yesterday, now have to follow a certain order, listen and observe at all times. They should listen to the person in the classroom who is constantly talking about what they think is interesting for the children. [1]

In higher education institutions and secondary special education, theoretical knowledge is further strengthened by practical training, but here, too, the whole "world of science" is divided into a number of areas. The scope of traditional knowledge imparted in such scientific institutions will also be somewhat limited. The main “source” of such limited knowledge is teachers and coaches. Thus, such ‘sources of knowledge’ are limited to their own levels and carry what they have into the classroom and teach. However, it should be noted that a student can acquire certain knowledge only by mastering the lessons taught by the teacher. But the student's mastery of the knowledge imparted by the teacher also depends on a number of factors, such as the student's scientific potential, the environment at home and in society, the experiences of our youth, their actions, behaviors and so on.

First of all, a person can gain respect for his intelligence, level of knowledge and ability to do any work. This rule applies to everyone equally: teachers as well as other adults.

Our young people now receive information of interest not only from their parents, teachers and coaches, but also from their friends and mainly from social networks and the Internet. Young people have the ability to digest large amounts of information. The more knowledge our children have - the more confident they are in their own strengths and potential, the more confident they are in themselves - the more independent they will become. [1]

The results of recent research by psychologists have shown that there is an inextricable link between doing something and learning. The fact that human performance and learning skills form a single unit has also been proven during this research. For the past thirty years, human behavior has been the focus of research by these psychologists, and they have called their theories "Behavior Management".

Behavioral management theory is a psychological theory of human behavior. This theory focuses on how a person sets certain goals in their mind and what they need to do before achieving such goals, as well as the process of developing a clear plan. In other words. The integral connection between 'doing' and 'learning' constitutes the content of this theory. According to him, the desire and effort to perform any practical exercise arises, first of all, in the human mind. Doing the right thing is proof of right thinking. Doing a job at this point means being able to plan the specific tasks you need to do to get that job done.

Based on their knowledge, teachers can clearly express their teaching activities through a four-step method:

Step 1 (explanation-listening).

The teacher sets the objectives of the lesson topic. It identifies the knowledge and skills that students should acquire at the end of a given topic. Explains the importance of the knowledge and skills acquired, ie provides information on how this knowledge and skills can be used in the future. They remind students of the results they have achieved. Reads introductory lectures on topics that need to be explored.

Step 2 (demonstration-observation).

The teacher explains the steps required to complete a given task and demonstrates them with his or her actions while naming them. Students are asked to watch carefully. More information will be provided through demonstrations. When covering more complex topics, students are required to write down the name of each stage and the information provided.

Step 3 (correction-imitation)

The teacher carefully corrects the students' repetitions. Students try to replicate as much as possible the actions of their teachers. They explain the movements they are performing and say the name of each stage aloud.

Step 4 (assessment-practice)

Students apply the knowledge and skills they have acquired to a variety of work situations. The teacher evaluates the results: he determines the level of competence and explains the situations that need to be improved. Students' performance levels are assessed by the teacher.

The four stages described above are suitable for acquiring simple qualification knowledge, but teachers also use it to impart complex knowledge. They explain complex practical topics

using lectures that usually last for hours. Students will be forced to become familiar with too many theories before embarking on practical training.

A more effective and less time-consuming way of teaching is to introduce these students to a brief introduction to a topic and then encourage them to do independent research and study. Students find the information they need independently, and teachers now give comprehensive lectures on the topic from time to time so that students can complete assignments independently. The method of encouraging independent learning requires very active learning.

Teachers who are well versed in teaching methods that encourage independent learning should encourage students to find their own ways of completing assignments and to approach other issues through their own methods.

It will be possible to create an independent learning process by conducting practical training in technical disciplines in the form of lessons aimed at the formation of independent thinking by students. Practical training can be conducted in the following five stages, which encourage independent study [2]:

Step 1. Goal setting (5-10 minutes)

In this case, students must independently achieve the goals based on the task (assignment) assigned to them, or set their own specific goals, that is, to set a goal from the performance of practical work.

The teacher helps the students to identify the set of actions, materials and time needed to set their goals, and gives their advice.

Phase 2. Planning (10-15 minutes).

Students determine the required steps individually or in groups, i.e. how they plan to do their practical work. It checks the availability of formulas, graphs, literature needed to do the job. This will be based on guidelines for practical work.

The teacher gives the students their own advice on how to find the necessary information sources and, depending on the need, can give them the information they need [2].

Step 3. Decision making (15-20 minutes).

Students will be tested on their theoretical knowledge to carry out their practical work according to their plans, using the test questions provided in the guidelines for performing their practical work. When students come to a decision on their plans, they present it to the teacher.

The teacher identifies possible errors and omissions in the decision and gives the student his or her own advice on how to remedy those errors and omissions.

Step 4. Execution and monitoring (25-30 minutes).

Students complete the assignment in accordance with their work plans and the sample assignment given in the guidelines for practical work, and monitor their actions and results.

The teacher intervenes in the students' assignment process only if they significantly deviate from the intended goal path.

Step 5. Evaluation. (10-15 minutes)

Students calculate unknown quantities in an assignment and draw a graph, graph, or diagram. In this case, the initial assessment of how the task is completed is given by the students themselves. To do this, they fill out evaluation sheets prepared by the teacher.

These assessments are then reviewed by the teacher and can also be modified as needed. In addition, students prepare a report (presentation) on their work and its results and submit it to the teacher individually [3].

Thus, the effectiveness of the lesson increases when the experimental sessions are conducted through lesson stages that encourage independent learning, as each student is forced to work independently and prepare accordingly, and they evaluate themselves. Therefore, no student will be left out during the course and student mastery rates will increase significantly.

The following problems may arise when practical training is conducted in the form of lessons aimed at the formation of independent thinking:

- Learners need high motivation, ie motivation, management, goal-orientation, organization, activity and tolerance;
- The problem should correspond to the level of knowledge of students;
- It takes a lot of time.

Here are some ways to prevent this and similar problems:

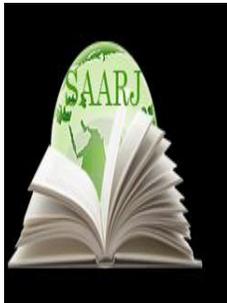
- formation of independent thinking skills in students;
- to help students learn to find the cause, effect and solution of a problem;
- create a good opportunity to assess students' knowledge and skills;
- Students learn to think independently and analyze results.

If knowledge is independently understood, felt, studied in the face of difficulties, then this knowledge will be fully and deeply mastered. All this will depend on the responsibility of the science being studied, the ability to learn, the effective use of time in planning activities, self-control, error correction, and so on. Regular mental activity by the student develops the need for mental activity and teaches students to use time wisely. In this way, it will be possible to develop the independent educational activities of future professionals, to ensure the joint teaching and research work, to involve students in research work, on the basis of which to improve the quality of training of mature professionals [4].

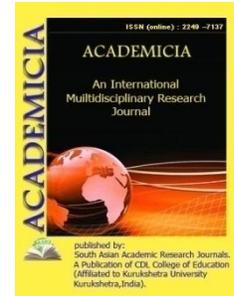
REFERENCES:

1. Gans-Dieter Hopfner. The importance of independent study in the system of secondary special, vocational education. Training manual for KHKs. Uzbek-Swiss project "Development of professional skills". Tashkent, 2009.
2. Otamirzaev O. U., Zokirova D. N., Vaxobova S. K. Improving the effectiveness of education through the proper organization and evaluation of independent work of students //International Science Journal. - 2016. - No. 5 (1). - P. 74-76.

3. Otamirzaev O. U., Zokirova D. N. Conducting experimental sessions through instruction that encourages independent learning //Modern education (Uzbekistan). - 2018. - No. 3.
4. Otamirzaev O. U., Zokirova D. N., Vakhobova S. K. Methodical recommendations for the organization of independent work of students // International scientific journal. - 2016. - No. 4 "(1). - S. 26-28.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00264.0

A STUDY OF OUTLINE TO THE ADVANTAGES AND DISADVANTAGES OF SOCIAL MEDIA

Dr. Entisar Alobaidi

ABSTRACT

Social media is the new technology of computer that enhances the sharing of thoughts and information in order to building virtual networks and communities. Social media is based on internet and facilitate easy electronic communication about personal information and contents, such as photos and videos. Users can engage with social media by using computer, Smartphone or tablet via internet based software or web application. Social media is a tool that initially used by people to interact with family or friends but later it was adopted by businesses that take advantage of a new popular communication method to reach out to customers. The strength of social media is related to share and connect information with everybody all over the world who is using social media. This article argues on social media "s advantages and disadvantages in present era.

KEYWORDS: *Social Media, Advantages Of Social Media, Disadvantages Of Social Media.*

INTRODUCTION

Social media represent the revolution of data creation and sharing in which computer-mediated technologies through computer and enhance the production of data, thoughts, vocation interests and other forms of expression through virtual communities and networks. The variety of implicit web-based social media services currently accessible; however, there are some basic characteristics. (Obar et al, 2015)

Users can access services of social media through web-based technologies via different kinds of computers, or other services that offer social media functionality by mobile devices (like smart phones or tablet computers). (Kietzmann et al 2011)

The dialogic transmission system of social media basically operates from many sources to many receivers. This is different from traditional media, in which it operates as a monologist transmission model i.e. one source to many receivers, example of that is a newspaper, in which information delivered to several subscribers, or a radio station that broadcasts to an entire city.

The most commonly used social media websites are Facebook and its messenger, Twitter, WhatsApp, Instagram, Snapchat, Viber, Google+, Myspace, LinkedIn, VK, and WeChat. (Pavlik et al 2015)

Social media are utilized to document memories, find out about and investigate things, advertise one and create friendships as well as the development of thoughts from the formation of blogs, podcasts, photos, videos and gaming sites. For example, they guarantee that the communication through Internet based administrations should be possible more privately than in real life. Everybody has the likelihood to be a content creator. Content creation gives networked individuals chances to achieve extensive audiences. Also, it can emphatically influence their social standing and increase political support. This can prompt impact on issues. (Wellman & Barry, 2012)

The term "mobile social media" refers to the utilization of social media on mobile devices for example computers, tablet and smart phones. This is a group of portable marketing applications that permit the creation, exchange of user-generated content. According to the fact that mobile social media circulates on mobile devices, they vary from traditional social media by consolidating new factors such as the present location of the user or the delayed in timing between sending and receiving messages i.e. time-sensitivity.

Andreas Kaplan classified mobile social media applications into four types:

- 1) "Space-timers" which characterized by high sensitivity to the location and time, e.g. what's app and Facebook Places.
- 2) "Space-locators" which is only location sensitive, e.g. Fish-brain, Tumblr.
- 3) "Quick-timers" which is only time sensitive, e.g. Facebook status updates, Twitter messages.
- 4) "Slow-timers" this type is neither location nor time sensitive, e.g. watching a YouTube video or reading Wikipedia article.

(Kaplan Andreas, 2012)

For people, social media is used to stay in contact with friends and more distant family, network for vacancies opportunities, find individuals from everywhere throughout the globe who share a basic interest, share different contents. Those who participate in social media activities are part of a virtual social network. For businesses, social media is a vital tool for finding and contact with customers, sales, advertising and promotion, checking patterns and offering client benefit. Governments and legislators use social media to draw with voters and constituents.

Social media's has a significant role in helping businesses. It encourages communication with clients, enabling the merging of social connections on e-commerce sites. Its capacity to gather data helps focus marketing efforts and market statistical surveying. It helps in promoting items and services, as it empowers the distribution of focused timely and selective deals and coupons to would-be customers. What's more, it can aid relationship building, for example through dependability programs connected to social media.

All social media are sharing the following characteristics:

- It is interactive, Web 2.0 based.

- User-generated profiles.
- The content is generated by users, which includes photos, videos, comments, conversations and so on.
- The connections among users are facilitated by using the platform.

(Kaplan Andreas & Haenlein Michael 2010; Boyd, et al 2007; Kietzmann et al, 2011)

1. Advantages of social media

The online environment creates opportunities for the social media process. The transparency of the web makes online information available to all audiences; the amount of information that can be provided is much greater than in any other form of communication. Additionally, and more importantly, the information can be provided in a form that individuals can easily process and understand. To understand better about the advantages of social media, there are several advantages to succeed in this field. (Aichner & Jacob 2015; Kirkpatrick 2011)

A. Viral content

Social media content can be spread "virally" over social networks. This is related to the concept of viral infectious disease in biology, in which the disease can spread rapidly from an infected individual to another. In a social media context, content or websites that are called "viral" are those with a much probability that users will re-share content posted by another user to their social network contacts, which lead to further sharing, for instance; messages that containing fast-breaking news have been rapidly shared and re-shared by large numbers of users. (Nielsen, 2015).

There are some social media sites that added certain function to allow re-share content by users, e.g.; Facebook's share option, Twitter's retweet button, or Tumblr's reblog function. Viral marketing play important roles in businesses as such kind of campaign can achieve "widespread advertising coverage" with less cost of a traditional marketing campaign (e.g., magazine, television commercials, etc.). Nonprofit companies have similar interests in viral posting content online. (Kaplan 2012)

B. Business potential

Social media offer a variety of opportunities for organizations in business sectors, mobile social media, in which users can access via Smartphone or tablet computer are taking advantage of the location and time sensitivity of users. The tools of "mobile social media" can be used for communication, sales promotions, and research of marketing and development of relationship programs. (Kaplan 2012)

- Applications of mobile social media promote marketing research by offering data about offline consumer activities in detail. In which it helps to know the exact time at which a customer used Smartphone or tablet computer, and know the social media comments that done during the visit. (Kaplan 2012)
- Mobile social media communication are of two types; "company to consumer" in which a company connect to a consumer depend on location and locations nearby, and "user-generated content" e.g. offer of McDonald's \$10 gift cards to 100 users selected randomly among those checking in at one of its restaurants. This promotion leads to increase checking site by

33%. Companies can develop loyalty programs in order to increase long term relationships with customers, these programs allow customers who check regularly via social media at a location to earn discounts, e.g. "American Eagle Outfitters" remunerates such customers with a tiered 10% or 20% discount on their total purchase. (Kaplan 2012)

C. Monitoring and analysis

The usage of social media by many companies to monitor, track, and analyze conversations on the Web about their products or brand, which is useful in advertising campaign tracking and public relations management, and measure the feedback on investment (for their social media ad spending, competitor-auditing, and for public engagement). The tools that are used for monitoring and analyzing range from free, basic applications to "subscription-based, more in-depth tools". (Dhami 2012)

D. social media marketing

Social media play important roles in web marketing and share audiences. These technologies enhance social media marketing by developing technology of bots.

- Bots; which are short for robots are automated programs that run over the web. There are several kinds of bots, and the most important types that used for social media marketing are "chat bots and social bots". (Kaplan 2012)

E. Global usage

The article of Rita Safranek "The Emerging Role of Social Media in Political and Regime Change" shows that the North Africa and Middle East region has one of the most youthful populations in the world, with people under 25 years old making up "between 35–45% of the population in each country". They make up the majority of social media users. (Safranek 2013)

The leading social networks based on popularity of active user accounts as of August 2017. Facebook, YouTube, WhatsApp, Facebook Messenger, WeChat, QQ, Instagram, QZone, Tumblr, Twitter, Sina Weibo, Baidu Tieba, Skype, Viber, Snapchat. (Safranek 2013)

2. Disadvantages of social media

Social media has become one of the most used features of the Internet. Websites such as Facebook and Twitter are used by hundreds of millions of people around the world every day. As the virtual world becomes ever more ubiquitous, a lot of people are spending even more time using social media than they do actually interacting with people in the real world.

While social media offers tremendous benefits such as being able to keep in contact with friends around the world easily and freely and for businesses to advertise their products and services, it is certainly not immune from criticism. The following takes a look at the four of the most often cited disadvantages of social media. (Paul, et al 2012)

A) Privacy

Perhaps the greatest concern of all regarding social media is privacy. Facebook in particular is infamous for its lack of privacy. If you want to delete all of your messages and chats, for example, or posts on your timeline, you have to do so one at a time. This can take countless hours for most people! People use Facebook and other sites like it every day to find out more about potential employees or even partners. For these reasons, it is essential that you think before

you post something as, even in spite of your privacy settings, what you post can easily end up being available for the whole world to see.(Vogel, 2015)

B) Loneliness

Many people spend more time on Facebook and other social networking sites than they do interacting with people face-to-face. As far as a lot of people are concerned, this does not even really constitute social interaction. Many claim that ‘socializing’ with someone solely over the Internet is no substitute for real-life interaction. It gives people an entirely different outlook on the world and can greatly impact real social lives in a very negative way. Many people who spend too much time using social media services claim that they feel lonely in their lives.(Lewallen et al 2016)

C) Ownership

Another major concern about social media is the massive grey area surrounding the ownership of content posted on a social media site. All social networking services have an intricate set of terms and conditions, but when it comes to ownership of content, it is often somewhat of a grey area. While this might not be such a significant concern among personal users, it can be problematic for businesses which use social media marketing as a way to advertise their products and services.(Ariel, et al 2014)

D) Distraction

Social media can be incredibly distracting. Many people are in the habit of keeping their Facebook or Twitter pages, for example, open throughout the day. If you are constantly receiving messages and updates, you will likely end up being distracted from other more important things in your life such as work and study. For this reason, many employers have a strict ban on the usage of such services during working hours. As is the case regarding loneliness, a heavy reliance on social media can also distract people from learning even basic social skills which they will find themselves needing in everyday real-life scenarios.(Quan-Haase, et al 2010)

E) Impact on health

According to medical professional's attention, the excessive use of social media by teenagers leads to physical and mental health disruptions, this include disturbance in sleeping patterns, weight, and levels of exercise, in addition to studying performance. The Internet users who spend long time online usually receiving lower grades than users who don't spend an excessive amount of time online, within the same age group, gender, race, parent education and personal contentment factors.(Rafla, et al 2014; O'Keefe et al 2011)

3. DISCUSSION

According to Lee Rainie and Barry Wellman "The New Social Operating System “this shows positive effects of social media. According to this study, social media are utilized to record memories, find out about and investigate things, publicize oneself and form friendships as well as the growth of ideas from the creation of podcasts, blogs, videos and gaming sites.(O'Keefe, et al 2011)

According to study conducted by Pew Internet Research in 2015 shows that American adults Internet users who uses social networking has increased from 10% to 76% since 2005. This

Research shows that no gender difference among Americans when it comes to social media usage, women even more active on social media. Social media promote in searches for missing persons. (Weldon, 2014)

According to the study conducted at Blanquerna University in Spain, investigated how interaction of adolescents with social media, specifically Facebook. The study shows that this kind of interactions encourages self-representation in the traditional gender, which helps maintain gender stereotypes. The girls show more emotion in posts and change their profile pictures frequently, this indicate psychologically self-objectification. (Oberst, et al 2016), While the boys prefer to present themselves as independent, strong, and powerful. (De Vies, 2013)

The study conducted by Leanne Chang's and Trudy Hui Chua, "Follow Me and Like My Beautiful Selfies" in Singapore shows that teenage girls change their self-presentation on social media in order to get a sense of beauty by their peers. They present themselves in a particular ways to get acceptance, this actually will lead to problems with self-satisfaction and self-confidence.(Chua, et al 2016)

4. CONCLUSION

Social media can be set up anywhere with an Internet connection. Consequently, online content makers as a fundamental part of their communications, since social media influence all parts of the Internet and change the role of Internet in lives of people. Nowadays, consumers pick up role with social media. In which they are getting to be content makers, and, thus, functional consumers instead of just consuming, as in the past.

This study has attempted to recognize the real advantages and disadvantages determined by the development of Internet technology in the area of social media.

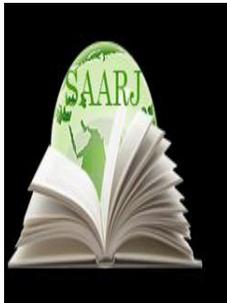
The social media has numerous advantages and disadvantages of utilization, and social media can be a successful communication or marketing tool for business people, enterprises, and nonprofit organizations. An association needs to ace fundamental standards and strategies of using social media as a compelling tool in order to survive in the field of social media marketing. There have been raised about conceivable connections between heavy social media use and depression.

5. REFERENCES

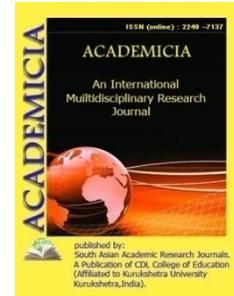
1. Aichner, T. and Jacob, F. (March 2015). "Measuring the Degree of Corporate Social Media Use". *International Journal of Market Research*. 57 (2): 257–275.
2. Ariel, Yaron; Avidar, Ruth (2014). "Information, Interactivity, and Social Media". *Atlantic Journal of Communication*. 23 (1): 19–30. doi:10.1080/15456870.2015.972404.
3. boyd, danah m.; Ellison, Nicole B. (2007). "Social Network Sites: Definition, History, and Scholarship". *Journal of Computer-Mediated Communication*. 13 (1): 210–30. doi:10.1111/j.1083-6101.2007.00393.x.
4. Chua, Trudy Hui Hui; Chang, Leanne (2016). "Follow me and like my beautiful selfies: Singapore teenage girls' engagement in self-presentation and peer comparison on social media". *Computers in Human Behavior*. 55: 190–7. doi:10.1016/j.chb.2015.09.011.

5. De Vies, D; Peter, J (2013). "Women on Display: The Effect of Portraying the Self Online on Women's Self-objectification". *Computers in Human Behavior*. 29 (4): 1,483–1489. doi:10.1016/j.chb.2013.01.015.
6. Dhami, Nav. "Outbreaks of sentimentitis – riding the social media tiger". *Global Connections*. Retrieved 12 December 2012.
7. Kaplan, Andreas M. (March–April 2012). "If you love something, let it go mobile: Mobile marketing and mobile social media 4x4". *Business Horizons*. 55 (2): 129–139. doi:10.1016/j.bushor.2011.10.009.
8. Kaplan Andreas M., Haenlein Michael (2010). "Users of the world, unite! The challenges and opportunities of social media" (PDF). *Business Horizons*. 53 (1): 61. doi:10.1016/j.bushor.2009.09.003.
9. Kietzmann, Jan H.; Kristopher Hermkens (2011). "Social media? Get serious! Understanding the functional building blocks of social media". *Business Horizons*. 54 (3): 241–251. doi:10.1016/j.bushor.2011.01.005.
10. Kirkpatrick, David (2011). *The Facebook effect: the real inside story of Mark Zuckerberg and the world's fastest-growing company*. London: Virgin.
11. Lewallen, Jennifer; Behm-Morawitz, Elizabeth (2016-03-30). "Pinterest or Thinterest?: Social Comparison and Body Image on Social Media". *Social Media + Society*. 2 (1): 205630511664055. doi:10.1177/2056305116640559.
12. Nielsen Company. "Social Networks Blogs Now Account for One in Every Four and a Half Minutes Online". Nielsen. Retrieved 30 April 2015.
13. Obar, Jonathan A.; Wildman, Steve (2015). "Social media definition and the governance challenge: An introduction to the special issue". *Telecommunications policy*. 39 (9): 745–750. doi:10.1016/j.telpol.2015.07.014. SSRN 2647377 .
14. O'Keefe, Gwenn Schurgin; Clarke-Pearson, Kathleen; Media, Council on Communications and (2011-04-01). "The Impact of Social Media on Children, Adolescents, and Families". *Pediatrics*. 127 (4): 800–804. doi:10.1542/peds.2011-0054. ISSN 0031-4005. PMID 21444588.
15. O'Keefe Schurgen, Gwenn. Clarke-Pearson, Kathleen. (2011) The impact of Social Media on Children, Adolescents, and Families. *American Academy of Pediatrics*, Volume 127 (issue 4), 800-805)
16. Oberst, Ursula; Chamarro, Andres; Renau, Vanessa (2016). "Gender Stereotypes 2.0: Self-Representations of Adolescents on Facebook". *Media Education Research Journal*. 24 (48): 81–89. doi:10.3916/c48-2016-08.
17. Paul, JomonAliyas; Baker, Hope M.; Cochran, Justin Daniel (November 2012). "Effect of online social networking on student academic performance". *Computers in Human Behavior*. 28 (6): 2117–2127. doi:10.1016/j.chb.2012.06.016
18. Pavlik & MacIntoch, John and Shawn (2015). *Converging Media 4th Edition*. New York, NY: Oxford University Press. p. 189. ISBN 978-0-19-934230-3.
19. Quan-Haase, Anabel; Young, Alyson L. (2010-09-14). "Uses and Gratifications of Social Media: A Comparison of Facebook and Instant Messaging". *Bulletin of Science, Technology & Society*. 30 (5): 350–361. doi:10.1177/0270467610380009
20. Rafla, M., Carson, N.J. & DeJong, S.M. *Curr Psychiatry Rep* (2014) 16: 472. <https://doi.org/10.1007/s11920-014-0472-x>

21. Safranek, R. "The Emerging Role of Social Media in Regime Change" (PDF). Proquest Discovery Guides. Retrieved 19 March 2013.
22. Vogel, Erin A.; Rose, Jason P.; Okdie, Bradley M.; Eckles, Katheryn; Franz, Brittany (2015). "Who compares and despairs? The effect of social comparison orientation on social media use and its outcomes". *Personality and Individual Differences*. 86: 249–56. doi:10.1016/j.paid.2015.06.026.
23. Weldon, Casey. "Brogan Dulle missing update: Family of missing UC student makes emotional plea for his return". WCPO-TV. Archived from the original on 25 May 2014. Retrieved 24 May 2014.
24. Wellman, Barry (2012). *Networked: The New Social Operating System*. MIT. ISBN 0262017199.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00211.1

CORRECT PRONUNCIATION (ORTHOEPY) AND CORRECT SPELLING (SPELLING) OF WORDS IN RUSSIAN

Kakhorova Tursunoy Ulugbekovna*

*Lecturer,
 Department of "Uzbek and Foreign Languages"
 Fergana Medical Institute of Public Health,
 UZBEKISTAN

ABSTRACT

This article discusses some aspects of the pronunciation and spelling of words in the Russian language. Examples of each phonetic rule are given and described in tables. Everything that is reflected in this article is a product of the experience that we meet on a daily basis. Specific examples of the use of a soft sign, the concept of the importance of a soft sign in Russian are given. Many words compared in languages.

KEYWORDS: Languages, Comparison, Letters, Phonetics, Sounds, Articulation, Consonants, Assimilation, Dissimilation, Vowels.

INTRODUCTION

As you know, in the Russian language there are thirty-three letters, of which twenty-one consonants and ten vowels and two letters **ъ** and **ы**, which do not denote sounds. These thirty-three letters will forever decide the fate of the written and oral speech of the Russian people. In order to speak Russian correctly and clearly, you need to know the modern Russian literary language. In particular, phonetics is a section that studies the norms of pronunciation and articulation of a language.

Phonetics as an independent scientific discipline within the framework of linguistics studies the combination of oral, internal and written speech, which is expressed in vocalization and speaking. That is, in addition to the intangible side of linguistic phenomena in phonetics, the material side is also studied, which is represented by the human articulatory apparatus (anatomical and physiological aspect), the acoustic characteristic of sound phenomena (physical aspect) and their perception by listeners (perceptual aspect).

The sound system of the Russian language consists of 42 sounds, 6 of which are vowels [a], [ɐ], [и], [ы], [o], [y], 36 – consonants

Vowel sounds:

- [a] – sounds like the letter А in the word «там»;
- [ɐ] – sounds like the letter Э in the word «это»;
- [и] – sounds like the letter И in the word «лист»;
- [і] – sounds like the letter Ъ in the word «ты»;
- [o] – sounds like the letter О in the word «сухой»;
- [u] – sounds like the letter У in the word «узкий».

It should be noted that in an unstressed position, no vowel is heard accurately.

Consonants are divided into groups on the following grounds:

Sign for division	Groups	Examples
By voice participation	Voiced	[б, в, г, д, ж, з, р, л, н, м, й] Буду, вода, город, дорога, жизнь, золото, район, лужа, новый, можно, сарай
	Deaf	[п, ф, к, т, ш, с, х, ц, ч, щ] Полный, фабрика, кот, тормоз, шорох, сом, хор, цирк, чай, щи
By softness - hardness	Soft	[б', в', г', д', з', к', л', н', м', п', р', ф', т', с', х'] Бить, ветер, гид, дядя, зять, Кирилл, лимон, Нина, мина, пить, дверь, филин, тихо, сила, хилый
	Solid	[б, в, г, д, з, к, л, н, м, п, р, ф, т, с, х] Быт, вот, град, дом, зола, конь, лом, нога, мода, папа, рад, фол, том, сухо, хорошо
	Always soft	[ч, щ, й] Чайка, щавель, рай
	Always solid	[ж, ш, ц] Жить, шить, циркуль
Paired and unpaired	Paired in voicing - deafness	[б-п, в-ф, г-к, д-т, ж-ш, з-с] Бить-пить, вот-фото, голод-кот, друг-труд, жить-шить, зона-сон
	Have no pair: Always sonorous	[й, р, л, м, н] Пойти, род, ладно, много, нота
	Always deaf	[х, ц, ч, щ] Храм, цирк, чисто, борщ.

As you can see from the table, consonants meet different obstacles in pronunciation.

Reduced sound in pre-beat and post-beat positions. For example: firewood, grass, leg, mountain, tree, cities, milk, etc.

Assimilation is the assimilation of consonants at the end of words, for example: зуб, лоб, дуб, род, сугроб, дров, срыв, грыз, грязь, вёз, рожь, ложь, дорог, порог.. In all these words, voiceless consonants are pronounced at the end (**п, т, ф, с, ш, к**)., At the junction of two consonants **сж, сч, зж, зч, тч, дч, дц, тс, тьс**, for example: сженой, считать, изжарить, резчик, лётчик, докладчик, тридцать, борется, учиться., loss of sounds стн, здн, стл, лицег: участник, счастливый, праздник, солнце.(**т,д,л**).

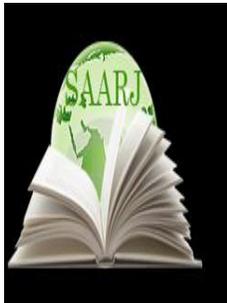
Dissimilation - the distribution of consonants according to the method of formation, for example: дерзкий, обход, близкий, легкий, мягкийin these words, voiceless consonants are pronounced in the middle (**с,п,х**), Before voiced consonants, voicing of voiceless consonants occurs, for example: сбор, сгиб, сгореть, футбол, баскетбол is pronounced (**з,д**). Spellingь

ь is written	ь is not written
The rule	Example
Separator ь at the root of a word before vowels: е , ё , ю , я , и .	Вьюга, соловьи, воробьи, друзья
Emollient ь	Коньки, даль, боль, сельдь
After л	Болельщик, бурильщик
ь after hissing feminine nouns	Мышь, дочь, ночь
ь after sibilant verbs	Беречь-(гл.внеопр.ф) Пишешь-(гл.во 2 лице) Нарежь-(гл.вповел.накл)
After the hissing at the end of the verbs, write ь	Учишься, пишешь, делаешь, берешься, стеречь, жечь, нарежь, намажь, съешь
Masculine nouns don't write ь	Нож, мяч.
For feminine plural nouns in the genitive case	С крыш, вокруг дач и т.д.
Combined letters: нч , чт , нщ , щн , чк , рщ	Гонщик, вечный, мячта, мечта
In words whose spelling needs to be remembered	Бантик, песня, мостик
Not with verbs is always written separately	Не спал, не работал, не гулял, не видел и т.д.
If the verb is not used without not, then it is written together	Ненавидеть, негодовать
If answering questions What is he doing? What are they doing?	Любуется, учится
If answering questions What to do? What to do?	Любоваться, учиться

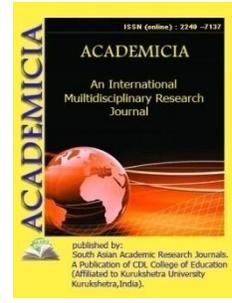
REFERENCES

1. Grammar of the Russian language: in 2 volumes - Т. 1. Phonetics. Phonology. Stress. Intonation. Word formation. Morphology. - М .: Nauka, 1982.
2. Kamynina, A. A. Modern Russian language. Morphology: textbook / A.A. Kamynin. - М .: Publishing house of Moscow State University, 1999 .-- 240 p.

3. Kasevich, VB Semantics. Syntax. Morphology / V.B. Kasevich. - Moscow: Nauka, 1988 .-- 309 p.
4. Kozyreva, T.G. Modern Russian language. Adjective. Numeral. Pronoun / T.G. Kozyreva, E.S. Khmelevskaya. - Minsk: Higher school. 1982 .-- 166 p.
5. Kolodeznev, VM Morphology of the Russian language: a practical course: textbook. manual for university students / V.M. Kolodeznev. - M.: VLADOS, 1999 .-- 264 p.
6. Lecant, P.A. Modern Russian language / P.A. Lecant [and others]; under total. ed. P.A. Lecant. - M.: Higher. shk., 1982 .-- 399 p.
7. Morphology of the modern Russian language (noun, adjective) / Ministry of Education of the Republic of Belarus; Mogilev state ped. in-t them. A.A. Kuleshova; comp. L.V. Sheboldina. - Mogilev: Publishing house of Moscow State Pedagogical Institute, 1997 .--34 p.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00210.X**

**PREVALENCE OF LIPID AND GLYCEMIC COMPONENTS
 METABOLIC SYNDROME IN THE ELDERLY AND SENILE
 POPULATION AGE OF BUKHARA**

Mamasoliev N.S* ; Tursunov Kh.Kh ; Rajabova G. Kh*****

^{1,3}Andijan State Medical Institute,
 Bukhara State Medical Institute,
 UZBEKISTAN

ABSTRACT

The problem of various components of MS is at the center of attention of modern medical science and healthcare. MS, with all its components, is characterized by an increase in visceral fat mass, a decrease in the sensitivity of peripheral tissues to insulin and GI, which causes a violation of carbohydrate, lipid, purine metabolism and hypertension. Age, aging and age associated disorders and / or RF, as a whole, continues to be the most frequently studied objects of modern gerontological and geriatric science. Many researchers have established specific geriatric symptoms, syndromes and disease that require early diagnosis and individual prevention. The frequency differences cases myocardial infarction among hypertensive individuals were significantly different from the incidence of this form of ischemic heart disease among people without studied risk factors[3].

KEYWORDS: *Metabolic Syndrome, Lipids, Glycemia*

INTRODUCTION

Purpose of the study: to study the prevalence of lipid (high-density lipoprotein cholesterol-HDL-cholesterol, triglycerides) and glycemic (history of hyperglycemia-GG, newly diagnosed hyperglycemia GL, impaired glucose tolerance-IGT) components of the metabolic syndrome in the elderly and senile population.

Materials and research methods. The present study includes an analysis of population data on metabolic syndrome and its main components among the unorganized elderly and senile population of Bukhara, due to possible regional differences in the prevalence of MS and its structures.

Epidemiological techniques were strictly standardized and in line with the WHO population programs protocol [STEPSWHO, 2014]. To solve the tasks set for the dissertation work, 2 samples of elderly people were examined. The first sample was a representative sample of men and women in Bukhara at the age of 60-74 years. Among them, the first cross-sectional epidemiological study was carried out to study the prevalence of metabolic syndrome and its main components. The second sample was a representative sample of men and women in Bukhara at the age of 75-89 years. In this population, in order to determine the characteristics of the epidemiological, gender and age regional characteristics of MS and its main components, a second simultaneous population study was conducted, taking into account the accumulated experience of screening in the field of preventive medicine [WHO, 2014; VNOK, 2011; EACPR and ESC, 2016].

Two representative samples were formed (from 1544 people): the first among the unorganized male and female population 60-74 years old, the second - among men and women 75-89 years old. In both samples of the population from the latest electoral lists, including all elderly and senile people living in Bukhara, random proportional 10% samples (1503 people) were organized, which amounted to 1255 and 248, respectively

Characteristics of the surveyed population 60-89 years old

Study population group	Population according to the latest electoral lists	10% sampling from tables of random numbers	“Response”group		“Non-participation” group	
			Abs.num ber	%	Abs.num ber	%
Men and women 60-74 years old	12550	1255	1251	99,7	4	0,3
Men and women 75-89 years old	2467	248	246	99,2	2	0,8
General population 60-89 years old	15017	1503	1497	99,6	6	0,4

RESULTS AND DISCUSSION

The next step was to study the prevalence of lipid (high-density lipoprotein cholesterol-HDL-cholesterol, triglycerides) and glycemic (history of hyperglycemia , newly diagnosed hyperglycemia of, impaired glucose tolerance -IGT) components of the metabolic syndrome in the elderly and senile population. It should be noted that epidemiological studies devoted to the problem of studying the components of MS in various population groups were carried out mainly among the population under 75 years old and, in other conditions.

The results of assessing the prevalence of HDL-C, the lipid component of MS, are presented in Table 1.

TABLE 1. POPULATION CHARACTERISTICS OF THE MODIFIED COMPONENT OF MS, HIGH-DENSITY LIPOPROTEIN CHOLESTEROL IN THE POPULATION OF WOMEN AND MEN OF ELDERLY AND SENILE AGE

Study population group	Population years old, Abs. number	Prevalence	
		Abs.number	%
PWESA	60-74 years, 702	350	49,9
	P	>0,05	
	75-89 years, 138	62	44,9
	60-89 years, 840	412	47,7
PMESA	P	<0,05	
	60-89 years, 657	244	35,7
	60-74 years, 549	206	45,0
	P	>0,05	
General population	75-89 years, 108	38	35,2
	60-74 years, 1251	556	43,2
	P	>0,05	
	75-89 years, 246	100	40,5
	60-89 years, 1497	656	33,8

The highest prevalence of HDL-cholesterol (hypo-HDLP) was found in people 60-74 years old - 43.2%, and in elderly people (75-89 years old) - hypo-HDL cholesterol was determined with a frequency of no more than 40.5% ($P < 0,05$). In the general population (60-89 years), it was observed in 33.8% of cases.

In the PZHPSV population, this MS component was detected in 47.7% of cases, 5.0% more in the elderly (49.9%) than in senile (44.9%) age ($P > 0.05$).

The prevalence of hypo-HDL cholesterol in the population of elderly and senile men was 35.7%, it was recorded 1.3 times, more often in men 60-74 years old than in men 75-89 years old (45.0 and 35.2%, respectively: $P < 0.05$). GTG was noted in 45.6% of cases.

Thus, HTG and hypo-HDL cholesterol were highly detectable in old age and in women; comparatively lower prevalence was noted among the elderly population.

The study also showed that such MS components as primary detected hyperglycemia previously detected hyperglycemia (GG), and impaired glucose tolerance were less common in the surveyed population (Tables 2 and 3, Figures 1 and 2).

According to our data, the prevalence of the component of the metabolic syndrome in elderly and senile people in Bukhara was 13.1% (13.7% in elderly people, 4.1% in seniors, $P < 0.001$).

TABLE 2 PREVALENCE OF THE HYPERGLYCEMIA FOR THE FIRST TIME COMPONENT OF THE METABOLIC SYNDROME IN WOMEN AND MEN OF ADVANCED AND SENILE AGE.

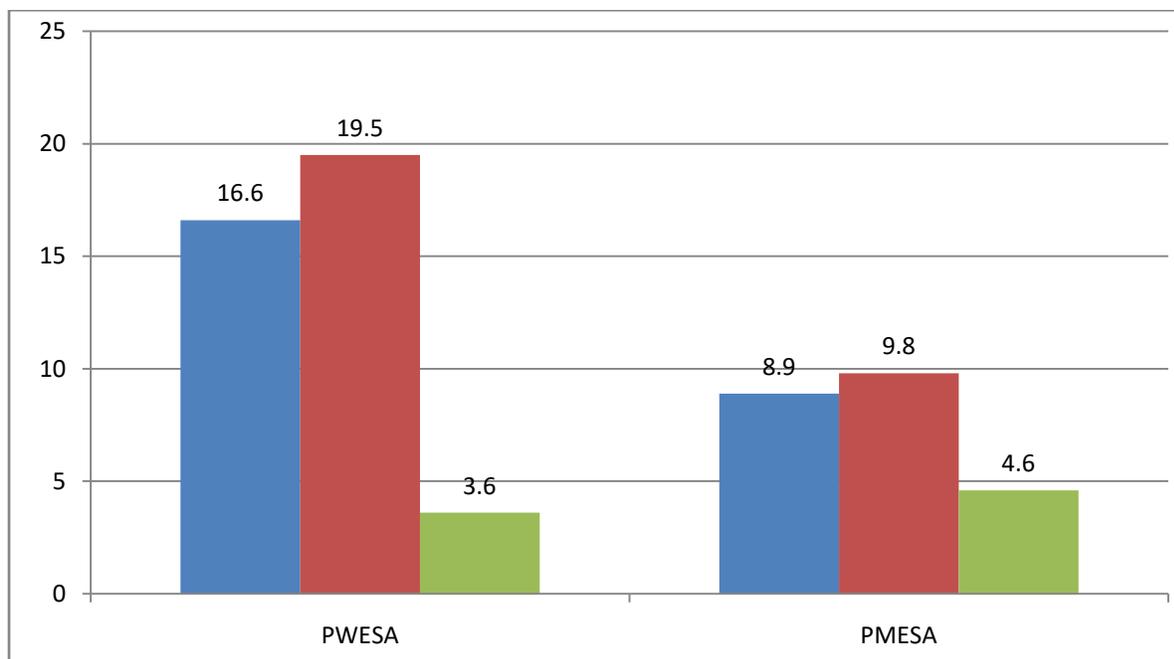
Group Population	Population years old, Abs. number	Prevalence hyperglycemia for the first time	
		Abs.number	%
PWESA	60-74 years, 702	135	19,5

	P	<0,001	
	75-89 years, 138	5	3,6
	60-89 years, 840	140	16,6
PMESA	P	<0,005	
	60-89 years, 657	59	8,9
	60-74 years, 549	54	9,8
	P	<0,01	
	75-89 years, 108	5	4,6
General population	60-74 years, 1251	189	13,7
	P	<0,001	
	75-89 years, 246	10	4,1
	60-89 years, 1497	199	13,1

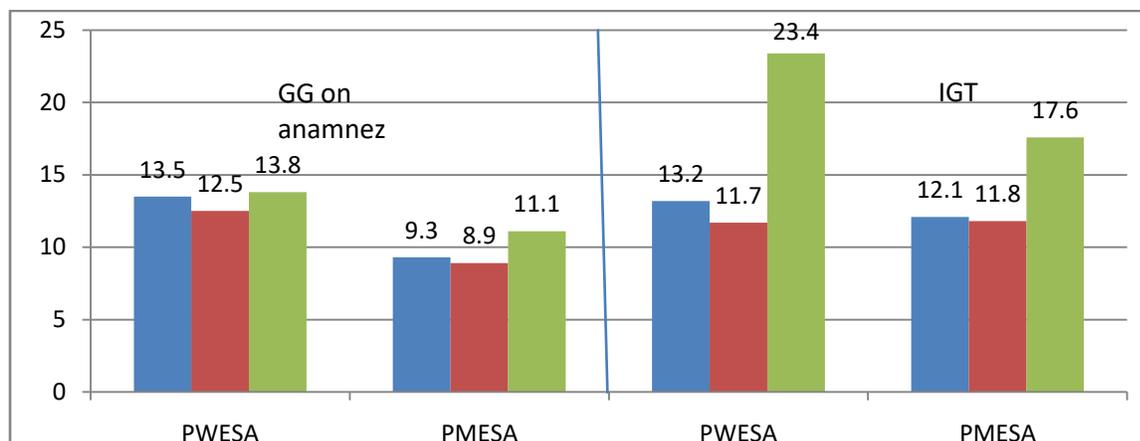
It turned out that hyperglycemia for the first time is determined 3.4 times more often in elderly people than in elderly people (Table 2 and picture. 1).

Among the population of elderly women, the prevalence of newly diagnosed hyperglycemia was found with a frequency of 16.6% (in women 60-74 years old 19.5%, in women 75-89 years old - 3.6% $P < 0.001$). Among representatives of a representative sample of men aged 60-89 years of the city, the prevalence of hyperglycemia for the first time was 8.9% (9.8% for men 60-74 years old, 4.6% for women; $P < 0.01$).

Consequently, according to the results obtained, hyperglycemia for the first time in older people was recorded in women more than 2 times more often than in men ($P < 0.05$).



Pic.1.PThe prevalence of initially diagnosed hyperglycemia in women and men from 60 to 74 years and from 75 to 89 years (%)



Pic.2. Prevalence rates of history of hyperglycemia and IGT in women and men from 60 to 74 years and from 75 to 89 years (%).

The following table 3 and figure 2 show the identified indicators for the prevalence of previously identified hyperglycemia in women and men from 60 to 74 years and from 75 to 89 years.

TABLE 3 PREVALENCE OF THE COMPONENT OF METABOLIC SYNDROME, PREVIOUSLY IDENTIFIED HYPERGLYCEMIA IN THE POPULATION OF WOMEN AND MEN 60-89 YEARS OLD

Group Population	Population years old, Abs. number	Prevalence GGE	
		Abs.number	%
PWESA	60-74 years, 702	88	12,5
	P	>0,05	
	75-89 years, 138	25	13,8
	60-89 years, 840	113	13,5
PMESA	P	<0,05	
	60-89 years, 657	61	9,3
	60-74 years, 549	49	8,9
	P	>0,05	
	75-89 years, 108	12	11,1
General population	60-74 years, 1251	137	10,9
	P	>0,05	
	75-89 years, 246	37	15,0
	60-89 years, 1497	174	11,6

The data obtained in our study showed that the prevalence of GGE, a component of MS, in the general population 60-89 years old is recorded with a frequency of 11.6% (in the population 60-74 years old -10.9%, in the population 75-89 years old 15.0 %; $P < 0.05$). Its detection rate is more than 1.5 times or 5.9% higher in the elderly than in the elderly population. Similar tendencies took place in the group of surveyed women (PWESA) and men (PMESA) of Bukhara.

Thus, the prevalence of GGE in the general population, a representative sample of women was 13.5% (for women 60-74 years old 12.5% for women 75-89 years old 13.5% $P > 0.05$). With age,

the prevalence of GGE was determined with an increase of 1.3% i.e. there was a statistical insignificant difference in the levels of this component of MS in the two noted age groups of elderly people - women.

In the group surveyed by PMESA, the prevalence of GGE was 9.3%; a statistically significant high prevalence of this factor was found in men 75-89 years old (11.1%) than in men 60-74 years old (8.9%); $P < 0.05$.

In general, it was noted that GGE is determined 1.5 times more often in women (13.5%) than in elderly and senile men (9.3%).

Table 14 and Figure 16 show data on the epidemiological, comparative assessment of the prevalence of another component of the metabolic syndrome of impaired glucose tolerance (IGT) in the elderly and senile population.

In a representative sample of the population of women and men aged 60-89 years of the city, the prevalence of IGT was 13.0% (12.5% in the population of 60-74 years old and 15.5% in the population aged 75-89 years; $P > 0.05$)

TABLE 4 PREVALENCE OF THE METABOLIC SYNDROME COMPONENT, IGT IN THE POPULATION OF WOMEN AND MEN 60-89 YEARS OLD

Group Population	Population years old, Abs. number	Prevalence IGT	
		Abs.number	%
PWESA	60-74 years, 702	93	11,7
	P	>0,05	
	75-89 years, 138	18	13,4
	60-89 years, 840	11	13,2
PMESA	P	>0,05	
	60-89 years, 657	79	12,1
	60-74 years, 549	65	11,8
	P	<0,05	
General population	75-89 years, 108	19	17,6
	60-74 years, 1251	158	12,5
	P	>0,05	
	75-89 years, 246	37	15,0
	60-89 years, 1497	195	13,0

In the surveyed sample of women 60-89 years old, the prevalence of IGT was 13.2% (in women 60-74 years old 11.7% and in women 75-89 years old - 13.4%). With age, its prevalence increased by 1.7%, i.e. there is a significant insignificant increase in the frequency of this component of MS in women in the age ranges from 60 to 74 years and from 75 to 89 years ($P > 0.05$).

In men, there is a slightly different epidemiological pattern in terms of the increase in the frequency of detection of NTG with the age of the elderly. Thus, among representatives of a representative sample of men 60-89 years old in Bukhara, the prevalence of IGT was 12.1% (11.8% among people aged 60-74 years and 17.6%, i.e. with an increase of more than 1, 4 times in individuals in the group 75-89 years old; $P < 0.05$). In the surveyed population of PWESA and

PMESA, impaired glucose tolerance was determined in the following prevalence levels, respectively: in the age range 60-89 years - 13.2% and 12.1% each ($P > 0.05$), in 60 -74 years - 11.7% and 11.8% ($P > 0.05$) and in the age group 75-89 years, 13.4% and 17.6% each ($P < 0.05$).

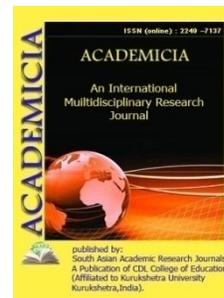
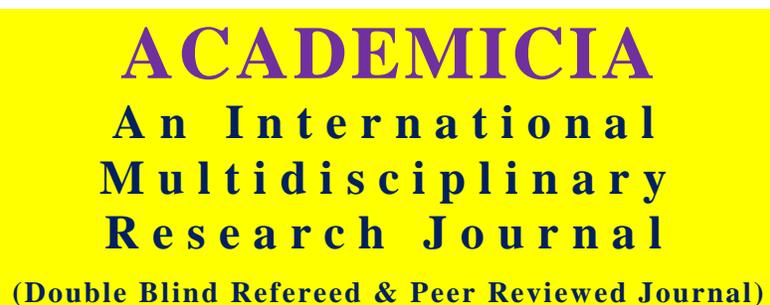
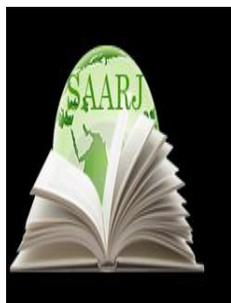
CONCLUSIONS

In the examined populations of elderly and senile age, the main components and predictors of MS are recorded with a high frequency: hypo-HDL-C -33.8%, GTG-45.6%, hyperglycemia for the first time -13.1, initially diagnosed hyperglycemia -11.6% and IGT -13.0 %.

In general, analysis of the prevalence of NTU and other components of the metabolic syndrome revealed a greater susceptibility to these lipid and glycemic factors in elderly and senile women.

REFERENCES

1. Belenkov Yu.N., Chazova IE, Mychki VB Multicenter randomized open-label study to study the effectiveness of lifestyle changes and therapy with ACE inhibitors (quinapril) in patients with obesity and arterial hypertension (IVF) // *Art. hypert.* 2003; 9 (6): 196-8.
2. Boytsov S.A., Chuchalina A.G. Prevention of chronic non-communicable diseases. A practical guide. M.: 2013.
3. Badritdinova M.N., Razhabova G.Kh. Prevalence of various forms of ischemic heart disease among individuals with certain components of the metabolic syndrome. // VII international scientific and practical Internet conference "health status: medical, social and psychological and pedagogical aspects", Chita, February 29 - 05 2016. P.87-92.
4. Grishchenko E.B., Shekina M.I., Arkhipova S.S., Shcherbenkov I.M. Self-control of glycemia as one of the important components of the fight against metabolic syndrome // *Handbook of a polyclinic doctor.* -2016.-№5-P.19-22.
5. American Diabetes Association Standarts of Medical Care in Diabetes Care. 2009; 32:13-61 Data:10.2387/dc09-S013.
6. American Diabetes Association. Standarts of Medical Care in Diabetes – 2013. *Diabetes care* 2013; 36 (supple): S 12 – S 61



DOI: **10.5958/2249-7137.2021.00209.3**

THE DEVELOPMENT OF THE CULTURE OF FRUIT AND VEGETABLES GROWING IN FERGANA

Isroilova Khikoyat Musakulovna*

*Almalyk Branch of Tashkent State Technical University named after I.A. Karimov,
UZBEKISTAN

ABSTRACT

The following article investigates fruits and vegetables grown in Uzbekistan. Furthermore, it analyses the potential of the region Fergana to develop fruit and vegetable growing potential. Fruits and vegetables from the fields are refrigerated in special refrigerators for quality delivery to the processing plant. To do this, they have 9 refrigerators, the most modern equipment for cooling cereals. During his visit to Fergana region on June 5, President Shavkat Mirziyoyev visited such large fruit and vegetable clusters. The head of state got acquainted with the work process of the Korean-Uzbek joint venture Uz-Segang.

KEYWORDS: *Fruits, Vegetables, Exporting, Processing Fruits and Vegetables, Potential.*

INTRODUCTION

Fergana is recognized as the pearl of Central Asia, the Fergana region is located in the south of the Fergana Valley, with Namangan region in the north, Andijan region in the northeast, Kyrgyz Republic in the southeast and south, and Tajikistan in the west. The following types of fruits and vegetables are very popular not only in Fergana vallaey, but also in the whole Central Asia.

Onion is one of the most expensive crops and the most common in Central Asia and Afghanistan. In the middle Ages, all countries believed deeply in the miraculous power of onion foxes. The great Avicenna wrote about the miraculous power of onions: "Onions are one of the best means of eliminating all kinds of water spoilage. In fact, it is a terrier for him (universal antidote). "

One type of onion is called Anzur. It has long been considered inedible. Its taste was so bitter and unpleasant that the animals avoided the clumps on the side. Wild onions do not look like houseplants at all, they grow on bushes, like potatoes, and there can be many onions in a single

bush. It is a real small storehouse of vitamins B, C, D; in addition it contains sugar, nitrogenous substances, essential oils.

Garlic is probably the homeland of the Kyrgyz steppes. This is the same ancient culture as onions, garlic is about 5 thousand years old.

Mainly garlic is used as food. It is both a spice and a condiment. It gives the dishes a delicious taste and aroma. "Garlic cleanses the throat and hair, is useful for asthma, forgetfulness, partial paralysis of the face, nervous disorders, joints, sciatica. Garlic is also good for teeth and gums" (wisdom of centuries).

Eggplant is a perennial plant, the birthplace of eggplant - India. This thermophilic, moisture-loving culture, which does not tolerate cold at all in our country, is grown only in the southern regions of the country including Fergana as well.

6 types of carrot are well known. Carrots are useful for pain in the chest, stomach, liver, kidney and bladder stones. Carrot jam is easy to digest, it is useful to treat food poisoning. "(Wisdom of the Ages. L., 1984) Apple tree grows all over the world except the tropical places. There are several hundred varieties in Uzbekistan, many of which are significantly superior to foreign varieties. For example, drought-resistant and heat-resistant varieties in Central Asia including Fergana are really loved.

"Apples are healthy only when they are ripe and have a sweet or sour taste. The benefits of apples are to strengthen the heart, stomach, liver and intestines, improve appetite. Apples are especially useful for difficult breathing and heartbeat. Consuming apples and inhaling their scent is very beneficial for nervous disorders and obsessive states. Apples have a stimulating effect on the brain, improve its performance. "(Wisdom of the Ages. D., 1984).

METHODS AND MATERIALS

In the current article various methods have been used like comparison of commodity in other places, immersion of information about fruits and vegetables. Furthermore, in this article wide selection of materials have been used such as Wisdom of the Ages, Wisdom of centuries, statistic data of the profit margins of Fergana valley in the examples of the following "Effective oil" LLC, "Amin Furqat" LLC, "Elite canning" LLC, "Ms food processing" LLC.

Researches and investigations

Expansion of the area under food crops, creation of new intensive orchards, organization of fruit and vegetable clusters in our country are yielding good results and contribute to the annual growth of agricultural products, in particular, fruit and vegetable production and exports.

As a result, ecologically clean, fresh fruits and vegetables grown in our sunny country have found their buyers not only in our local markets, but also abroad, and are among the most demanding products.

Currently, the horticultural sector is developing in all regions of the country. In particular, fruits and vegetables grown in Fergana, which has a large school of experience in this area, are exported to many foreign countries.

According to the data, 30.5 thousand hectares of farms and agricultural enterprises have been sown this year, including 13.9 thousand hectares of vegetables, 3.9 thousand hectares of melons and 5.4 thousand hectares of potatoes, and 3 thousand hectares of oilseeds.

This year, fruit and vegetable enterprises will produce 288,000 tons of products, of which 120,000 tons will be exported. For this purpose, there are refrigerated warehouses with a capacity of more than 330,000 tons, 25 logistics centers, 90 processing enterprises.

During his visit to Fergana region on June 5, President Shavkat Mirziyoyev visited such large fruit and vegetable clusters. The head of state got acquainted with the work process of the Korean-Uzbek joint venture Uz-Segang. The foundation stone of the company was laid in 2018. After construction work on an area of 2.5 hectares, in May 2019, a modern enterprise for the processing of fruits, vegetables and legumes began operations. Currently, the company employs 250 young men and women.

This company processes all types of fruits and vegetables. As a result of the attachment of farmers from neighboring regions to our enterprise, so far they have signed cooperation agreements with more than 40 farmers and farms for the supply of fruits and vegetables. However, due to the high volume of business, they sometimes have to buy products from the local population. Fruits and vegetables from the fields are refrigerated in special refrigerators for quality delivery to the processing plant. To do this, they have 9 refrigerators, the most modern equipment for cooling cereals.

The fruits are processed at the enterprise after processing. Upon successful completion of this process, the grains, especially cherries, are separated by size. Large quantities of cherries are then exported to East Asia and Europe, and small ones to CIS countries.

There are also advanced technologies that sort cherries and pomegranates by color and size. They are imported from Italy, Turkey, South Korea and China. For example, Italian ICEOL technology selectively packs cherries by color and size. It detects defects by laser light and places them separately. The SNP line from South Korea sorts the pomegranate in the same way. These technologies are also able to clearly show the unripe or rotten part of the inside of the fruit.

The company's products are certified by Global G.A.P. It has the capacity to process and export more than 16,000 tons of agricultural products per year. This year, it is planned to export \$ 20 million worth of products to China, South Korea, the United Arab Emirates, Poland, Russia and Kazakhstan.

The findings of the research

The products are exported through Fergana airport. There is a large school of gardening in Fergana. Apricots, peaches, plums, pears, cherries, figs, pomegranates, quinces, grapes, tomatoes, cucumbers, onions and many other fruits and vegetables grown here are now exported to many countries.

In particular, Kuva district has more than 13,000 hectares of orchards and vegetables, and this year it is planned to grow 142.1 thousand tons of fruits and vegetables. 5 fruit and vegetable clusters have been established in the district and 2,441 hectares of land have been allocated.

They are replacing inefficient orchards and vineyards with intensive orchards, with a special focus on processing and exporting fruits and vegetables.

The Mohlaroy farm has launched a promising project in this regard. A cluster enterprise specializing in viticulture and horticulture has been established, and work has begun on the development of 112.7 hectares of decommissioned land. So far, new vineyards have been planted on 105 hectares and a full drip irrigation system has been introduced.

More than 1.5 billion soums were spent on the construction of grape plantations and 100 new jobs were created. In addition, 20 unemployed youth and 3 entrepreneurs who were suspended due to a coronavirus pandemic were allocated 1 hectare.

Previously, farms in the region, including Uz-Segang, exported agricultural products to foreign countries through Tashkent International Airport. This has caused a number of difficulties for the organizers as it took extra time and expense. In order to prevent such inconveniences, a modern logistics center has been established at the joint venture for 100 billion soums. Equipped with innovative technologies, this warehouse serves not only its owners, but also the quality storage of products of other enterprises.

But even more gratifying is that for the first time in many years, Fergana products are exported through the regional airport. It is no exaggeration to say that this opportunity was the dream of such large enterprises as Uz-Segang. In a short period of time, the joint venture managed to export 52 tons of products on three charter flights to South Korea via Fergana airport.

During the acquaintance with the activities of the enterprise, the instructions of the President on the supply of raw materials, the attachment of gardens in the vicinity, the establishment of new gardens and laboratories set new goals and objectives for the company.

DISCUSSION

The given volume of production and exports is a very small area. To ensure quality, the President instructed the company to cover the entire process from the cultivation of fruits to their delivery to other countries, to expand lands to 5,000 hectares and increase the number of intensive orchards.

It is noted that it is necessary to allocate 2 hectares of land in front of the Fergana airport, where it is necessary to create the necessary conditions for the export of products. These far-sighted recommendations will, in fact, serve to increase exports and increase the supply of Uzbek fruits and vegetables to more countries.

At the same time, the company's management has set ambitious goals. It is planned to expand the existing land areas, increase production and exports, and deliver our sun-baked sweet products not only to East Asia and Europe, but also to other regions of the world. It is also planned to further expand the activities of the joint venture, open branches in other regions and create new jobs.

New markets for foreign fruits and vegetables are opening in Uzbekistan. Last years 78 types of fruits and vegetables have been exported to countries such as China, the Republic of Korea, India, Japan, and Egypt.

To Thailand and Indonesia - cherries;

To the United States - grapes and melons;

To Egypt - pomegranate, apple and plum;

To India - pomegranate and apple;

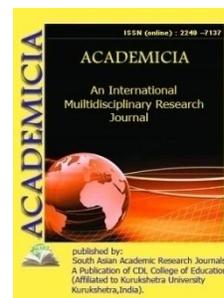
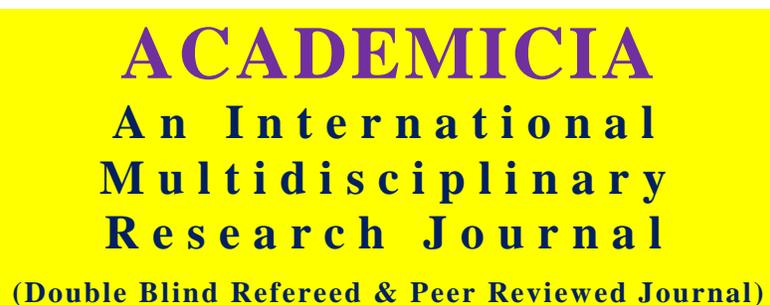
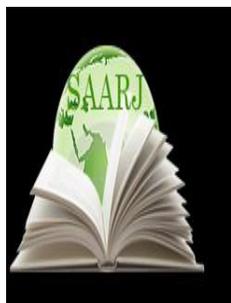
To the Republic of Korea - grapes;

To China - nectarines, plums and apricots have been exported so far.

Fergana region has developed measures to grow and export fruits and vegetables, and more than \$ 128 million worth of agricultural products have been exported over the past period. To date, the district has exported about 21,000 tons of agricultural products.

REFERENCES

1. <https://oziq-ovqat.uz/site/presentations/11>
2. Wisdom of centuries, D 1954
3. Meva-sabzavot ekinlari Farg'onada va Farg'ona viloyatida. Tovar.uz
4. https://www.google.com/search?q=farg%27onada+meva+sabzavotchilik&rlz=1C1GGRV_enUZ918UZ918&oq=farg%27onada+meva+sabzavotchilik&aqs=chrome..69i57j33i160.118



DOI: **10.5958/2249-7137.2021.00208.1**

THE ROLE OF THE FAMILY IN THE UPBRINGING OF YOUNG PEOPLE

Salieva Nigora Sadikovna*

*Teacher,

Department of Pedagogy and Physical Culture,
Fergana Medical Institute of Public Health,
Fergana, UZBEKISTAN

ABSTRACT

The family is such a sacred place that it forms the person who ensures the continuity of life, preserves and develops our ethnic culture, traditions, moral and spiritual values, strengthens the foundation of economic and cultural life that determines the development of society. The spiritual and moral image of the family is based on the knowledge and experience passed down to us from our ancestors, cultural values and the achievements of our contemporaries. Our time is marked by the influx of ideas and views and information about modern technology and the changes taking place in the most developed countries of the world. But if we look at our past, we will see that the family traditions and customs of our people are at a high cultural level.

KEYWORDS: *Third Renaissance, family, upbringing, cooperation, spirituality, pedagogical process, harmoniously developed generation, character, courtesy, decency - morality, kindness, nobility, kindness, honor.*

INTRODUCTION

In his address to the Parliament in 2021, President Shavkat Mirmonovich Mirziyoyev said: In this regard, first, the development of education and upbringing, healthy lifestyles, the development of science and innovation should serve as the main pillars of our national idea. To achieve this goal, our youth should set ambitious goals and create many opportunities for their achievement. Support should be a top priority for all of us. Only then will our children become a great and powerful force that will realize the age-old dreams of our people. ” Today, setting such honorable high goals, of course, encourages every educator to think, to set new tasks.

Education is a systematic process aimed at the comprehensive development of the younger generation, the formation of their consciousness, spiritual and moral values and worldview based on a clear purpose and socio-historical experience. Education is an inseparable process of upbringing. Cooperation with the student's family in the process of upbringing should be a topical task today. The family and its role in the life of society are invaluable, and Articles 63-64-65-66 of Chapter 14 of our Constitution are dedicated to the special family.

It is impossible to reform a society, to direct its development to development, without building the foundation of the family and educating the younger generation in the right way. Ultimately, the fate of a nation depends on the condition of its family. This idea is reflected in Fitrat's work: "There is no nation in the world that does not seek glory and happiness. The happiness and glory of any nation, of course, depends on the inner discipline and harmony of that nation. Peace and harmony are based on the discipline of the families of this nation. Where family relations are based on strong discipline and order, the country and the nation will be as strong and orderly. If the people of a country weaken their family relationships with immorality and ignorance and allow indiscipline, then the happiness and life of that nation will be in doubt. "

It is not in vain that our people say, "He does what he sees in the bird's nest." A parent raising a child should be able to display noble qualities in every movement, gait, behavior, and interaction with others. Because a child is by nature extremely imitative and observant. That is why those around him, with their habits, sometimes influence them without realizing it. Rough relationships in the family, a lot of lying, unpleasant behavior create an unhealthy environment that negatively affects the upbringing of the child. Each member of the family as a person has a certain spiritual world, and close relationships between them, communication creates a unique family spirituality in the family. In family spirituality, the spiritual qualities of the father and mother determine the oriental high level of humanity and morality of the couple's relationship. It is important that the world of family spirituality embody such spiritual values as mutual respect, esteem, cooperation, tolerance, kindness, compassion, kindness, patience, humanity, nobility, respect for adults, and respect for the little ones. Respect and adherence to such values in the family creates such a spiritual environment and climate in the family that it is very important in the formation of a pure heart and consciousness of the younger generation.

A person's destiny, successes or failures in future life, happiness or unhappiness, career choice, and even mood, are related to his or her family environment. The fate of the family depends on the individual. It is an age-old fact that the spiritual image of a society depends on what kind of families it is. Because the family is a socio-spiritual link in society, a small representative, and it is based on the family that the present and future of our people are built. If there is discipline in the family, its members transfer these qualities to the service process and apply them in social work activities. This causes them to perform their service duties at a high level. The fact that the family is built because of morality, kindness, diligence is very important in human relations and communication, and plays a special role in the character of the person. If a family raises its child in the spirit of love and devotion to the Motherland, this feeling will accompany him throughout his life. During the independence of our country, many important laws and decisions have been adopted to protect and guarantee the social rights of our families.

It is known that the spiritual and moral image of the family is based on the knowledge and experience passed down to us from our ancestors, cultural values and the achievements of our

contemporaries. Our time is characterized by the influx of ideas and views and information about modern technology and the changes taking place in the most developed countries of the world. The change of the person for the worse, negative behavior arises on the basis of unhealthy environment in the family, mistakes made by parents in upbringing, shortcomings in the work of the teacher. The family, including parents, must approve the reason for the negative behavior in the process of upbringing, the circumstances change, the place of education in re-education and the personal influence of the individual. This means that in the process of upbringing, attention should be paid not only to the individual, but also to his parents. . The reader is interested in issues such as why the above-mentioned areas of education are needed, what they can give to a person. The above ideas should serve to bring up a well-organized pedagogical process - a mature citizen, a qualified specialist and a well-rounded family owner. The educational process in an educational institution is a process of continuous, systematic joint efforts of teachers and students. In the decision-making of positive qualities in students, a single goal-oriented, complementary, enriching, improving activity plays a special role. Therefore, it is expedient to achieve continuous educational activities organized in cooperation with the family, educational institutions and the public. Especially during the holidays, students are left out of the influence of the teacher of the educational institution. This means that the upbringing of students in an educational institution is limited in time, and when they are away from the educational work carried out outside the classroom and in the classroom, they move away from the influence and control of the teacher or educator. In order not to weaken the influence of the educational institution on young people, special attention is paid to the organization of educational work during the holidays, and cooperation with the family is important. "Undoubtedly, the role and influence of the family in the formation and development of the unique spirituality of any nation is incomparable. Because the purest and purest feelings of a person, the first life concepts and imaginations are formed first of all in the heart of the family. It is natural that the spiritual criteria and views that determine the character, nature and worldview of the child - the foundation of sacred concepts such as goodness and kindness, nobility and kindness, honor and dignity - are decided in the family. That is why respect for parents, which arises in the family environment, a deep understanding of the duty of lifelong debt to them, is the basis of human qualities and family relationships, the spiritual world of the family. "

Abdurauf Fitrat believes that the following conditions should be observed in the effective organization of family upbringing: 1) not to delay in the physical and mental upbringing of children; 2) parents do not inform their children about their shortcomings; 3) tell children stories about role models; 4) to give children the freedom to act according to their own will and mind. Thus, in all educational and moral works created during the period of historical development, the following qualities must be mastered by a competent person: mental maturity (knowledge, intelligence and learning); moral maturity; physical maturity; intended to feel beautiful. The great representatives of the national pedagogical heritage in their didactic works dwell on the content, form and methods of upbringing a harmoniously developed person. In particular, the traditions of upbringing a harmoniously developed person, formed over the centuries, have not lost their relevance to this day. The purposeful use of them in the educational process in accordance with the most modern methods and techniques is even more important in increasing the effectiveness of education.

While Fitrat pays great attention to the issue of the child's psyche, the relationship and interrelationship between parent and child psyche, he is also seen as a talented psychologist-educator in our current understanding. "It is necessary to cultivate the spirit in order to bring a person's actions and movements into a good form and meaning," he writes. "In order to bring up children to be self-confident, strong, resourceful, agile and smart, it is necessary to teach them to cultivate a spirit of self-respect, as well as to count on others ... Children should be brought up in such a way that their desire for happiness parents should not forbid their children to be happy and joyful, but to encourage them to be happy and content with things that are not immoral. "

The spirituality of the family, it is based on the personal spirituality of the members of the family, rises under the influence of the spiritual values of the nation. It is well known that a person's destiny, successes or failures in future life, happiness or unhappiness, career choice, and even mood, are related to his or her family environment. The fate of the family depends on the individual. It is an age-old fact that the spiritual image of a society depends on the nature of the family. Virginia Satir, a well-known American psychologist and psychotherapist, said: "The family is the microcosm of the whole universe. It is enough to study the family to understand it. The power, intimacy, independence, trust, communication skills that are present in the family are the key to many events in life. "If we want to change the world, we have to change the family." Each member of the family as a person has a certain spiritual world, and as a result of close relationships and dialogues between them, a unique family spirituality emerges in the family. In family spirituality, the spiritual qualities of the father and mother determine the oriental high level of humanity and morality of the couple's relationship. It is important that the world of family spirituality embodies such spiritual values as mutual respect, esteem, cooperation, tolerance, kindness, compassion, kindness, patience, humanity, nobility, respect for adults, respect for the little ones. Respect and adherence to such values in the family creates such a spiritual environment and climate in the family that it is very important in the formation of a pure heart and consciousness of the younger generation. The family is not only a spiritual home, but also the first place of education of the younger generation. The purest and purest feelings, the first concepts and ideas of life are formed in the heart of the family. It is natural that the criteria and views that determine a child's character, nature and worldview are the foundation of sacred concepts such as goodness and kindness, nobility and kindness, honor and dignity. This is an important factor for raising children.

A person's spirituality, his worldview, a set of skills for faith are formed mainly in the family. In this sense, the family is the hearth and sanctuary of true spirituality, the factor and environment of ideological upbringing. Consequently, the high feelings inherent in our national idea and ideology are first absorbed in the family environment. This process is carried out through the teachings of the ancestors, the example of the father, the love of the mother. Through its centuries-old sacred traditions, the family develops in young people the skills of love for the Motherland, faith, responsibility, patriotism, humanity, passion for science, diligence. Strengthening the role and place of family relations in society, the importance of educating a healthy generation remains one of the main tasks. The family is a social unit based on the economic, legal, and spiritual relationships of people. In a family unit, there are moral, psychological, physical and economic ties between individuals, which create commonalities in life and goals. Bringing up a harmoniously developed generation means building the foundation of a great state, the basis of a prosperous life.

The upbringing of a harmoniously developed generation combines two aspects - the upbringing of the young generation to be physically healthy and their spiritual development. In this regard, special attention should be paid to the role of the family in the upbringing of the individual. The family is a socio-spiritual link in society, a small representative, and it is on the basis of the family that the present and future of our people are built. If there is discipline in the family, its members transfer these qualities to the service process and apply them in social work activities. This causes them to perform their service duties at a high level. The fact that the family is built on the basis of morality, kindness, diligence is very important in human relations and communication, and plays a special role in the character of the person. If a family raises its child in the spirit of love and devotion to the Motherland, this feeling will accompany him throughout his life. During the independence of our country, many important laws and decisions have been adopted to protect and guarantee the social rights of the family.

As the President said: - We will carry out large-scale reforms on the basis of the idea that "New Uzbekistan - begins at the threshold of school, the education system" ... we grow up. It is no coincidence that our great ancestor Abu Ali ibn Sina said a thousand years ago, "Brave and courageous people are not afraid of future difficulties." If we can combine the knowledge and experience of the older generation, foresight, zeal, courage and devotion in our youth. , we will definitely achieve our goals ... ”

Indeed, it is no coincidence that 2021 in our country is called the "Year of Youth Support and Health Promotion." It follows that in supporting young people, in making them mentally and physically strong, we encourage educators to do great responsibility. Let us not forget that the family is the most ancient educational center, which ensures the eternity of life, the continuity of generations, preserves our sacred traditions and values, has a direct impact on how future generations grow, prepares well-rounded personnel for society and forms highly intelligent people.

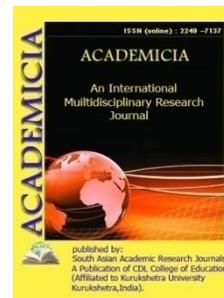
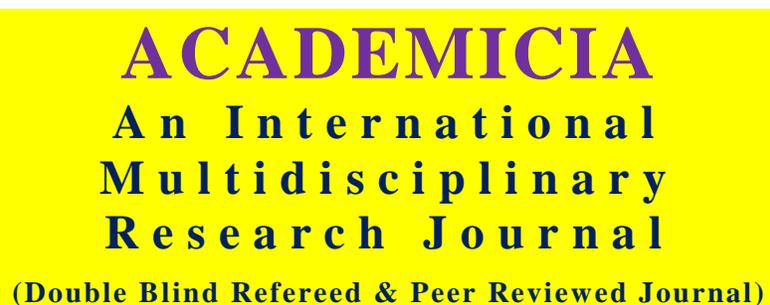
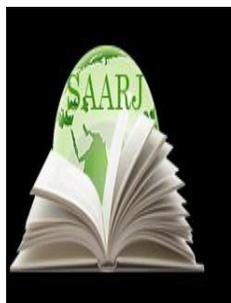
In conclusion, it is important to address the following issues in the process of educating the younger generation:

- a) To value man as a supreme value, to teach him to respect his honor, dignity, dignity, rights and duties;
- b) To inform young people about the essence of national and universal values, to educate young people with deep knowledge and thinking, to enrich their consciousness;
- c) Understanding the essence of universal moral values (humanity, humility, mutual assistance, love, kindness, advocacy, humanity, hatred of immorality, etc.), the ability of students to behave, to achieve a high culture;
- d) A sense of respect for legal and ethical norms in young people and a sense of citizenship, a sense of responsibility for social duty;
- d) Responsibility for the protection of nature, the creation of ecological balance;
- j) The formation of a sense of patriotism and internationalism, respect for other nations and peoples, the determination not to discriminate against their rights and duties;
- h) Independent state - learning to accurately and objectively assess the domestic and foreign policy of the Republic of Uzbekistan;

- i) To prepare young people for social life, to form in them a broad outlook, to instill in them a sense of purposeful approach to their personal lives, unity of plan and action;
- k) wide use of family values in personal upbringing ...

REFERENCES

1. The Constitution of the Republic of Uzbekistan. - T .: Uzbekistan, 2005.
2. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the strategy of further development of the Republic of Uzbekistan." Collection of Legislation of the Republic of Uzbekistan, 2017,
3. Law of the Republic of Uzbekistan "On guarantees of the rights of the child." 2009.
4. MirziyoevSh.M. Address to the OliyMajlis. Tashkent. December 29, 2020.
5. MirziyoevSh.M. "We will build our great future together with our brave and noble people." "Uzbekistan" 2017.
6. Karimov I.A. "High spirituality is an invincible force." –T .: Manaviyat, 2008.
7. AbduraufFitrat. "Selected works". Volume IV.T .: Manaviyat, 2006.
8. Abu Nasr Farooqi. "The city of noble people". - Tashkent, People's Heritage Publishing House, 1993.
9. Avloni, Abdullah. Turkish Gulistan or morality. - Tashkent, Teacher, 1992.
10. Mavlanova R and others. Theory and history of pedagogy. - T .: 2010 y.



DOI: **10.5958/2249-7137.2021.00207.X**

THE DEVELOPMENT OF ANTI-CORROSION HETEROCOMPOSITE COATINGS FOR MACHINE PARTS BY USING LOCAL RAW MATERIALS

Zaparov Abduqaxor*; Tursunov Farxodbek**; Akbarova Sayyoraxon***

*Professors,
Andijan State University,
UZBEKISTAN

**Teacher,
Andijan State University, UZBEKISTAN

***Teacher,
Andijan State University Teachers,
UZBEKISTAN

ABSTRACT

The mechanisms of the formation of composite materials by the technology of high-energy sputtering of a mechanical mixture of components are investigated. This technology makes it possible to form single-layer or multi-layer composite materials with various combinations of polymer, metal, mineral components, including multilayer coatings on machine parts and mechanisms. This will make it possible to develop modern high-tech compositions of composite materials based on using local raw materials and resource-saving technologies for their production and processing into products.

KEYWORDS: *Heterocomposite Polymer Materials (Hcpm), Roughness, Glass Transition Temperature, Plasticizer, Filler, Epoxy Composition.*

INTRODUCTION

Nowadays, silicate-containing modifiers and mineral particles subjected to functional modification are widely used in modern composite materials science. At the same time, it is necessary to carry out systemic studies of physicochemical mechanisms, their influence on the structure and properties of matrices, both in the process of obtaining PCMs and in creating products from them. Of particular interest are the studies of the formation mechanisms of

composite materials using the technology of high-energy sputtering of a mechanical mixture of components. This technology makes it possible to form single-layer or multi-layer composite materials with various combinations of polymer, metal, mineral components, including multilayer coatings on machine parts and mechanisms. Thermo physical processes in the coolant medium, which determine the kinetics of heating, melting of components, thermolysis, thermo oxidative destruction, and the formation of a homogeneous composite layer on a solid substrate, require a systematic study. This will allow developing modern high-tech compositions of composite materials based on various combinations of components and resource-saving technologies for their production and processing into products[1-4].

Research methods: The protective ability of anticorrosive compositions was assessed by comparing the densities of corrosion currents obtained during the polarization of the investigated electrode recommended in the work[2].

Compositions (№1,№2,№3,№4 of Table 1) applied to metal plates were investigated as an anticorrosive coating. It was found that the most promising is composition No. 4, the proof of which was the comparison of the protective ability of the films, which was carried out in accordance with GOST-380-71 on metal plates made of steel grade St-3 (width 70 mm, length 150 mm, thickness 0.8-0.9 mm) under the same conditions and methods of maintaining the test modes.

TABLE 1 THE COMPOSITIONS OF USE FOR CORROSION TESTS

Composition№1	Composition№2	Composition №3	Composition №4
According to the technological regulations of production	ЭД-20 –100wt.h.; ДБФ+ГС–20 wt.h; ПЭПА–10 wt.h; АКС–30–30 wt.h.	ЭД-20 -100wt.h.; ДБФ+ГС–20 wt.h; ПЭПА–10 wt.h.; АКФ–78–30 wt.h.	ЭД-20 –100wt.h; ДБФ+ГС–20 wt.h; ПЭПА–10 wt.h; АКТ–10-30 wt.h.

To conduct a comparative analysis, we carried out comparative experiments (Table 2).

When comparing the obtained values with a standard film produced according to the technological regulations of production, it was revealed that:

- Anticorrosive coating of composition No. 4 is not inferior in its performance to the standard film according to GOST.
- Significant reserves and low cost of raw materials - determine the economic efficiency of production when using composite materials.

The results of experimental studies and their discussion: Tables 2, 3 show the anticorrosive properties of composite polymer materials in different environments and in tables 4-6 the effect of polarization resistance in different environments over time.

TABLE 2 ANTICORROSIVE PROPERTIES OF COMPOSITE POLYMER MATERIALS AND COATINGS MADE OF THEM, DEPENDING ON THE TYPE OF KAOLIN GRADES IN A SALINE MEDIUM OF 3% NaCl

Coating	$E_{cm,B}$ Stationary potential	I, mA corrosion rate	γ ,braking ratio	Z %, Degree of protection
Withoutcover	0,78	893	–	–

KPM withoutfilling	0,65	45,3	2,19	84,00
KPM + kaolin	0,50	16,59	53,82	89,00
KPM + AKT-10	0,44	3,89	22,90	99,00
KPM + AKS-30	0,45	13,98	224,30	93,00
KPM + AKF-78	0,48	15,40	5,63	81,00

TABLE 3 THE DEGREE OF PROTECTION AND THE COEFFICIENT OF INHIBITION OF COMPOSITIONS BASED ON KAOLINS IN AN ACIDIC MEDIUM 3% H₂SO₄

Coating	E _{cm,B} Stationary potential	I, mA corrosion rate	γ,braking ratio	Z %, Degree of protection
Without cover	0,28	1584	–	–
Compound without filling	0,35	876,3	21,19	80,00
KPM + kaolin	0,32	616,59	5,82	83,00
KPM + AKT-10	0,29	36,89	2,90	95,00
KPM + AKS-30	0,31	130,98	4,30	91,00
KPM + AKF-78	0,34	155,40	5,63	86,00

TABLE 4 TIME DEPENDENCE OF THE POLARIZATION RESISTANCE OF COMPOSITIONS FILLED WITH KAOLINS IN A 3% NaCl SOLUTION

Coating	Time in days				
	5 days	25 days	55 days	75 days	100 days
	R, Om				
Without cover	157	125	125	110	110
KPM + AKT-10	158	167	168	170	171
KPM + AKS-30	157	161	161	160	160
KPM + AKF-78	159	165	165	166	166

TABLE 5 TIME DEPENDENCE OF THE POLARIZATION RESISTANCE OF COMPOSITIONS FILLED WITH KAOLIN IN A SOLUTION OF 3% H₂SO₄

Coating	Time in days				
	5days	25 days	55 days	75 days	100 days
	R, Om				
Without cover	110	45	40	30	30
KPM + AKT-10	137	161	160	160	156
KPM + AKS-30	161	154	139	138	137
KPM + AKF-78	140	149	154	154	152

TABLE 6 TIME DEPENDENCE OF THE POLARIZATION RESISTANCE OF COMPOSITIONS BASED ON KAOLIN IN AN AQUEOUS MEDIUM

Coating	Time in days				
	5 days	10 days	15 days	20 days	25 days
Without cover	1310	710	130	69	68
KPM + AKT-10	1410	1270	220	135	134
KPM + AKS-30	1370	1290	300	272	270
KPM + AKF-78	1370	980	400	320	318

The dependence of the polarization resistance on time was studied in saline, acidic and aqueous media in the presence of a two-component coating (Tables 4-6, Figs.1-3) based on an epoxy binder filled with kaolin AKF-78, AKS-30, AKT-10.

It can be seen that the polarization resistance of the steel probe in an uncoated aqueous medium based on gossypol resin compositions is more than an order of magnitude higher than in acidic and saline media. In an aqueous medium, the polarization resistance in the presence of a coating changes insignificantly after 10 days, which indicates its effectiveness. When the probe is kept for up to 15 days and further, the polarization resistance decreases, but the presence of the coating in this case also has a noticeable effect. This effect is especially noticeable in acidic and saline environments, that is, after even 25 days, the values of the polarization resistance remain almost unchanged.

Recently, much attention has been paid to the production and use of combined coatings. Gossypol resin [5-10] waste of fat and oil production is of great interest for use in anticorrosive technology.

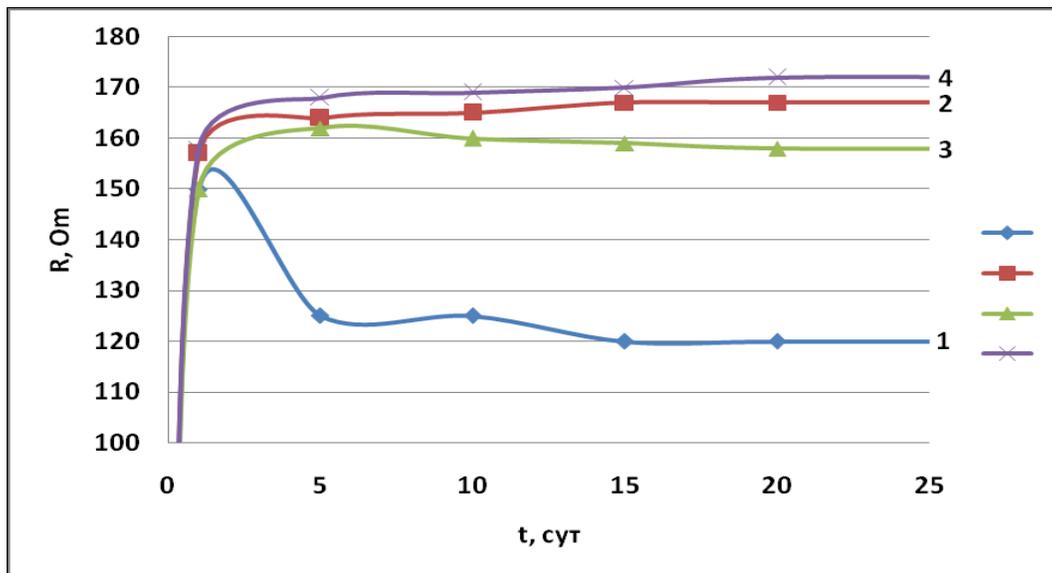


Figure: 1. Dependence of the polarization resistance on time in 3% NaCl in the presence of a coating:

1 - uncoated; 2– composition filled with kaolin AKS-30; 3 - composition filled with AKF-78 kaolin; 4 - composition filled with AKT-10 kaolin.

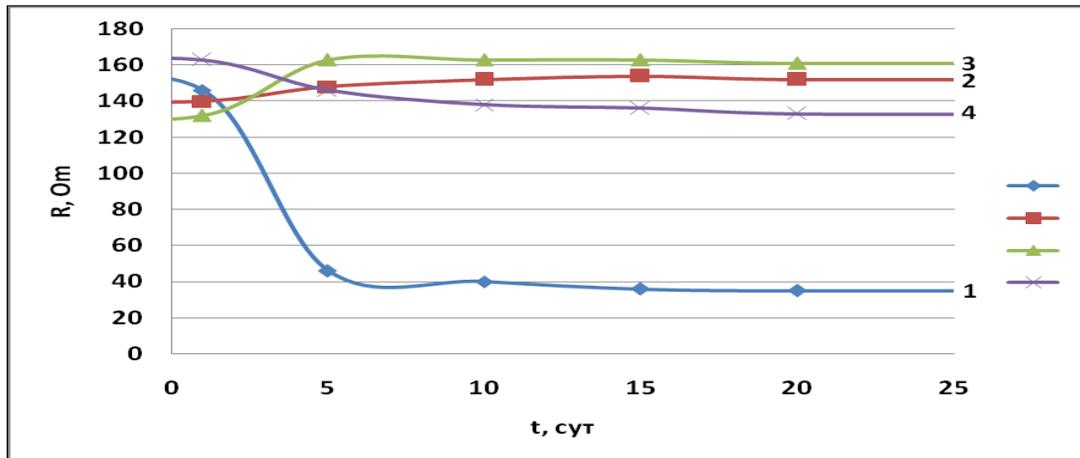


Figure: 2. Dependence of the polarization resistance on time in a 3% H2SO4 solution in the presence of a coating.

1 - uncoated; 2 - composition filled with AKS-30 kaolin; 3 - composition filled with AKF-78 kaolin; 4– composition filled with AKT-10 kaolin.

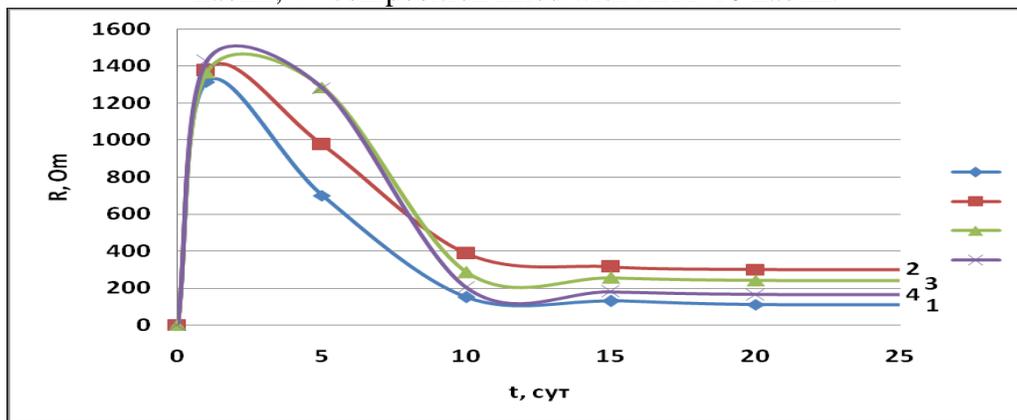


Figure: 3. Dependence of the polarization resistance on time in an aqueous medium in the presence of a coating.

1 - uncoated; 2 - composition filled with AKS-30 kaolin; 3 - composition filled with AKF-78 kaolin; 4– composition filled with AKT-10 kaolin.

Recently, bitumen - oil waste (GOST 5.2239–77) - has been widely used as anti-corrosion paint and varnish products.

TABLE 7. COMPARATIVE INDICATORS OF THE TESTED AND STANDARD PAINTWORK COMPOSITIONS

Indicators	Состав применяемой краски	
	По технологическому регламенту	ЭД–20 –100мас.ч; ДФФ+ГС–20 мас.ч; ПЭПА–10 мас.ч;

	производства	АКТ–10–30 мас.ч
Package appearance	Цвет черный, блестит, поверхность гладкая	Цвет черный, блестит, поверхность гладкая
Viscometer elongation 20-250C	18–35	30
Mass fraction of non-volatile substances, %	39 ± 2	40
Drying time of the film to degree 3 at 20 ± 2° sec. H. no more at 100-110°C min. No more (min)	20	20
Package hardness according to the pendulum device M-3 conventional units	0,20	0,20
Flexural elasticity, mm	1,0	1,0
Package resistance to static impact of water at a temperature of 20 ⁰ ± 2 ⁰ s, h, not less	48	48
Film resistance to static impact of 3% NaCl solution at a temperature of 200 20 s,h, not less (points)	3	3

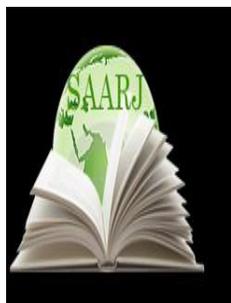
CONCLUSION

The analysis of the research results in comparison with the assessment of the anticorrosive ability of the compositions showed (Table 7), that the best protective properties against corrosion in a salt environment are possessed by compositions filled with AKT-10 kaolin, and in an acidic medium — compositions filled with AKF-78 kaolin. This difference in the properties of coatings filled with kaolins is explained by their chemical composition and particle size, due to the fact that in AKT-10 kaolin, as compared to AKF-78, the content of oxides is: iron oxide, more silicon dioxide, the predominance of aluminum oxide in AKF-78 gives the advantage of a coating based on it to predominate anticorrosive properties to aggressive acidic environments. The content of these elements makes it possible to assume the formation of nanocomplex compounds during mechano-chemical modification during their production, which will be devoted to further research.

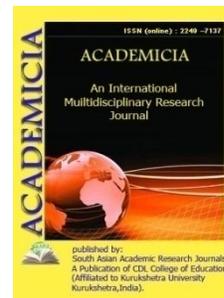
REFERENCES:

1. A.S. 742443 USSR, MKI S 08 L 67/06, S 09 K 3/10, S 09 J 3/16. Polymer composition / R.A. Veselovsky, E.N. Fedorchenko, Zh. I. Shakaev, B. Ya. Rosendent; Institute of chemistry of high molecular weight. connections of the Academy of Sciences of the Ukrainian SSR. - No. 2607504 / 23–05; Appl. 04/25/78; Publ. Bul. No. 19 // Discovery. Inventions. Industrial designs. Trademarks, 1980. No. 19. –139 p.
2. Zerda A.S., Lesser A.I. Intercalated clay nanocomposites: morphology, mechanics and fracture behavior // J. Appl. Polym. Sci., 1995. –Vol. 55.

3. Fatkhullaev E., Jalilov A.T., Minsker K.S., Maryin A.P. Integrated use of secondary products of cotton processing in the production of polymeric materials. –Tashkent: Subject, 1988.
4. Ziyamukhamedova U.A., Khabibullaev A.Kh., Dzhumabaev D.A. Properties of heterocomposite coatings for use in cotton ginning technological equipment obtained by activation by the heliotechnological method // STANDART, 2009, No. 3, -P.37-39.
5. Ziyamukhamedova U.A. Promising composite materials based on local raw materials and energy resources. –Tashkent: Tashkent State Technical University, 2011. –160 p.
6. Ziyamukhamedova U.A., Shaymardanov B.A. Research of the possibility of hardening the hydro-abrasive endurance of anticorrosive epoxy hetero-composite coats with usage of local raw materials // In Sb. conf. Chemical technology 2012. Moscow, March 27, 2012. P. 300–302
7. Ziyamukhamedova U.A. Investigation of the regularity of the curing of epoxy compositions formed by the heliotechnological method. International conf. “Chemical technology, 2012”. Moscow March 27, 2012. pp. 143-146.
8. Ziyamukhamedova U.A., Shaimardanov B.A. Mechano-chemical method of modification in the development of new composite materials based on epoxy binder and natural minerals. // Bashkir Chemical Journal, 2012. V. 19. No. 2. P. 53-57.
9. Ziyamukhamedova U.A., A. Zaporov, L. Bakirov. Innovative technology of structure formation of semi-functional engineering materials using nano-sized mineral fillers. Scientific information letter. Andijan. AndSU №4 / 2017. P. 17-21.
10. R&D REPORT on ITD – 15–101 “Development of effective antifriction-wear-resistant and anticorrosive epoxy heterocomposites for coatings of complex-configuration and large-sized technological machines using the activation-heliotechnological method”. –Tashkent: Tashkent State Technical University, 2011. –194 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00206.8

CAUSES OF HIGH LEVEL OF ANXIETY IN PRESCHOOL CHILDREN

Hasanova Saidakhon Ganijonovna*

*Teacher,
 Department of General Psychology,
 Andijan state University,
 UZBEKISTAN

ABSTRACT

This article discusses the current state of anxiety, insecurity, and emotional instability in preschool children. Today, the number of children with high anxiety is increasing. The onset of anxiety was analyzed by the child's age satisfaction needs. The source, essence, and specific age-specific psychological characteristics found in the detoxifying and protective forms of anxiety are given.

KEYWORDS: *Anxiety, Personality Discomfort, Emotional State, Calmness, Behavior, Genetic Factors, Somatic Diseases, "Self-Concept".*

INTRODUCTION

The upbringing and development of an intellectually, physically and mentally healthy generation is a topical issue for the development of today's developing modern state. The process of change in the psyche of preschool children is very variable, and there are certain factors and situations that lead to the level of fear or anxiety of children in this age group. (Anxiety about darkness, a fairy-tale character, imaginary creatures, and high-status, separation from mother, separation from family, sudden change in normal situation, admission to kindergarten, and other circumstances). Different definitions of the concept of anxiety can be found in the psychological literature, but most researchers have studied it as a different situational phenomenon and personal characteristic, taking into account its transition status and dynamics. Thus, A.M. Prikhojan points out that anxiety is an "emotional discomfort associated with anticipating a potential danger" [5]. They distinguish anxiety as an emotional state and a stable trait, as a personality trait or temperament. According to AV Petrovsky: "Anxiety is characterized by a person's tendency to experience anxiety, a low threshold for the occurrence of a reaction. Anxiety is usually increased in neuropsychic and severe somatic diseases, as well as in healthy people experiencing the effects of psycho trauma, in many groups of individuals with personal

fears ”[6].

Spielberger divided anxiety into two types: personal and situational (reactive). Personal concern is defined as a situation in which objective safe situations involve a wide range of threats. Situational anxiety is generally said to be seen as a short-term reaction to a particular situation that threatens a person objectively. [1].

There are also two main forms of anxiety in psychology:

- open - consciously experienced and manifests as a state of anxiety in behavior and activity;
- latent - manifests itself in various levels of unconsciousness, extreme calmness, indifference to the real problematic situation and even denial of it, or indirectly through specific ways of behavior [3].

Hidden forms of calmness occur at almost all ages. Hidden tranquility is less common than tranquility. One of its forms is conventionally called “inadequate calm”.

In such cases, the child develops difficult, powerful ways to protect himself from others, while hiding his worries from others as well as from himself, while also avoiding his own personal worries about those around him.

This is noticeable in some children, an open concern and a calm enough alternative. It appears that in this case, “insufficient calm” serves as a temporary “rest” from anxiety in cases where its action remains a real threat to the individual’s mental health [4.15].

Finding the cause of anxiety in a child of preschool age is an important task for the educator. it is known that the condition for the occurrence of anxiety is an increase in the sensitivity of the nervous system. However, not every child with increased sensitivity is concerned. Much depends on how the parent communicates with the child. In many cases, they can lead to the development of an anxious person. There is a direct relationship between the number of fears of children and parents, especially mothers. An anxious mother involuntarily tries to protect the child's psyche from events reminiscent of some kind of fear. Increased anxiety in a child can be aided by factors such as excessive demands on adults as they lead to chronic failure. Another factor that contributes to the formation of anxiety is the frequent recurrence of feelings of guilt. In this case, the child is always afraid of being guilty in front of his parents. Often the cause of anxiety in children is also the attention of parents in expressing emotions in the presence of multiple warnings.

Psychologist M. According to Kuzmina, there are several reasons for the family's worries:

The tradition of family relationships. In these families, the relationship with the child is built on the principles of “must” and “must”.

Open messages and direct threats. Usually in such families the child is told: "go now ..." or "if you do not go to kindergarten, I ...".

Insecurity of the child. Many parents check their children’s pockets and look for “hidden” places. The child is told who to be friends with [3].

Parental distance. Most parents go to the theater or go on vacation without children. In a situation where there is no one to talk about the child’s problems and worries, they feel abandoned,

unnecessary. These children are afraid of loneliness. Anxiety and restlessness of the child is caused by an inappropriate caregiver, an educator, because he does not allow to predict his behavior. The constant change of the requirements of the educator, the dependence of the behavior on the mood, the emotional ability leads to confusion in the child, the inability to decide how to act in a particular situation.

Anxiety occurs in competitive situations. The child falls into a competitive situation and strives to be the first at any cost to achieve the highest results. Increasing responsibility is another situation. If a child falls for him, his concern is related to the fear of not living up to the expectations and hopes of adults and being rejected by them. The child can also enter the fantasy world and find psychological protection. In dreams, the child resolves his insoluble contradictions, and in dreams his unfulfilled needs are met [2.54].

You should always pay special attention to the condition of the children, their mood. For example, if they are fun, funny, happy about something today, upset about something, or someone is crying, you can ask why. If the kids don't know what to answer, you need to help. Tell a fairy tale or story reminiscent of some funny story or childhood quarrels that are similar to this one. When such conversations become familiar, children happily talk about them, putting aside various episodes in their memory. And, as a result, children's anxiety is low.

Working with an anxious child is difficult and usually takes a long time.

Experts recommend working with anxious children in three ways:

1. Improving self-esteem.
2. Teach the child to manage himself in specific situations that are most interesting to him.
3. Free-muscle tension [5].

Of course, it is not possible to increase a child's self-esteem in a short period of time. Targeted work needs to be done every day. Address the child by name, praise him or her for even small achievements, mark them in the presence of other children. However, your praise should be sincere because children are sensitive to lies. And the child needs to know why he is being praised. In any case, you can find a reason to praise the child.

To date, a large amount of scientific work has been collected on the analysis of physiological and psycho physiological changes in the body with a high degree of anxiety. However, it should be noted that despite the diversity of these types of studies, they are mainly focused on the study of adult characteristics. The study of childhood anxiety is rarely described today and is largely psychological in nature. However, the functional disorders observed in anxious adults are not similar to those observed in children [2]. A psychodynamic approach is used in many studies that study the emergence and development of childhood anxiety. The authors share that the individual characteristics of a child's high nervous activity are clearly manifested at an early age, based on excitation and inhibition processes and their various combinations. On the other hand, it is known that if temperament is the leading genetic factor manifests itself along with the effect [4]. This idea defines a biosocial approach to addressing the causes of childhood anxiety that are related to both the natural, genetic factors of child psyche development and the social causes revealed in the context of socialization. The question of the social causes of childhood anxiety is one of the most studied topics. Several factors can be highlighted, the development of which is

defined by most researchers as a stable personality trait in the child as a possible cause of the emergence and consolidation of anxiety.

In many scientific studies, the main cause of concern is family upbringing factors, primarily the “mother-child” relationship. However, in the modern scientific literature, there is very little information on the factors of parent-child relationship that are specific in terms of the occurrence of constant anxiety in children.

Perhaps the only factor that can be said is that children “do not conform to the prestigious aspirations of their parents,” which is important for the concern of younger students. It should also be borne in mind that family influencing factors are mainly relevant to preschool and primary school age children. In older children and adolescents, questions about the impact of family characteristics and family upbringing characteristics on anxiety are common, and they occur in several works. In general, a generalization of the available literature on this problem suggests that anxious children and adolescents feel more confident, confident, and protected than their normally anxious peers. Another important social factor in addressing anxiety in children is the child’s success in school. A number of studies have found that the relationship between anxiety and learning performance, measured by current assessments, has not been found. However, this is determined by analyzing the child’s subjective perception of his or her development. In schools with normal levels of personal anxiety, satisfaction with learning outcomes largely depends on the level obtained. Anxious children are often dissatisfied with their reading performance, regardless of grade [1]. All of this is at least indirect, not as a factor influencing academic performance to maintain and enhance anxiety.

The problem of learning effectiveness is closely related to how a student’s relationship with teachers develops. Teachers’ rudeness and indifference to students is often seen as one of the main causes of childhood anxiety. Such anxiety has been described in the literature as “didactogenic neurosis”.

An analysis of a number of clinical cases has shown that conflicting relationships with a teacher are the most devastating for children who are already anxious or in a “worry-ready” state, i.e. they feel vulnerable and unprotected [3].

Another social factor in the formation of anxiety in children is their relationships with peers. Anxious children often see a group of peers as insecure, dominant, rejecting. However, anxiety is often the main cause of communication, exacerbating a child’s dependence on peers who are very anxious. Thus, we may assume that the characteristics of uncomfortable communication with peers do not affect the emergence and consolidation of anxiety, on the contrary, anxiety determines the characteristics of such communication.

As the most important source of anxiety, many authors emphasize the internal conflict associated with self-esteem, the “I-concept”. High anxiety indicates that the person has an uncomfortable emotional experience. However, data from studies on the etiology of childhood anxiety suggest that it is very difficult to reliably identify the source of such an experience. A significant impact on its accumulation is affected by the fact that children who are concerned in assessing their successes and shortcomings are mainly based on external criteria (evaluation of others, etc.). Since such criteria are largely beyond human control, this is accompanied by a constant experience of uncertainty, creating uncertainty and anxiety. It can be hypothesized that these

features of the negative emotional experience affect the scattered, meaningless nature of the anxiety experience [5].

The factors described provide a diagram of the origin of children's anxiety and reinforce it as a sustainable personal education at different age levels. In preschool and primary school students, anxiety arises directly from the frustration of the need for protection from the environment. In these periods, anxiety is not yet a personal formation, but a function of an awkward relationship with close adults. From adolescence onwards, anxiety is increasingly mediated by the characteristics of attitudes toward oneself, which during this period have a contradictory, contradictory character. At the same time, the anxiety itself deepens and intensifies this conflict - the resulting doubts, even about real successes, exacerbate the negative emotional experience. Anxiety, therefore, becomes fixed, takes stable forms of consciousness in behavior, and becomes a personal property with a specific motivating power. An internal contradiction that reflects the contradictions in self-esteem, the 'self-concept' plays a key role in the emergence and consolidation of anxiety in the future, and at each stage it encompasses the most important aspects of the 'I' in this period.

Thus, anxiety has a distinct age characteristic that exists in its sources, content, and forms of manifestation. In general, the emergence and consolidation of anxiety as a sustainable education is associated with a failure to meet the leadership needs of young people. For every age group, there are some areas that increase anxiety for most children. In early and preschool children, anxiety is the result of separation from loved ones. At 6-7 years of age, the main role is played by school adaptation, in young adolescents - communication with adults (parents and teachers), in older adolescents - communication with peers, in early adolescence - problems with future attitudes and gender relations. The child's subjective anxiety in these areas, combined with a certain weakness in the psychodynamics of his nervous processes, leads to the formation and strengthening of personal anxiety in children.

However, it should be noted that researchers are not in agreement on exactly at what age anxiety becomes a stable personality formation. According to some authors, this can only be talked about during adolescence, and anxiety in preschool and primary school age is a wide range of familial diseases. According to other researchers, anxiety arises in early childhood and in uncomfortable external conditions it becomes anxiety in older preschoolers.

Keeton C, Colos A, argues that the formation of anxiety as a stable state is directly related to the child's level of development. In order to respond to certain events with an increased level of anxiety, the child must have a developed perception of danger and a sufficient level of thinking to conclude that he is unable to avoid this risk.

Despite the differences in approaches, one of the periods in which most researchers still provide a significant increase in the number of anxious children is the primary school age. A specific type of anxiety that arises during this period as children enter a new social state of development is school anxiety. It is a very broad concept that encompasses various aspects of persistent emotional distress, expressed in excitement in educational situations, expecting negative feedback from teachers and peers. Data on gender differences suggest that there is a difference in the age dynamics of anxiety in boys and girls in terms of the level and intensity of anxiety. In preschool and elementary school age, boys are more anxious than girls; At the age of 9-11, the intensity of emotions in both sexes is equal, and after the age of 12, the general level of anxiety

in girls usually increases, and in boys it decreases slightly. the difference was found to be so significant. Girls worries are often related to other people: they worry about other people's attitudes, quarrels, or the possibility of breaking up with them. Boys are often concerned about various aspects of violence. They fear physical injury, accidents, and punishment from parents or authorities outside the family: teachers, school principals.

Given the problem of childhood anxiety, the issue of its impact on the success of the activity should also be raised. The impact of anxiety on the development of a child's personality, behavior, and activities can be both negative and to some extent positive, but in the latter case it has serious limitations due to the clearly adaptive nature of this education. Studies show that high anxiety until adolescence has a negative impact on activity success. Anxiety begins to perform its mobilization function only during adulthood, as it is only at this age that it can become an activity motivator, replacing other needs and motives [6].

It is believed that the high anxiety of primary school students is based on many school difficulties and leads to the formation of various negative changes in functional status. Strong anxiety reduces the ability to concentrate, impairs information retrieval and associative thinking [2]. Its effect can be manifested in an increase in the time interval of information perception and processing, difficulties in organizing independent activities and the choice of adequate memorization techniques [4]. Thus, the constant high levels of anxiety in childhood lead to a variety of problems: the fact that a person is in the formative stage greatly exacerbates the effects of long-term anxiety. The result of this effect may be a disruption in the development of individual structures and functions and, ultimately, a disruption in the formation of the personality structure as a whole.

It should be noted that to date, the study of high anxiety in children has not been comprehensive and, as a rule, relies on subjective methods of diagnosing and interpreting data. There are almost no works in the modern scientific literature devoted to the analysis of physiological and psychophysiological changes in the body with high levels of anxiety in children. However, this type of research is very relevant today. The need to improve approaches in the interpretation of children's anxiety is related to the importance of determining the nature of its effects on the child's body and the timely prevention of the possible negative consequences of such effects.

Usually, anxious children do not express their problems openly and sometimes hide them. Therefore, if a child tells an adult that he is not afraid of anything, it does not mean that his words are true. Presumably, this is an expression that the child does not recognize or does not want to worry.

In this case, it is advisable to involve the child in discussing their problems together. You can talk to children sitting in a circle about their feelings and experiences in situations that worry them. It is a good idea for each child to say out loud what they are afraid of. You can invite the children to draw their fears, then show them a picture drawn in a circle and tell them about it. These conversations help anxious children become aware that many of their peers have problems similar to what they thought they were.

REFERENCES:

1. Deti s affektivnym povedeniem - M., Prosveshchenie, 1966 - s. 48-55.
2. Imedadze I.V. Trevojnost kak faktor ucheniya v doskolnom vozraste / Psixologicheskie

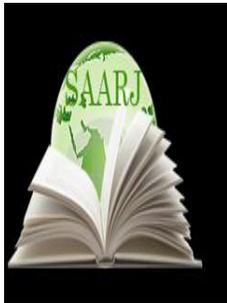
polsledovaniya - Tbilisi, izd-vo: Metsnisreba, 1960 - p. 54-57.

3. Mamaichuk, I.I. Psychocorrectional technologies for children with developmental problems: a tutorial / I.I. Mamaichuk. St. Petersburg: Rech, 2003.400 p. (Psychological workshop)

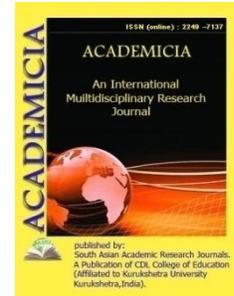
4. Ovcharova, R.V. Practical psychology of education: a textbook for students of psychological faculties of universities / R.V. Ovcharova. 2nd ed., Erased. Moscow: Academy, 2005.448 p.

5. Kolomenskiy Ya.L. Psychology lichnyx vzaimootnosheniy in children's collective. Minsk, 1969

6. Makshantseva L.V. Trevojnost i vozmojnosti ee snijeniya u detey // Psixologicheskaya nauka i obrazovanie - 1988 №2 - s. 15



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00205.6

**COMPARATIVE ASSESSMENT OF THE PREVALENCE OF
 BIOLOGICAL AND EXCHANGE-ENDOCRINE RISK FACTORS AND
 THEIR RELATIONSHIP WITH MYOCARDIAL INFARCTION AMONG
 THE POPULATION OF ELDERLY AND OLD AGE**

Tursunov Khatam Khasanbaevich* ; Mamasoliev Nematjon Salievich ;
 Rakhmatova Dilbar Bahridinovna*****

UZBEKISTAN

ABSTRACT

In Uzbekistan, despite the undoubted achievements in the field of preventive cardiology, there is a need and demand in the elderly and senile population to optimize the known methods of drug primary and secondary prevention, taking into account the epidemiological characteristics of regional risk factors for myocardial infarction. A high percentage of the prevalence of the main risk factors and their with AMI is a favorable prerequisite for the implementation of treatment and prophylactic programs in the elderly and senile population.

KEYWORDS: Risk Factors, Arterial Hypertension, Hypercholesterolemia, Hyperglycemia, Overweight And Obesity

INTRODUCTION

One of the necessary aspects of improving the cardiovascular health of the population is its scientific and practical education, substantiated widespread informing of society, the population and the country about risk factors for CVD / AMI, regional screening methods for their prevention and treatment. In recent years, large-scale population studies have been actively carried out in Uzbekistan by domestic researchers [1; 2; 3; 4; 8; 9]. Their main areas were the study of risk factors for CVD, issues of ACS, as well as sudden cardiac death. In general, in all countries of the world, including Uzbekistan, despite the undoubted achievements in the field of preventive cardiology, there is a need and demand in the elderly and senile population to optimize the known methods of primary and secondary prevention, taking into account the epidemiological characteristics of regional risk factors for MI. [8; 9; 10]. Biological metabolic endocrine risk factors and cardiovascular diseases are a multifaceted problem of the XXI century, discussed not only in scientific circles, but has become a matter of concern to many

countries of the world and the WHO. There is no doubt that these factors are the main causes of acute CVD, including AMI, which determines the high mortality rate among the population [5; 6; 7; 8; 10].

Objective: To assess the prevalence of biological and metabolic endocrine risk factors and their relationship with myocardial infarction among the elderly and senile population.

Results and analysis: within the framework of our epidemiological study, we analyzed population-demographic and social-prophylactic aspects of biological, metabolic-endocrine RF (hypertension, HChS, hyperglycemia, overweight and obesity) among the elderly and senile population.

Figure 1. shows the frequency of prevalence of these risk factors among men and women of elderly and senile age.

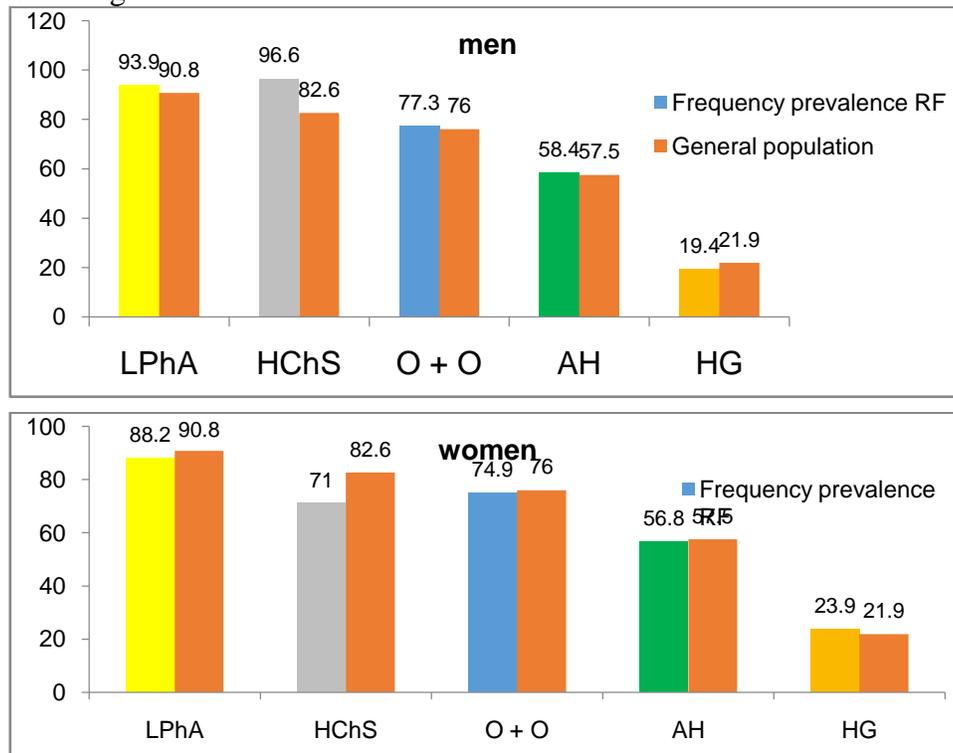


Fig. 1. Frequency (in%) of biological, metabolic and demographic risk factors among the male and female population of the elderly and senile age. Note: In men, the prevalence rate of LPhA is 93.9 *, and the prevalence of HChS is 96.6 *, * means $p < 0.05$. The prevalence of biological and metabolic - demographic risk factors (BMDRF) in the general population 60-89 years old (Fig. 1) was found by regional features in the following frequency indicators: hyperglycemia - 21.9%, AH - 57.5%, Overweight with obesity - 76, 0%, HChS -82.6% and LPhA-90.8%. As can be seen, there was a high prevalence of LPhA, HChS and OO, compared with them, HG ($p < 0.001$) and AH ($p < 0.05$) were detected with a significantly lower prevalence. One-step epidemiological studies in each region reveal not only general population patterns, but also a number of new specific characteristics of the prevalence and formation of RF, which is important for planning and conducting population prevention of RF, including BMDRF. BMDRFs unevenly distributed among men and women of elderly and senile age. Prevalence of HG: 19.1% in men and 23.9% in

women; the difference is not significant ($p > 0.05$). The prevalence of hypertension: in the population of surveyed men 58.4%, in the population of women 56.8% i.e. this BMDRF is almost equally common among male and female populations of the studied region ($p > 0.05$). Prevalence of Overweight: very similar numbers of prevalence of Overweight were obtained: in the male population - 77.3%, in the female population - 74.9% ($p > 0.05$). The prevalence of HChS: the prevalence of HChS in the female population was lower (71.0%) than in the male population (96.6%); $p < 0.05$. The higher percentage of newly diagnosed cases of HChS in both groups, possibly, indicates a rarer control over the level of cholesterol in the Bukhara population of elderly and senile age. The prevalence of LPhA (Fig. 2) was 93.9% in the male population, 88.2% in the female population, i.e. there was a significant difference between the two populations surveyed ($p < 0.05$). In general, the prevalence of the main risk factors for AMI in the population of men and women of elderly and old age was almost equally high. From these scientific facts, undoubtedly, follows the need for a systematic search using epidemiological monitoring of unidentified cases of RF and MI in the elderly.

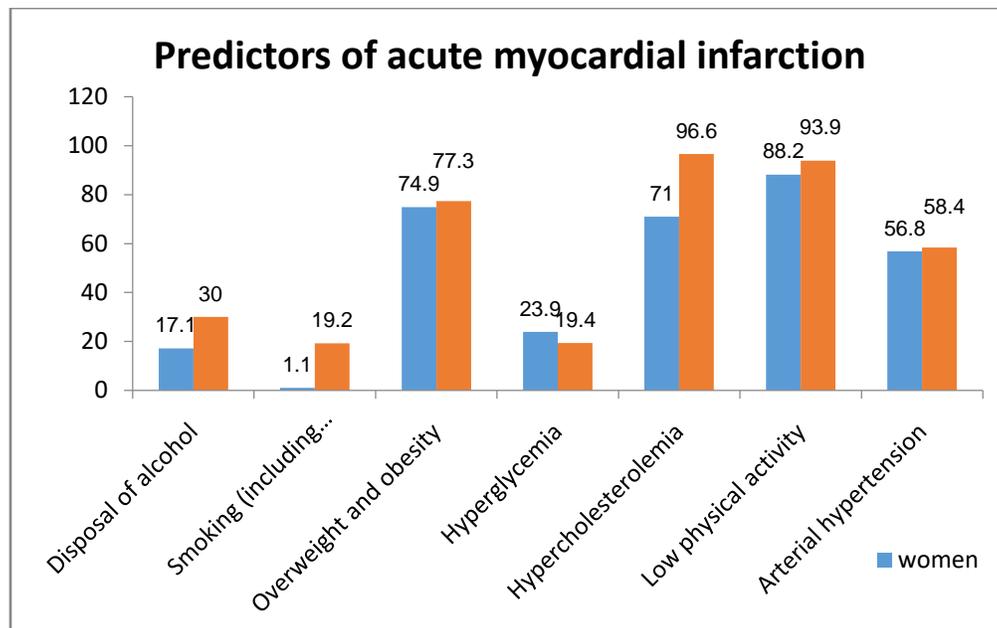


Fig. 2. Prevalence (in%) of seven AMI risk factors among the unorganized population of women and men 60-89 years old in Bukhara * ($p < 0.05$), *** ($p < 0.0001$), (96.9 *, 93.9 *, 1.1 ***)

Comparison of the presented data on the epidemiology of RF of myocardial infarction indicates a rather significant difference in the obtained indicators among the difference in the obtained population indicators among the population of men and women of elderly and old age. To a proven degree, this reflects the true epidemiological situation, since our study was carried out with unified and standardized criteria for screening diagnosis of AMI and its risk factors. Further, the relationship between MI and eight risk factors (DA, smoking, OO, LCVF, HG, HChS, LPhA, AH) was studied in two groups in women and men of elderly and senile age. Figure 3 shows the prevalence of eight risk factors in two groups of elderly people - with and without MI.

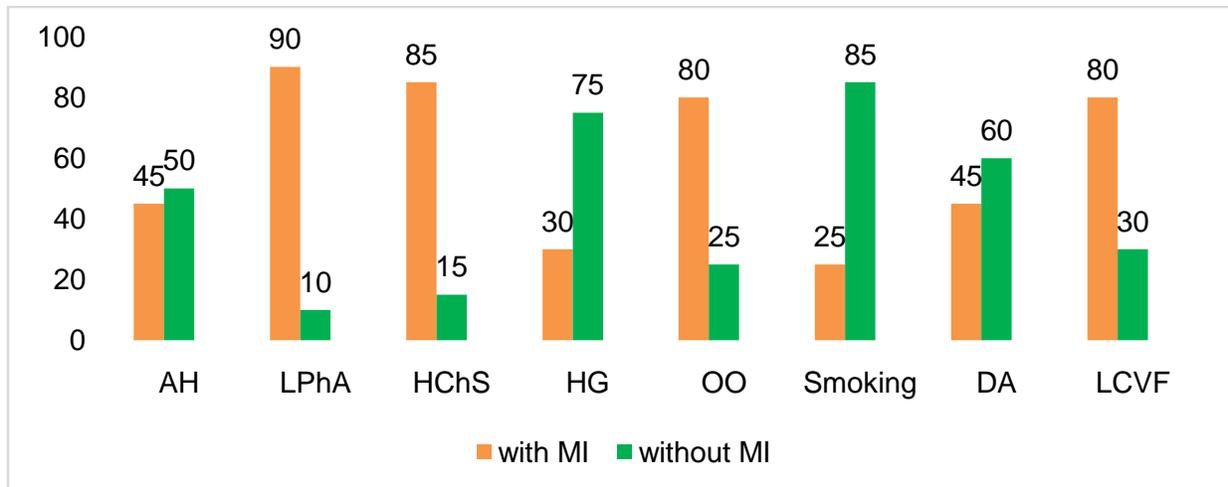


Figure: 3. The relationship between AMI and eight risk factors among the elderly and senile population.

As can be seen from the presented pairs of columns expressing the frequency of risk factors in elderly patients with and without MI, there was a high frequency in the MI group HChS (92.5% in the presence of MI and 7.5% in the absence thereof; $p < 0.001$) and overweight with obesity (72.9% and 27.1%, respectively; $p < 0.01$). The percentage of prevalence of hypertension is less in the group with MI (48.9%) than without MI (51.1% $p > 0.05$). The high incidence of LPhA (94.8% and 5.2%, respectively, in the MI group and without it) in patients with MI is statistically highly significant ($p > 0.001$) for the examined elderly and senile population. Hyperglycemia was less frequent in the group with MI (30.5%) than without MI (60.5%). The percentage of smokers was also lower in the population with MI (22.1) than without MI (77.9%). to a certain extent, this is due to the fact that older people who have had AMI quit smoking smoking is, without any doubt, a risk factor for CVD / MI, or such a statement was made by epidemiological (prospective) studies [7; 40; 51; 61]. The percentage of those who drink alcohol is also lower in the group with MI (46.6%) than without MI (53.4%). This is also explained by the fact that people with IHD / AMI stop drinking alcohol. From the presented figure 3 it follows that low consumption of vegetables and fruits in patients with MI was recorded significantly more often (63.4%) than in those without MI (36.6%); $p < 0.05$. This means that people of the elderly and senile age especially need more frequent monitoring of the rationality of healthy (sanogenic) nutrition.

Figures 4 and 5 show the distribution of eight risk factors (AH, LPhA, HChS, HG, OO, smoking, DA, LCVF) in the groups of women and men of elderly and senile age with and without MI. From the presented figure 4 it can be seen that among women of elderly and senile age AH, LPhA, HChS, OO and LCVF are statistically significantly more often represented in the group of persons with MI than in persons without MI. Thus, AH was significantly higher, was detected in older women with MI (55.8%) than without MI (44.2%); $p < 0.05$.

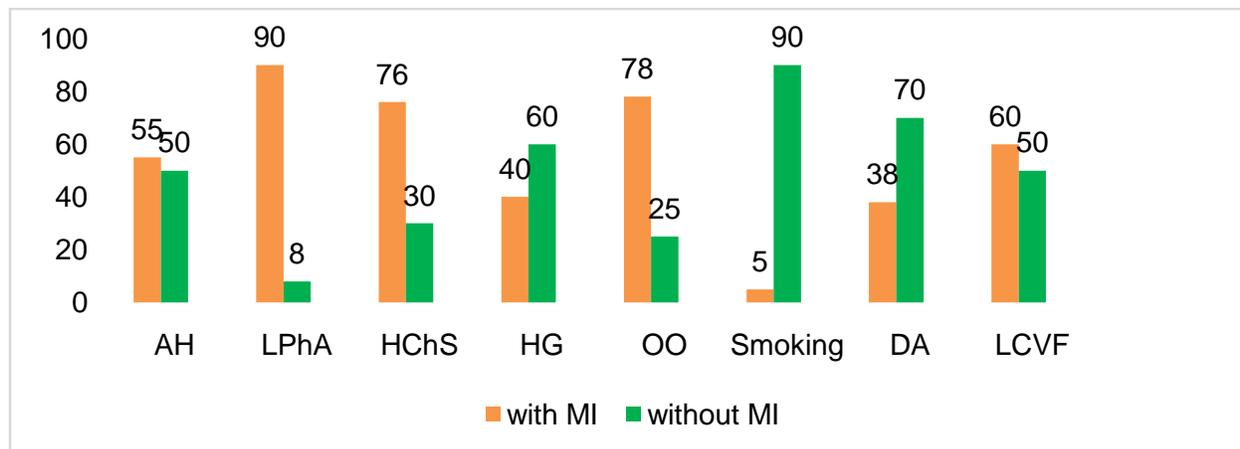


Fig. 4. Correlation of eight risk factors with myocardial infarction among elderly and senile women

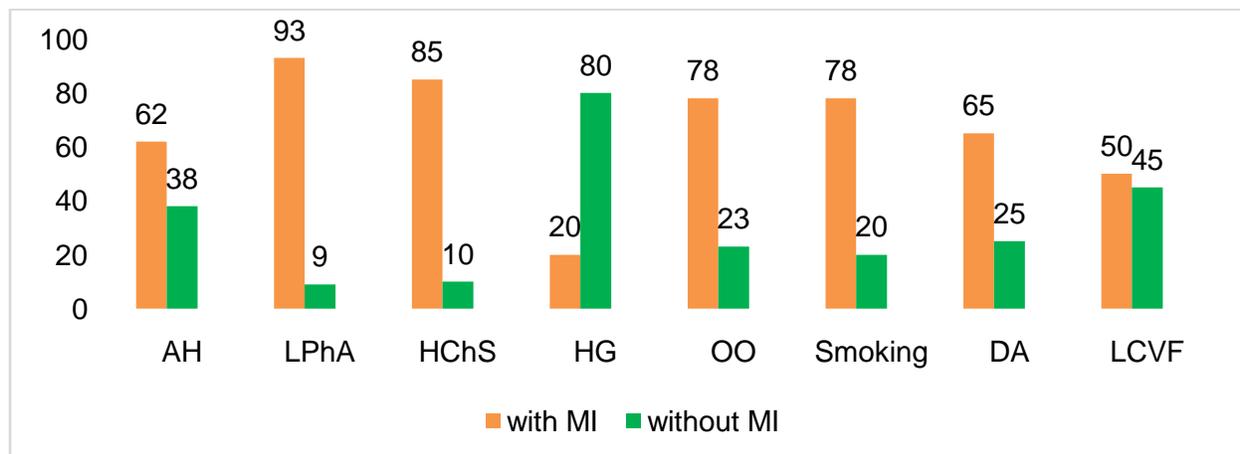


Fig. 5. Relationship of eight risk factors with myocardial infarction among elderly and senile men

The population of women with LPHA is significantly larger in the group with MI (90.6%) than without MI (9.4%); $p < 0.001$. HChS occurred significantly more often in persons with MI ($p < 0.01$). Hyperglycemia was less in the group with MI (41.3%) than without MI (58.7%). There is a higher frequency of overweight with obesity in the population of women with MI (79.0%) than without MI (21.0%); $p < 0.001$. The percentage of women who smoke is lower in the group with MI (1.9%) than MI (98.1%); Alcohol consumption was noted less in persons with MI (34.5%) than without MI (65.5%). A similar trend was observed in the group of surveyed women with LCVF: in persons with MI and without MI, this factor was found in 53.4% and 46.6%, respectively. Figure 5 shows that in men, AH, LPhA, HChS, OO, smoking and LCVF are statistically significantly associated with AMI in history. Only hyperglycemia was significantly less common in the MI group (23.2%) than in men without MI (76.8%). The prevalence of hypertension is statistically significantly higher in men with MI (57.4%) than without MI (42.6%); $p < 0.05$. LPHA is significantly higher in the group of men with MI (96.3%) than without MI (3.7%); $p < 0.001$. Hypercholesterolemia also occurred significantly more often in the group with MI (92.9%) than in men without MI (7.1%); ($p < 0.001$).

Overweight was recorded significantly more often in persons with MI (77.2%) than without MI (22.8%); $p < 0.001$. Smoking is significantly higher in the group of men with MI (81.8%) than without MI (18.2%); $p < 0.001$. The frequency of alcohol consumption was observed significantly more often ($p < 0.01$) in persons with MI (67.0%), and the same trend was observed in relation to LPhA: this factor was more often, but not statistically significant, observed in men with MI (53, 4%) than without MI (96.6%); $p > 0.05$. Table 1 shows the prevalence of eight risk factors among the elderly population in different age groups with MI.

TABLE 1 PREVALENCE OF EIGHT RISK FACTORS IN THE POPULATION WITH MI IN DIFFERENT AGE GROUPS

Risk Factors	Statistical indicators	Population 60-74 years old		Population 75-89 years old		P
		Myocardial infarction		Myocardial infarction		
		+	-	+	-	
AH	index	536	397	126	209	>0,05
	%	57,5*	42,5	58,7*	41,3	
LPhA	index	835	98	193	6	<0,05
	%	89,7***	10,3	97,2***	3,8	
HChS	index	761	162	165	34	>0,05
	%	83,7***	16,3	84,4***	15,6	
OO	index	714	219	147	52	P>0,05
	%	74,2***	25,8	74,5**	25,5	
Smoking	index	91	842	15	184	<0,05
	%	21,2	78,8	16,7	83,3	
DA	index	206	727	54	145	<0,05
	%	45,2	54,8	28,1	71,9	
LCVF	index	597	336	121	59	>0,05
	%	65,1*	34,9	61,4*	38,6	
HG	index	205	728	43	156	<0,05
	%	16,5	83,5	22,3*	77,3	

Comparison of eight risk factors in persons with MI in the age groups 60-74 and 75-89 years shows both similarity and difference. In the group of 60-74 years old and 75-89 years old with MI and without MI, AH occurred with a frequency of 57.5% and 42.5% ($p < 0.05$) and 58.7% and 41.5% ($p < 0, 05$), respectively. In both age groups with MI, AH is determined by almost the same prevalence (varying 1.2%; $p > 0.05$). Among the population 60-74 years old with MI, compared with persons without MI, LPhA was significantly more often detected - 89.7% and 10.3%, respectively ($p < 0.001$), and in the group of 75-89 years old with MI and without MI - by 97.2% and 3.8% ($p < 0.001$). The frequency of LPhA in the population 60-74 years old (89.7%) and 75-89 years old with MI (97.2%) differed statistically significantly ($p < 0.05$). HChS in the population 60-74 years old and 75-89 years old with MI without MI occurred - 83.7% and 16.3% ($p < 0.001$) and $84.4 \pm 15.6\%$ ($p < 0.001$), i.e. e. did not differ statistically significantly in these age groups ($p > 0.05$). When analyzing materials with Overweight statistically significantly more often ($p < 0.01$) compared with persons who did not have this

factor, MI was noted both in the group of 60-74 years (74.2% and 25.8%), and in the group 75-89 years old (74.5% and 25.5%). In connection with Overweight, it was not statistically significant more often than MI in the age group 75-89 years old ($p > 0.05$). The percentage of smokers is lower in the 75-89 age group with MI (16.7%) than in the 60-74 age group (21.2%). This difference is statistically significant ($p < 0.05$). In general, both in the age group 60-74 years old with and without MI, and in the group 75-89 years old with and without MI, the percentage of smokers is less among patients - 21.2% and 78.8% each and 16, 7% and 83.3%, respectively, in the group with MI and without MI. Among the surveyed 60-74 years, DA was distributed in 45.2% and 54.8% in groups with and without MI, and in the population group of 75-89 years - in 28.1% and 71.9%, respectively ($p < 0, 05$). LCVF is almost equally common in two age groups with and without MI: at 60-74 years old - 65.1% and 34.9% each ($p < 0.05$) and at 75-89 years old - 61.4% each and 38.6%, respectively ($p < 0.05$). From the presented analysis in Table 1 it also follows that hyperglycemia in persons 60-74 years old with MI and without MI occurred 16.5% and 83.5% each, and in the group 75-89 years old with MI and without MI - 22 each, 3% and 77.7% ($p < 0.05$), respectively. The percentage of HG occurrence is less in the group with MI than without MI; the same at the age of 60-74 and 75-89 years. This is in part because people with diabetes may be recruited for more frequent glycemic control in the elderly population.

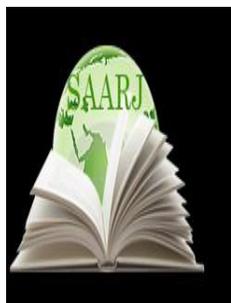
CONCLUSION

Thus, the demonstrated high percentage of the prevalence of the main risk factors and there with AMI is a favorable prerequisite for the implementation of treatment and prophylactic programs in the elderly and senile population. It should be noted that the distribution of the eight leading risk factors for AMI was also similar for two age groups (60-74 years old and 75-89 years old) of the surveyed populations. It should be emphasized the need for further prospective epidemiological studies on the prevention of AMI and control over its factors in the investigated region of Bukhara.

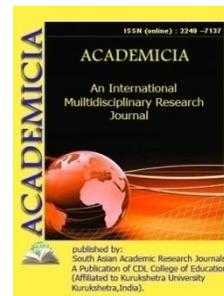
REFERENCES

1. Valieva M.Yu., Salokhiddinov Z.S. Assessment of risk factors for cardiovascular diseases in order to prevent and prevent them // Materials of scientific. practical conf. "Preventive Medicine: Today and Tomorrow. Collection of abstracts-2019-C.39.
2. Nurillaeva N.M., Razhabova N.T. The degree of awareness of general practitioners about risk factors // materials of the conf. "Preventive Medicine: Today and Tomorrow" 2012-p. 80.
3. Sadykova D.T. Clinical and economic features of acute coronary syndrome // Materials of scientific practical conference. "Preventive medicine: today and tomorrow" Book of abstracts. - 2019.C39.
4. Salokhiddinov Z.S., Abdusattarov A.A. Age-gender and clinical-anamnestic features of atypical clinical forms of acute myocardial infarction // Materials of scientific practical conference. "Preventive medicine: today and tomorrow" Collection of abstracts-2019. - p. 138.
5. Mamasoliev N.S., Tuychiev A. Screening for sudden death. Message 1-4 // Materials of scientific. practical conf. "Preventive medicine: today and tomorrow" Book of abstracts. - 218-219.

6. General morbidity in the adult population (18 years of age and older) by disease class for 2000-2004 the Russian Federation. Ministry of Health and Social Development FF.
7. Sinanskaya M.A., Kurochkina O.N. Risk factors for lethal outcome of acute myocardial infarction taking into account gender characteristics // Vyatka medical bulletin. - 2017. - No. 3-C.19-27.
8. Rakhmatova D.B. «Main» Symptoms and leading clinical options for the flow of acute coronary syndromes in women. // Asian Journal of Multidimensional Research (AJMR) - 2019. Volume: 8, Issue: 11. – P. 69 - 74.
9. Rakhmatova D.B., Aslonova M.R. Modern methods of medical rehabilitation of patients with arterial hypertension. // Electronic scientific journal "Biology and Integrative Medicine" - 2017. - No. 3. - P. 110 - 117.
10. Rakhmatova D.B. Analysis of the risk factors of Chd in persons over 60 years among the population of the city of Bukhara. // Asian studies, India - 2019, - no. 1. – P. 33 - 38.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00204.4

THE ROLE OF CYTOGENETIC STUDIES IN CLINICAL MEDICINE

Mamatkulova Makhbuba Tojalievna*; **Mukhidinova Shoira Bakhrarovna****;
Makhmudova Mutabar***; **Khoshimova Arofat Yormakhamatovna******

*Senior Teacher,
 Department of Epidemiology and Infectious Diseases,
 Fergana Medical Institute Public Health,
 UZBEKISTAN
 Email id: maxbuba61@mail.ru

**Senior Teacher,
 Department of Epidemiology and Infectious Diseases,
 Fergana Medical Institute Public Health,
 UZBEKISTAN
 Email id: shoiramuxidinova@gmail.com

***Doctor,
 Fergana Screening Center for Mother and child,
 UZBEKISTAN

****Assistant,
 Department Epidemiology and Infectious Diseases,
 Fergana Medical Institute Public Health, UZBEKISTAN
 Email id: arofat00@mail.ru

ABSTRACT

Chromosomal diseases form a large group of genetic diseases. They make up the bulk of all reproductive losses, congenital malformations, and are the causes of mental and physical development in children. This article presents the results of cytogenetic studies in early pregnancy. According to statistical data, the conclusions of the research work are made.

KEYWORDS: *Cytogenetics, Research, Chromosome, Anomaly, Genetic Diseases, Down syndrome, Edwards Syndrome, Shereshevsky-Turner Syndrome And Klinefelter Syndrome.*

INTRODUCTION

On December 25, 2017, the President of Uzbekistan adopted the State program "Early detection of congenital and hereditary diseases in children." This program is designed for 2018-2022 to prevent the birth of children with these diseases. As part of this program, a cytogenetic laboratory was opened on the basis of the Fergana Regional Screening Center "Mother and Child" in 2018, which serves children under 18 years old with suspected chromosomal pathology of the Fergana, Andijan and Namangan regions.

Goals and objectives of the work: Prevention of the birth of children with various developmental abnormalities and genetic diseases. The aim of the scientific work is to study the normal chromosomal set and chromosomal abnormalities underlying hereditary diseases such as Down's Syndrome, Edwards Syndrome, Shereshevsky-Turner Syndrome and Klinefelter Syndrome.

Since the opening of the cytogenetic laboratory at the Fergana Screening Center, 163 children with suspected congenital chromosomal diseases have been examined. The number of examined people from Namangan region was 30 people, from Andijan region - 22 from Fergana region - 111. Of the 163 examined, 66 children were diagnosed with Down syndrome, Shereshevsky-Turner syndrome — 10, Klinefelter syndrome — 1 child. According to statistics, the most common chromosomal disease in the world is Down Syndrome.

According to statistics from the World Health Organization, every 700-800th baby in the world is born with Down Syndrome. This ratio is the same in different countries, climatic zones and social strata. Genetic malfunction occurs regardless of the parent's lifestyle, health, habits, and education. To date, only two causes of Down Syndrome have been established. First, the age of the mother, older women becomes, the higher the risk of having a baby with Down syndrome. After 30 years the risk is 1: 1000, and after 42 years 1:60. This is due to the aging of the eggs. As you know, their number is laid even during the period of fetal formation. The second reason is heredity.

In this, closely related marriages, as well as the presence in the family of a relative with Down Syndrome, are of some importance. In addition, scientists note a link between the grandmother's age, in which she gave birth to a daughter. The older the grandmother was when she gave birth to her daughter, the higher the likelihood that she will give birth to her grandson or granddaughter with Down Syndrome. The importance of the father's age is also not denied, the risk factor is men over 45 years old.

Research methods:

1. Ultrasound procedure
2. Clinical procedure (PAPP-A, AFP / CHG, CHG + α , echographic markers (TVP) and nasal bone, etc.

For early detection of fetal chromosomal diseases, a method of screening pregnant women is carried out. In the first trimester (10-13 weeks), a PAPP-A test is performed. PAPP-A is a high molecular weight glycoprotein. A number of serious clinical studies indicate the diagnostic value of PAPP-A as a screening marker for the risk of fetal chromosomal abnormalities. PAPP-A levels are significantly reduced when the fetus has trisomy 21 (Down's syndrome) or trisomy 18

(Edwards syndrome). In addition, this test is also informative in assessing the threat of miscarriage and termination of pregnancy at a short time.

In the second trimester of pregnancy, an APF / ChG test is performed. Alpha-fetoprotein (APF) is one of the indicators of the general condition of the fetus and the likelihood of having a congenital pathology. Elevated concentrations of APF in maternal serum or amniotic fluid during pregnancy may indicate congenital spinous processes, anencephaly, esophageal closure, or multiple pregnancies.

Reduced APF values (due to maternal age) provide information about the relative risk of Down Syndrome in the unborn child. Up to 15 weeks, the concentration of APF is not reliable enough as an indicator of neural tube defects, and over 20 weeks, the APF level characterizes the functional degree of fetal maturity.

In the Fergana Regional Screening Center "Mother and Child", the blood serum of pregnant women is examined simultaneously for APF, CG and estriol.

Chorionic gonadotropin + β (ChG + β) - is produced in the placenta during pregnancy. Elevated levels indicate choriocarcinoma, gallbladder drift, or multiple pregnancies. A reduced value indicates a threat of miscarriage or miscarriage, ectopic pregnancy, gestosis, or intrauterine death. (The norm of ChG + β is given in table 1)

ChG + β , i unit /ml	Post menopause	0-7,0
	Women	0-1,0
	Men	0-2,0
	Pregnancy:	
	3-4 weeks	5,8-750
	5-6 weeks	217-31795
	7-8 weeks	3697-163563
	9-10 weeks	46509-186977
	11-12 weeks	27832-210612
	13-14 weeks	13950-62530
15-16 weeks	9040-70971	
17-18 weeks	8099-58176	

Estriol is the predominant estrogen in the blood and urine of pregnant women. The combined determination of unconjugated estriol, chorionic gonadotropin (ChG) and alpha-fetoprotein (APF) in the second trimester of pregnancy is a study useful, along with other clinical data of the mother, in assessing the risk of chromosomal abnormalities of the fetus at birth. (The norm of estriol is given on tab. 2).

	Pregnant	
Free estriol, ng / ml	12 weeks	
	13 weeks	
	14 weeks	0,3-1,0 ng / ml;
	15 weeks	0,3-1,1 ng / ml;
	16 weeks	0,4-1,6 ng / ml;
	17 weeks	1,0-4,4 ng / ml;

18 weeks	1,4-6,5 ng / ml;
19 weeks	1,5-6,6 ng / ml;
20 weeks	1,6-8,5 ng / ml;
21 weeks	1,9-11,0 ng / ml;
22-23 weeks	2,1-13 ng / ml;
24-25 weeks	2,6-14,0 ng / ml;
26-27 weeks	2,7-16 ng / ml;
28-29 weeks	2,9-17 ng / ml;
30-31 weeks	3,0-18,0 ng / ml;
32-33 weeks	3,2-20,0 ng / ml;
34-35 weeks	3,6-22,0 ng / ml;
36-37 weeks	4,6-23,0 ng / ml;
38-39 weeks	5,1-25,0 ng / ml;
40-42 weeks	7,2-29,0 ng / ml;
	7,8-37,0 ng / ml;
	8,0-39,0 ng / ml;
Bisexual pregnancy	
22-23 weeks	3-18 ng / ml;
24-25 weeks	3-20 ng / ml;
26-27 weeks	4-21 ng / ml;
28-29 weeks	4-22 ng / ml;
30-31 weeks	5-25 ng / ml;
32-33 weeks	6-39 ng / ml;
34-35 weeks	7-39 ng / ml;
36-37 weeks	9-38 ng / ml;
38-39 weeks	13-40 ng / ml.

In all cases of increased or decreased APF / ChG values, repeated tests are required, clarification of the gestational age at the time of blood donation and additional diagnostic tests.

The study of the thickness of the collar space of the TCS and the assessment of the nasal bones in the fetus, as well as the facial angle, curves of blood flow rates in the venous duct and through the tricuspid valve in the fetus significantly reduces the number of women who require invasive diagnostics and increases the frequency of detection of Down syndrome and other chromosomal diseases up to 95%, and the false positive result is reduced to 2-3%. Among the numerous echographic markers of chromosomal abnormalities in early pregnancy studied in recent years, the thickness of the collar space (TCS) is rightfully considered the most valuable marker.

TCS is the area between the inner surface of the fetal skin and the outer surface of the soft tissues that cover the cervical spine. The frequency of detection of chromosomal abnormalities and fetal malformations depends on the size, and not on the appearance of the TCS.

The next most important echographic marker is the nasal bone. In 1866, Langdon Down noted that a characteristic feature of patients with trisomy 21 is a small nose. This echographic of chromosomal abnormalities marker was first reported by S. Cicero et al. in 2001

A group of specialists led by the tireless inventor of new prenatal ultrasound markers K. Nicolaides analyzed cases in which an image of the nasal bones of the fetus was absent during screening ultrasound examination at 11-14 weeks of pregnancy. According to their data, the sensitivity of this criterion in the diagnosis of Down syndrome was 73%.

The study showed cases of imaging of only one nasal bone in fetuses with Edwards and Down syndromes. For visualization of both nasal bones simultaneously, it is advisable to use a cross-section. Submitted by S. Peralta et al. (2005), 51.6% of fetuses with Down's syndrome had no images of both nasal bones at 11-14 weeks of gestation, 9.7% of cases lacked images of only one bone, and 38.7% of fetuses had both nasal bones visualized.

Despite the early diagnosis of chromosomal abnormalities, a child with Down Syndrome may be born. After the birth of a child, the preliminary diagnosis of Down's Syndrome is made, the serum is examined by the cytogenetic method.

For clinical cytogenetics, the following are important:

- a) Postnatal karyotyping - determination of the patient's karyotype in peripheral blood lymphocytes;
- b) Prenatal karyotyping - a study of the fetal chromosomes, which is carried out on the cells of the amniotic membranes (chorion / placenta), amniotic fluid and, at a later date, on the umbilical cord of the fetus.

For research, you can use any nuclear cells capable of division. In the laboratory of the Fergana Screening Center, the object of the study is lymphocytes isolated from peripheral blood.

Enough 2 ml of whole venous heparinized blood taken sterile. The best sampling method is with a coin (Sarstedtmonovette, Li-HeparinLH / 2.7ml), as it avoids infection as much as possible, which is one of the conditions for further successful cell culture. The monovet with the taken blood is thoroughly mixed and marked (full name, date of collection, date and time of collection).

The analysis is not carried out on an empty stomach. But for 1-2 days, fatty, fried foods should be excluded from the patient's diet., For 2 weeks, taking antibiotics, chemotherapeutic, hormonal drugs, etc. blood sampling in patients with acute viral-respiratory disease is carried out no earlier than 14 days after recovery ... All these precautions are necessary in order to avoid a low mitotic index of lymphocyte culture, and, therefore, repeated blood sampling. Mitotic index (MI,%) - the percentage of dividing cells from the total number analyzed. Yet in a small percentage of cases, there is a risk of low individual MI and the patient is re-drawn.

Hemolyzed or chylous blood, as well as blood with clots, is unsuitable for analysis. The blood of newborns is especially "difficult" for karyotyping. For understandable reasons, it often happens with the defects listed above, in insufficient quantities and requires repeated sampling.

Stages of processing lymphocyte cultures and preparation of chromosomal preparations:

The first day:

1. In a syringe with 0.2 ml of a working solution of heparin (1:20 water for injection), we collect peripheral blood 1-2.0 ml;

2. Prepare the culture box: wipe the surface of the laminar flow cabinet with 70 ° ethyl alcohol or another disinfecting mixture. Place the consumable in a laminar flow cabinet. Turn on UV light in laminar flow cabinet. Turn on the UV lamp indoors. Carry out UV treatment for 20-30 minutes.

3. Into sterile tubes we add 5.5 ml of culture medium RPMI-1640, fetal bovine serum or bovine serum-0.7 ml, PHA (phytohemagglutinin) -0.02 ml, 2 drops of penicillin-streptomycin or gentamycin and 10 drops of whole blood in a box room;

4. Incubate cultures for 72 h at a temperature of + 37 ° C;

Second day:

1. 50 minutes before the end of cultivation, add 40 µl of 100Y colchicine solution. Carefully transfer the contents of the vial and leave in a thermostat at 37 ° C.

2. Further, all manipulations are carried out in the laboratory room. Prepare a hypotonic solution: 0.55% KCl (dissolve 0.25 mg KCl in 50 ml of distilled water) and put in a thermostat at 60 ° C. Prepare fixative-alcohol-acetic acid in a ratio of 3: 1. Place in the freezer. Pour about 80 ml of distilled water into a clean 100 ml beaker and put 2 slides per tube into a glass of water. Cover the glass with glass with parafilm and refrigerate at + 4 ° C.

3. At the end of the colchicinization time, the cells are precipitated by centrifugation at 1500 rpm for 8 min. Remove the supernatant (supernatant) with a pipette, leaving 0.3-0.5 ml above the sediment. Break up the sediment by vigorous shaking.

4. Resuspend the sediment in 5 ml of hypotonic potassium chloride solution and incubate for 20 min (in each laboratory the time is selected experimentally for the best chromosome scatter) at 37 ° C.

5. After 20 minutes add 0.5 ml of cooled fixative;

6. Sediment the cells by centrifugation for 8 min at 1500 rpm and remove the supernatant. Resuspend pellet and add 5 ml of chilled fixative. Put in the freezer for 10 minutes;

7. Sediment the cells by centrifugation for 8 min at 1500 rpm and remove the supernatant. Resuspend pellet and add 5 ml of chilled fixative. Put in the freezer for 15 minutes;

8. Sediment the cells by centrifugation for 8 min at 1500 rpm and remove the supernatant. Resuspend pellet and add 5 ml of chilled fixative. Put in the freezer for 30 minutes;

9. Sediment the cells by centrifugation for 8 min at 1500 rpm and remove the supernatant. Put the tubes to cool at + 4 ° C.

Third day:

1. Prepare the rack-rails, remove the cell suspension and the beaker with glass slides from the refrigerator, pipetting again to break up the sediment, use a pipette to take out 30-80 µl of the suspension.

2. Remove the glass slide from the glass with water with tweezers, carefully remove the excess water by lowering the glass tip onto the filter paper, roll the remaining water drops over the glass surface, shaking it. Apply the cell suspension from a height onto the surface of wet cooled glass, and burn the fixative over the flame of an alcohol lamp.

3. Using a graphite pencil, sign the slides: the number of the test tube and the specimen. Leave the preparations to dry in an upright position.

GTG method for differential staining of chromosome preparations.

Solutions:

Sorensen phosphate buffer (pH 6.8) - consists of two solutions:

- Solution 1 - sodium phosphate: weigh 23.8 g $\text{Na}_2\text{HPO}_4 \cdot 12\text{H}_2\text{O}$ or 11.8 g $\text{Na}_2\text{HPO}_4 \cdot 2\text{H}_2\text{O}$ bring dis. water to 1000 ml;
- Solution 2 - potassium phosphate: weigh 9.1 g of KH_2PO_4 , bring to 1000 ml with dis. water:

Before use, mix solution 1 and solution 2 in a 1: 1 ratio.

Trypsin working solution: Prepare 5% Giemsa solution in Sorens buffer in a Coplin or Hellendahl container.

1. Dip the preparations into the working solution of trypsin heated to 37°C . The processing time and the percentage of trypsin are selected empirically. Typically, they start from 10s, increasing if necessary.
2. Rinse the glasses in the disc water.
3. Stain in 5% Giemsa solution for 10-20 minutes. The staining time should be selected empirically.
4. Dry the glasses. Analyze in transmitted light.

Fourth day:



Fig. 1 Plates under the microscope Study preparations under a microscope and give a conclusion.

As for the recording of the conclusion, i.e. verbal description of the analyzed karyotype. The wording of the conclusions may vary from laboratory to laboratory. According to the recommendations, the conclusion on the analyzed karyotype should be written in an accessible and understandable form for a non-specialist and include data on the normal or an abnormal

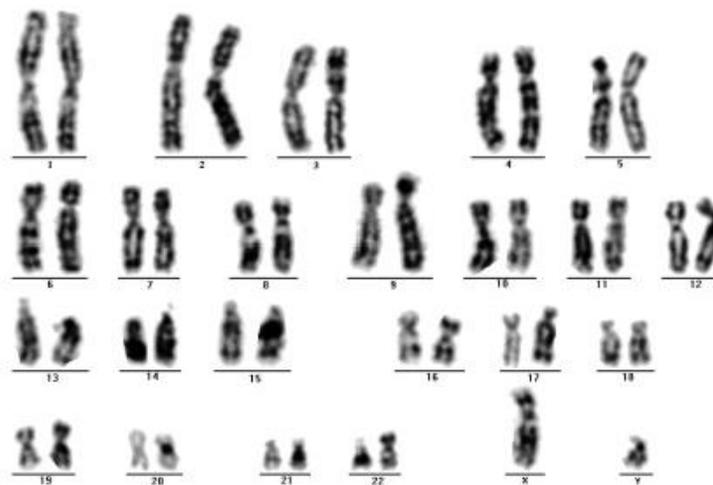
karyotype, balanced or unbalanced. If an imbalance is found, describe it (monosomy, trisomy, deletion, etc.) and write the name of the syndrome or disease (if any) associated with the detected mutation.

Fergana Regional Screening Center for Mother and Child

Genetic laboratory

140160, Fergana city. St. Oybek 5 a

Karyotyping results	
Full Name	
Disease history №	
Research objective: Karyotyping	
Material for research: PHA stimulated peripheral blood lymphocytes	
Chromosome staining method: G stain	
Resolution level: ~350-550 segments (ISCN)	Number of metaphases: 11
Date of receipt of the material:	Laboratory Index:
Research result: 46 XY	
Conclusion:	



Results: The opening of a cytogenetic laboratory in the Fergana screening center made it possible for the population of Fergana, Andijan and Namangan regions to conduct free examinations and receive a clinical diagnosis near their place of residence, spending a minimum amount of time and money. In addition, these studies contribute to early detection, early diagnosis, and hence the prevention of the birth of children with chromosomal diseases.

CONCLUSIONS: Today, chromosome analysis is an extremely important diagnostic procedure in many areas of clinical medicine. Chromosomal diseases form a large group of genetic

diseases. They make up the majority of all reproductive losses (miscarriages), congenital malformations, and are the causes of mental and physical development in children.

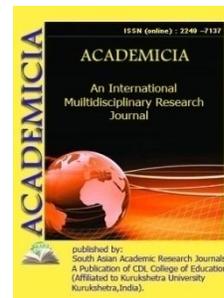
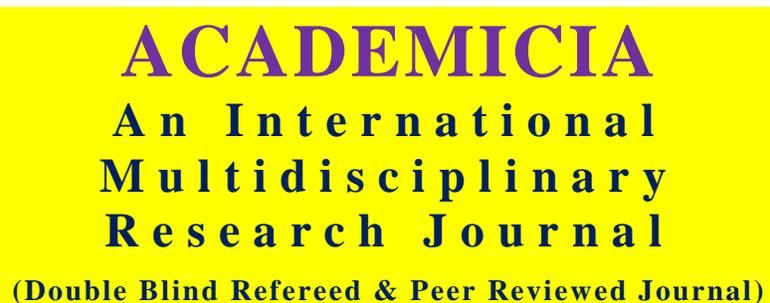
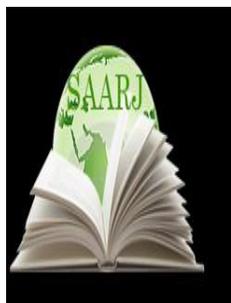
Cytogenetic methods can reveal numerical and structural changes in the chromosome set in humans (Down syndrome - trisomy on chromosome 21, Edwards syndrome - trisomy on chromosome 18, Patau syndrome - trisomy on chromosome 13, Shereshevsky-Turner syndrome - monosomy X -chromosomes, Klinefelter's syndrome - polysomy on the X chromosome, etc.). This method is based on microscopic examination of the karyotype using various methods of staining chromosomes.

With the help of light microscopy, chromosomes can be detected and examined only during mitotic cell division. This method allows you to analyze the chromosomal complex of human cells, to establish the structural features of individual chromosomes, and also to identify violations of the number and structure of chromosomes in the subject. The presence of a connection between the detected disorders and the appearance of certain pathological signs in the human phenotype makes it possible to diagnose various chromosomal diseases.

Due to the widespread introduction into practice of the method of differential staining of chromosomes, it became possible to study the karyotype in patients with suspected chromosomal pathology.

The main objective of the study is to modify the standard method for preparing chromosome preparations in order to increase the effectiveness of cytogenetic studies and to determine the significance of cytogenetic studies in identifying a hereditary disease.

A detailed study of the karyotype is carried out to solve such problems as: identifying the cause of congenital diseases of a child at the genetic level, finding the genetic causes of miscarriage and female infertility, identifying the consequences of exposure to harmful factors at work and detecting abnormal chromosomes in the fetus.



DOI: **10.5958/2249-7137.2021.00182.8**

INFORMATION TECHNOLOGY IN PRIMARY SCHOOL

Rasulova Laziza Gaybullaevna*

*Teacher,
Bukhara State University,
Bukhara, UZBEKISTAN

ABSTRACT

The topic of this article was chosen in connection with the widespread introduction and use of information technologies in the educational process. This topic is relevant, as there is gradual computerization of teaching specific disciplines. Also, the relevance of the research problem is since the integration of new information and pedagogical technologies contribute to the creation of a humanistic educational environment in which an active personality develops, who can acquire knowledge and apply it, generate his own ideas. Let's highlight two main ideas. First, the need for a variety of learning environments. The use of ICT tools contributes to this. Secondly, the requirement to individualize teaching, to adapt it to the cognitive needs and interests of the learners. And this problem can be effectively solved by ICT.

KEYWORDS: *Primary School, Information Technology, Distance Learning, Information Means, Informatization.*

INTRODUCTION

XXI century. - the age of high computer technology. The modern child lives in the world of electronic culture. The role of the teacher in information culture is also changing - he must become the coordinator of the information flow. Therefore, the teacher needs to be proficient in modern methods and new educational technologies to communicate in the same language as the child. Special attention should be paid to this issue on the part of training specialists to work in this information environment.

Today, when information becomes a strategic resource for the development of society, and knowledge is a relative and unreliable subject since it quickly becomes obsolete and requires constant updating in an information society, it becomes obvious that modern education is a continuous process with the obligatory involvement of information and communication technologies (ICT).

In modern conditions, a new link is introduced into the traditional scheme "teacher-student - textbook" - a computer, and into the school consciousness - computer training.

One of the components of the informatization of education is the use of information technologies in the educational process. For elementary school, this means a change in priorities in setting the goals of education: one of the results of teaching and upbringing in elementary school should be the readiness of children to master modern computer technologies and the ability to update the information obtained with their help for further self-education. To achieve these goals, it becomes necessary to apply different teaching strategies for primary school students in the practice of primary school teachers, and first, the use of ICT in the educational process.

Lessons using computer technology can make them more interesting, thoughtful, mobile. Almost any material is used, there is no need to prepare a lot of encyclopedias, reproductions, audio accompaniment for the lesson - all this is already prepared in advance and is contained in a small electronic medium. ICT-based lessons are especially relevant in primary school. Today, new educational technologies are being actively introduced in education. Technologies are understood as such educational strategies that require the assimilation of not only certain knowledge but also the skills to obtain it, which presupposes a special methodological load of the educational process.

In modern education, this term is used for educational practices that do not fit into the traditional educational process. Essentially, this term refers to methodological innovations in education that are becoming more widespread in education. The essence of educational technologies is expressed in the fact that the nature and method of education are changing.

Along with the development of the mental potential of students, personal development occurs, i.e. the process of education itself presupposes a different position of teacher and student in education: they act as equal participants in the educational process. Many modern researchers are developing the concept of modern educational technologies. Teaching a child to work with information, teaching to learn is an important task of a modern school. ICT empowers teachers to introduce students to an exciting world where they must independently extract, analyze, and communicate information to others. The sooner students learn about the possibilities of ICT, the faster they will be able to use the latest methods of obtaining information and transforming it into knowledge. Informatization of elementary school plays an important role in achieving the modern quality of education and the formation of the information culture of a child in the XXI century.

The main goal of teaching in elementary school is to teach each child in a short period of time to master, transform, and use huge amounts of information in practice. A combination of traditional teaching methods and modern information technologies, including computer technologies, can help the teacher in solving this difficult task. Using a computer in the classroom allows you to make the learning process mobile, strictly differentiated, and individual.

The introduction of information technologies into the learning process of primary schoolchildren provides access to various information resources and contributes to the enrichment of the content of education, gives it a logical and exploratory character, and solves the problems of finding ways and means of enhancing the cognitive interest of students, developing their creative abilities, stimulating mental activity.

A feature of the educational process with the use of information technology is that the student becomes the center of activity, who, based on his individual abilities and interests, builds the learning process. The teacher often acts as an assistant, a consultant, encouraging original discoveries, stimulating activity, initiative, and independence.

What are the benefits of using information technology in the classroom in primary school?

Allows you to present educational material in a more accessible and understandable way.

They contribute to the implementation of developmental learning, a problem-dialogical approach, allow organizing research activities in the classroom.

Allows for a differentiated approach to training.

The use of computer tests in the lesson, checking game works, will allow the teacher in a short time to get an objective picture of the level of assimilation of the studied material and to correct it promptly.

The high degree of emotionality of primary school students is significantly constrained by the strict framework of the educational process. Lessons allow you to defuse high emotional tension and revitalize the learning process.

Lessons using information technology not only enliven the educational process (which is especially important if we consider the psychological characteristics of primary school age the long-term prevalence of visual-figurative thinking over abstract-logical thinking) but also increase the motivation of learning.

In mathematics lessons, with the help of a computer, it is possible to solve the problem of the lack of mobile visibility, when children, under the guidance of a teacher, compare geometric shapes by superimposing them on a monitor screen, analyze the relationship of sets, solve movement problems demonstrated using PowerPoint.

The computer is also a powerful stimulus for the creativity of children, including the most infantile or disinhibited ones. The screen attracts attention, which we sometimes cannot achieve when working with a class frontally. On the screen, you can quickly transform warped text by turning scattered sentences into a coherent text.

In elementary school, information technology is used at all stages of the lesson. When explaining new material, consolidating, repeating, monitoring, when conducting Olympiads, extracurricular activities, etc.

The use of ICT in the educational process allows:

- enhance educational effects;
- improve the quality of assimilation of the material;
- build individual educational trajectories of students;
- implement a differentiated approach to students with different levels of readiness to learn;
- organize simultaneously children with different abilities and capabilities.

The following **aspects** of the use of modern information technologies in primary school can be distinguished:

- 1) a computer as an object of study;
- 2) a computer as a learning tool;
- 3) the computer as a tool.

The first aspect is the computer as an object of study.

Many changes taking place in Russian society today have led to a revision of not only the forms but also the content of modern school education. These changes are due to an increase in the flow of information with which the activity of any person is associated. A child's psychological readiness for life in an information society should be formed from the first years of schooling, which implies mastering computer literacy. It is equally important to form the student's algorithmic thinking skills and the ability to think logically.

Therefore, it became necessary to transfer the study of the propaedeutic course of informatics from the secondary school to the primary school, since the most intensive development of intelligence occurs in primary school age, while attention becomes arbitrary, there is a transition from visual-figurative to verbal-logical thinking, perception is taken by the analyzing and differentiating character, memory is improved.

Every year, the number of schoolchildren who have their own personal computers is growing, and the prevalence of computers in the world is so great that the ability to use them in daily activities forms a new lifestyle and becomes an element of the general culture of a person.

Primary school students have a great interest in computer games, and, therefore, motivation to study computer science. The introduction of information technologies into the educational process and their combination with traditional teaching methods confront schoolchildren with the need to be ready for changing forms of education, for the perception of the improved content of subjects, for an independent search for intrasubject connections. The main purpose of using IT in elementary school is the propaedeutics of computer science, that is, the assimilation of the basic concepts of computer science by students, the acquisition of basic computer skills.

Lessons using information technology not only expand and consolidate the knowledge gained but also significantly increase the creative and intellectual potential of students. Since the imagination and desire to prove himself in the younger student is great, it is worth teaching him to express his own thoughts as often as possible, including with the help of information technology. The use of information technology in the classroom in primary school makes it possible for any of the students to express themselves, while the student chooses the forms of work for himself. Thus, children with mathematical abilities are more likely to work on the production of software products - presentations. Children of the "humanities" choose the job of composing crosswords or messages, reports, abstracts. Students have strong, deep knowledge of subjects, they have formed persistent cognitive interests, and the ability to independently apply the knowledge gained in practice is developed. I am sure that the use of information technology can transform the teaching of traditional school subjects, rationalizing child labor, optimizing the processes of understanding and memorizing educational material, and most importantly, raising the interest of children in learning to a consistently higher level.

Using the capabilities of information and communication technologies, the teacher only in a certain way transforms the structure of the learning process, organizes the educational process,

optimizing the independent educational and cognitive activity of students, increasing the effectiveness of learning. At the same time, it is advisable to use the means of information and communication technologies only in combination with other teaching aids, not denying, but supplementing them.

It is also necessary to comply with the necessary standards - working with a computer for primary school students no more than 15 minutes during the lesson. It is well known that one of the main conditions for the implementation of activities, the achievement of certain goals in any area is motivation. Motivation is based, as psychologists say, on the needs and interests of the individual. Therefore, to achieve good academic success in schoolchildren, it is necessary to make learning a desirable process. Let us recall that the French writer Anatole France noted: "The knowledge that is absorbed with appetite is better absorbed." And the use of information technologies will help us with this.

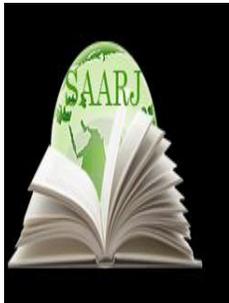
Thus, the described capabilities of information technologies allow each teacher to choose their own path and technology of their application. At the same time, the widespread introduction of information technologies contributes to the formation of a single educational space, in which the teacher can be included as a subject of learning. A feature of computer training is a step-by-step sequence of independent activities of students, which promotes the activation of the educational process, as well as the presence of operational feedback, based on which individualization and differentiation of training are possible.

Modern information technologies provide students with access to non-traditional sources of information, increase the efficiency of independent work, provide completely new opportunities for creativity, acquisition, and consolidation of various skills. New information technologies will not replace teachers and textbooks, but they create new opportunities for the development of the entire education system. Not the development of technologies for the sake of technologies, but their use for the sake of maintaining and developing interest in the knowledge and learning of students is an urgent task of modern education, in the modernization of which a special role is given to the informatization of education.

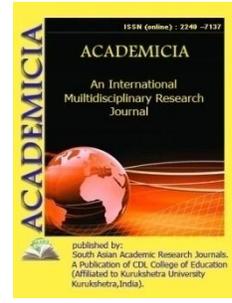
REFERENCES:

1. Rasulova L.G. Problems of Pedagogy. No. 1 (46), 2020 Problems of science. Scientific-methodical journal pp. 41-44 Formation and development of logical thinking in preschool children through mathematical development. Scientific journal. Russia.
2. Rasulova L. G. "Bulletin of magistracy" 12-2 (99), 2019. Comparison of the features of teaching in a preschool educational institution and a school.
3. Rasulova L. G. Academy №5 (56) May, 2020 Russian Impact Factor .. scientific and methodological journal. Formation of knowledge about geometric shapes.
4. Rasulova L.G., Saidmuradova A.K. Academy №5 (56) May, 2020 Russian Impact Factor: 0.19. Scientific and methodological journal. Methods of Preparing Teachers for Teaching Mathematics Based on a Competency Approach in Preschool Education. pp. 79-82.
5. Gafurova D.Kh. THE ROLE OF ORAL FOLK CREATIVITY IN THE DEVELOPMENT OF SPEECH // Zbiór artykułów naukowych recenzowanych. - S. 45.

6. R. I. Halimovna, K. S., Nurilloevna, M. O., Radzhabovna, K. D., Shavkatovna, R. G., Hamidovna The role of modern pedagogical technologies in the formation of students' communicative competence. // *Religación. Revista De Ciencias Sociales Y Humanidades* 4 No. 15 (2019): Special Issue May 261-265.
7. A.V. Artyukhov, T.L. Molotkova. *Bulletin of the Chelyabinsk State University*. 2015.№26 (381) Information and communication technologies in education.
8. G.Sh.Rakhmonova Some issues of ensuring the relationship of methods and means of teaching in the development of the educational process // *Academy Scientific and Methodological Journal*.
9. OI Paschenko *Information technologies in education*. UMP. Publishing house of Nizhnevartovsk G.U. 2013
10. The software-methodical complex "World of Informatics" was developed by the publishing house "Uchebnaya Kniga", Yekaterinburg.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00203.2

REPRODUCTIVE DISORDERS IN WOMEN WITH DIFFERENT PCOS PHENOTYPES

Sevara Irgasheva* ; Dilobar Gulommakhmudova**

*MD Leading Researcher,
 Specialized Republican Scientific –Practical,
 Medical Center of Obstetrics and Gynecology,
 Tashkent, UZBEKISTAN

**Applicant of Specialized Republican Scientific –Practical,
 Medical Center of Obstetrics and Gynecology,
 Tashkent, UZBEKISTAN
 Email id: momz1982@mail.ru

ABSTRACT

The article presents data on the study of reproductive disorders in women with PCOS, depending on the phenotype of the disease. Anamnesis was studied, clinical and hormonal studies were conducted in 133 patients with PCOS. The frequency of reproductive disorders and pregnancy outcomes were determined depending on the clinical form of the disease.

KEYWORDS: *Polycystic Ovary Syndrome, Reproductive Function, Phenotype, Reproductive Disorders, Hormonal Studies, Pregnancy, Pregnancy Outcomes.*

INTRODUCTION

One of the most common causes of reproductive and health disorders in women of fertile age is polycystic ovary syndrome (PCOS). Clinical practice dictates the need to provide assistance to patients suffering from PCOS, and help them in solving problems, the main of which, obviously, is infertility. In addition, menstrual irregularities, metabolic disturbances, and cosmetic problems associated with excess androgen production are symptoms that are present in various combinations in all patients with PCOS and require treatment.

PCOS in the light of modern research refers to diseases of a polyetiological nature, the pathogenesis of the disease remains not fully understood. Accordingly, therapeutic approaches depend on the underlying problem with which the patient seeks a doctor. For obstetricians and gynecologists, the most frequent problems of this contingent of patients are primary or secondary

infertility, fetal loss syndrome, and a number of pregnancy complications. In the general population of women of reproductive age, depending on the diagnostic criteria used, the prevalence of PCOS ranges from 5 to 12%, while in the structure of infertile marriage, PCOS is 35-50%. Despite the high incidence of this disease and many years of clinical practice, the treatment of reproductive disorders in women with PCOS remains in the focus of attention of gynecologists and reproductologists. The variety of clinical manifestations of the disease requires differentiation from specialists in the choice of therapeutic tactics.

The objective of the research: To analyze reproductive disorders in women with PCOS depending on the phenotype of the disease.

MATERIALS AND METHODS

We examined 133 patients aged 19-35 years with PCOS. The diagnosis and phenotypes of the disease were verified on the basis of the recommendations of the Rotterdam Consensus (2003). We have developed special questionnaires that include reasons for going to a medical institution, anamnesis data, reflecting diseases of the reproductive system, features of the course of pregnancy and childbirth, the presence of gynecological diseases. To clarify the diagnosis and exclude conditions similar to PCOS, hormonal studies were carried out with standard kits by the ELISA method. The data obtained were subjected to statistical processing using standard computer programs with the calculation of the arithmetic mean (M), standard deviation (σ), mean error of the arithmetic mean ($\pm m$).

RESULTS AND DISCUSSION

Currently, most researchers have accepted the diagnostic criteria proposed by the 2003 Rotterdam Consensus, the European Society for Fertility and Embryology, and the American Society for Reproductive Medicine. According to the consensus, the diagnosis of PCOS is eligible after excluding other similar conditions, if any two of the following three criteria are present: anovulation or oligo-ovulation, clinical and / or laboratory signs of hyperandrogenism, polycystic ovary according to ultrasound. At the same time, depending on the combination of symptoms, 4 phenotypes of the disease are distinguished. These phenotypes combine a fairly wide range of clinical manifestations of the disease. There are differences in clinical and laboratory parameters, some hormonal characteristics of each phenotype are demonstrated in Table 1.

TABLE 1 HORMONAL INDICES IN DIFFERENT PCOS PHENOTYPES

Hormonal indicator	Phenotype A	Phenotype B	Phenotype C	Phenotype D	Control
Cortisol	156.5±11.9 \diamond	106.2±24.0* \wedge \diamond	230.0±28.8* \wedge #	151.5±20.3# \diamond	172.2±20.54
Estradiol	58.9±5.2* \diamond	125.8±39.3* \wedge \diamond	68.9±10.2	51.5±3.8*# \diamond	75.81±4.50
Testosterone	1.5±0.4 \diamond	0.8±0.1* \wedge \diamond	1.2±0.2*	1.7±0.2* \diamond	0.50±0.02
FSH	6.4±0.9	5.1±0.8	7.6±1.8	5.1±1.8	7.51±0.68
LH	11.5±1.0* \diamond	13.7±1.7* \diamond	9.4±1.8* \wedge #	17.0±3.1* \wedge # \diamond	4.69±0.84

Note: * - reliability of data in relation to the control group ($P < 0.05-0.01$); \wedge - reliability of data between indicators of androgenic and other phenotypes ($P < 0.05-0.01$); # - reliability of data

between indicators of non-androgenic and other phenotypes ($P < 0.05-0.01$); \diamond - reliability of data between indicators of ovulatory and other phenotypes ($P < 0.05-0.01$)

Comparative assessment of hormonal parameters in patients with PCOS with different phenotypes revealed a number of differences. The highest testosterone levels were observed in patients in the androgenic and complete phenotype groups. Accordingly, these groups showed the lowest levels of estradiol, which corresponds to the state of "androgenic ovarian failure" observed in patients with PCOS. One of the diagnostic signs of patients with PCOS is the LH/FSH ratio > 2.5 . The average LH values were the highest in the group with the full phenotype, more than 50% of patients had high values of this gonadotropin. The parameters of prolactin were practically identical in the compared groups. There were intergroup differences and adrenal hormones: statistically significantly high values of cortisol were in the group of patients with an ovulatory phenotype, the lowest in the group with a non-androgenic phenotype. The ambiguous indicators of adrenal function may indicate an ambiguous role of the adrenal glands in the process of steroidogenesis in different phenotypes.

Despite the fact that the clinical picture of PCOS and the patient's complaints are highly variable, the subject of treatment to a gynecologist is, as a rule, violations of the reproductive system.

We analyzed the frequency and nature of reproductive disorders in women with PCOS, depending on the form of the disease (Table 2).

TABLE 2 REPRODUCTIVE SYSTEM PATHOLOGY IN WOMEN WITH PCOS

Reasons for treatment	Phenotype I (n=58)	Phenotype II (n=24)	Phenotype III (n=35)	Phenotype IV (n=52)
Infertility I	60.9 ± 6.4%	20.0 ± 7.9%	60.0 ± 8.4%	67.3 ± 6.6%
Infertility II	12.1 ± 4.1%	16.6 ± 7.5%	8.6 ± 4.8%	7.7 ± 3.71%
Recurrent miscarriage	10.3 ± 4.0%	54.1 ± 10.1%	8.6 ± 4.8%	7.7 ± 3.7%
Menstrual dysfunction not related to fertility	17.2 ± 4.9%	4.2 ± 4.0%	14.3 ± 6.0%	9.6 ± 4.1%

It was revealed that, with the exception of phenotype II, the main reason for treatment in all other forms is primary infertility (from 67.3% to 73.7%). With phenotype II of PCOS, the main problem of patients is recurrent miscarriage (54.1%). This phenotype differs from the classical form of PCOS, since the presence of ovulation in these women excludes disorders like oligo-amenorrhea. It is noteworthy that the diagnosis of PCOS in the ovulatory phenotype is practically not made, and the cause of reproductive disorders is mainly associated with other causal factors (infection, extra genital pathology). Menstrual dysfunction not related to fertility, as the main reason for treatment, is most often detected in the full phenotype. The forms of menstrual dysfunction were oligo-amenorrhea, recurrent abnormal uterine bleeding.

In the surveyed women who had a history of pregnancy, we analyzed their outcomes. In patients with androgenic phenotype, spontaneous miscarriage occurred in 55.5% of cases, undeveloped pregnancy - in 22.2%, premature birth - in 11%. Normal term delivery was observed in 11.0% of the respondents. With the ovulatory phenotype, spontaneous miscarriage occurred in every fifth

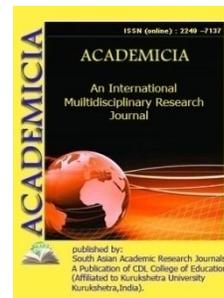
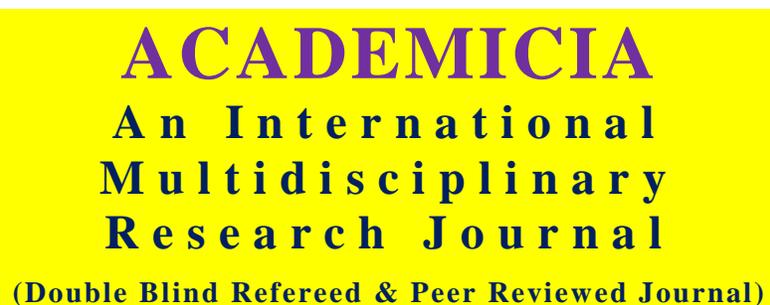
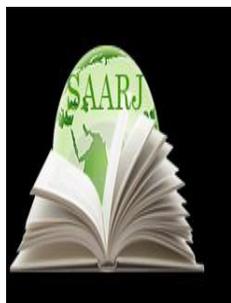
woman (20%), miscarriage - in 66.5%. normal term delivery was observed in 13.4%. With a non-androgenic phenotype, spontaneous miscarriage occurred in 53.2%, non-developing pregnancy - in 26.6%, premature birth - in 6.5%, normal term delivery was in 13.5%. In patients with the full phenotype of the disease, spontaneous miscarriage occurred in 25% of cases, miscarriage - in 35.0%, premature birth - in 20%, normal term delivery was in 10% of the respondents. In addition to the high frequency of reproductive losses in women with PCOS, the 2-3 trimester of pregnancy was complicated in almost every second trimester by arterial hypertension or preeclampsia.

CONCLUSIONS

Thus, polycystic ovary syndrome is a disease with a high incidence of reproductive disorders and complications of pregnancy. Detected disorders is different in phenotypes of PCOS, which should be taken into account in the treatment and preconception counseling.

REFERENCES

1. Long-term Consequences of Polycystic Ovary Syndrome. RCOG Green-top Guideline No. 33, November 2014.
2. Rotterdam ESHRE/ASRM-Sponsored PCOS consensus workshop group. (2004) Revised 2003 consensus on diagnostic criteria and long-term health risks related to Polycystic Ovary Syndrome (PCOS). *Hum Reprod* 2004;19:41–47
3. Richard S. Legro, Silva A. Arslanian et al. Diagnosis and Treatment of Polycystic Ovary Syndrome: An Endocrine Society Clinical Practice Guideline. *J Clin Endocrin Metab*. First published ahead of print October 22, 2013 as doi:10.1210/jc.2013-2350
4. Azziz R., Dumesic D. A., Goodarzi M. O. Polycystic ovary syndrome: an ancient disorder? // *J Fertile Steril*. 2011; 95 (5): 1544–1548. DOI: 10.1016/j.fertnstert.2010.09.032.



DOI: **10.5958/2249-7137.2021.00202.0**

THE DEMANDS FOR FIBER QUALITY INDICATORS OF NEW COTTON VARIETIES

Akhmedov Jamalkhan Khodjakhanovich*; **Jabborov Jamolidin Sirojiddinovich****;
Kholliev Elbek Egamberdievich***; **Akhmedov Jabbar Khan Jamalkhanovich******

*Professor,
Doctor of Biological Sciences,
UZBEKISTAN

**Junior Scientific Researcher,
UZBEKISTAN

***Junior Scientific Researcher,
UZBEKISTAN

****Scientific Research,
Doctor of Agricultural Sciences,
Institute of Breeding, Seed Production and,
Agricultural Technology of Cotton Growing, Niissavh,
UZBEKISTAN

ABSTRACT

In this article given the requirements for the area of cotton growing and fiber in the world today, the quality of fiber and its indicators for new varieties of cotton. Selection work on these ridges was continued, and the Bax-100 ridge, which has a high advantage over all the valuable economic traits compared to the standard navigator, was selected and the SP-2534 cotton variety was created.

According to the data obtained, the sample was compared with the S-6524 cotton navigator and studied on the technological quality indicators of the new SP-2534 fiber.

KEYWORDS: Selection, Cotton, Variety, Medium And Fine-Fiber Cotton Varieties, Hybrid, Ridge, Fiber, Combination, Yield, Cotton, Micronaire, Spinning Strength, Fiber Yield, Fiber Length.

INTRODUCTION

Cotton is one of the most important technical crops in world agriculture and it is mainly grown for fiber. It is known that cotton is grown on 32 million hectares in more than 100 countries around the world and produces more than 25 million tons of fiber per year. However, the quality of the grown fiber does not fully meet the requirements of world standards. Because the main indicators of a fiber are its quality, that is, mainly the length, softness, toughness and twisting of the fiber and others.

In this regard, a number of scientists have identified the technological quality characteristics of the fiber **Mic**-micron, **Str**-specific tensile strength, **Len**-high average length, **Unf**-length uniformity index, **Sfi**-short fiber index amount, **Elg**-elongation, **T-cnt**-Area-contamination level, **Cg**-color variability, **Rd**-light reflection coefficient, +b-yellowness level were studied by relating them to different conditions and biotype indicators based on population analysis.

Despite being the northernmost cotton-growing country, Uzbekistan ranks first in the world in terms of fiber quality. In particular, the fibers of the Republican selection S-6524, Namangan-77, Bukhara-6 are accepted as a standard on the Liverpool Stock Exchange.

In this regard, today in the cotton industry *G. hirsutum* L. type is a fast-growing, productive, resistant to pests and environmental stressors, as well as the creation of high-quality cotton varieties plays an important role in solving a number of pressing problems.

With the above in mind, we set ourselves the task of creating new cotton varieties with high fiber yield and length, softness, high hardness and high spin. As a result of our many years of research, a number of fast, productive, high fiber yields and quality, disease and pest resistant systems have been selected by topcross using the analytical method.

Selection work on these ridges was continued, and the Bax-100 ridge, which has a high advantage over all the valuable economic traits compared to the standard navigator, was selected and the SP-2534 cotton variety was created.

According to the data obtained, the sample was compared with the S-6524 cotton navigator and studied on the technological quality indicators of the new SP-2534 fiber (Table 1).

According to the **micronaire index**, the best range is 4.0-4.9, and its level is considered "average". Observations showed that the standard S-6524 has a range of 5.0 micronairs, and the level of micronairs is "rough". It was observed that the micronaire index of the studied new variety was in the range of 4.1-4.9.

High average length (UHML). The upper average length of the fiber of the template S-6524 cotton variety was 1.15 inches.

The SP-2534 cotton variety has a height of 1.19-1.18 inches, which means that it has a high content.

Specific tensile strength (Str). This mark was 34.6 gk / tex in the standard C-6524 cotton variety and 34.4 gk / tex in the CP-2534 variety.

Length uniformity index (Unf). The minimum value on the unf mark was 83.6% in the standard S-6524 cotton variety. The SP-2534 variety had a high performance of 85.1% under this Unf mark.

Short fiber index (SFI).In the standard type S-6524, the value of this mark is 5.5 and has a “very low” criterion, SP-2534 had a high score of 6.4 in the cotton variety.

Technological quality indicators of cotton varieties submitted for state varietal testing, Salar p.

Elongation at break (Elg).It was observed that the standard S-6524 of this mark was 6.8%.It was observed that the elongation mark SP-2534 at the break was somehow 5.5 lower.

If the standard S-6524 was 76.4% in terms of **light reflectance (Rd)**,the SP-2534 had a high score of 80.4.

Yellowness level (+ b). If the yellowing level in the observations was 6.3 in the standard S-6524,the highest amount on this mark was observed to be 7.5 in the SP-2534 cotton variety.

Cotton spinning coefficient (SCI)One of the main indicators of fiber is the coefficient of spinning, which is equal to the standard C-6524 149, and the cotton variety SP-2534 is in the range of “very high” criteria and is equal to 161.

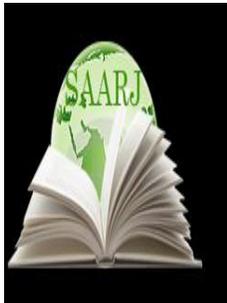
In view of the above, the new SP-2534 cotton variety was recommended for ground control of the DNS from 2021, according to the conclusion of the interdepartmental commission, as it demonstrated the superiority of the standard S-6524 navi over all valuable economic characteristics.

TABLE 1 TECHNOLOGICAL QUALITY INDICATORS OF THE NEW SP-2534 COTTON VARIETY

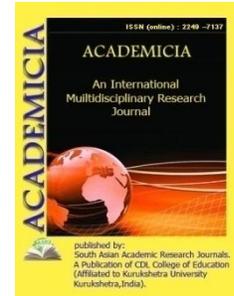
No	Name of varieties	Micronaire index	Specific tensile strength Str, gk / tex	High average length UHML	Length homogeneity index, Unf	Short fiber index, SFI	Elongation at break, Elg	Number of contaminants, Cnt	Area of dirty mixtures, Area	Variety by color, CG	Light reflection coefficient, Rd	Yellowness level, +b	Average length, ML	SCI—Cotton spinning coefficient
1	C-6524st	5,0	34,6	1,15	83,6	5,5	6,8	10	0,10	41-1	76,4	6,3	24,6	149
2	CII-2534	4,3	34,4	1,18	85,1	6,4	5,5	16	0,2	31-1	80,4	7,5	25.8	161

REFERENCES

1. Akhmedov J.X., Chorjeva X.D., Kodirova D.N., Ochildiev N.N. Newly created medium and fine-fiber cotton varieties and fiber quality indicators of ridges //Proceedings of the International Scientific-Practical Conference "Current Problems and Stages of Development of Genetics, Selection, Seed Production and Agrotechnologies of Agricultural Crops", Tashkent 2018.
2. Khalmanov B.A. Modern requirements for productivity and some quality indicators of cotton fiber // J. "AGRO-ILM" (Scientific application of the Journal of Agriculture of Uzbekistan). ISSN 2091-5616, -Tashkent. 2018, -3 No. (53), 5-6 p.
3. J.S.Djabborov, D.Kh.Akhmedov, B.A.Khalmonov, D.D.Akhmedov, E.E. Kolliev. Indicators of technological qualities of fiber of promising lines of cotton // Actual problems of modern science // ISSN 1680-2721 Russia, 2020. No. 2 (111).- p. 138-140.
4. Clark, L.J., E.W. Carpenter and E.R. Norton. 2002. Acala Cotton Variety Trial, Safford Agricultural Center, 2001. Cotton, A College of Agriculture Report, The University of Arizona, Tucson, AZ. Series P-130, pp.91-96.
5. Rethwisch, M.D., R. Sufflé, R. Murphey, B.J. Griffin, and A. Bradley. Effects of Messenger Treatments on Upland Cotton in the Palo Verde Valley, 2001. In J. C. Silvertooth [ed.], College of Agriculture and Life Sciences, Cooperative Extension, Tucson, Arizona. 2003.— P. 97-104.
6. Silvertooth, J.C. and A. Galadima. Evaluation of Irrigation Termination Effects on Fiber Micronaire and yield of Upland Cotton, 2001-2002.// College of Agriculture and Life Sciences, Cooperative Extension, Tucson, Arizona. 2002. — P.17-41.
7. Silvertooth, J.C., A. Galadima, and R.E. Tronstad. Evaluation of Crop Management Effects on Fiber Micronaire, 2000-2002. // College of Agriculture and Life Sciences, Cooperative Extension, Tucson, Arizona. 2003. — P. 85-96.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00201.9

TECHNOLOGY OF DEVELOPMENT OF PROFESSIONALLY COMPETENCIES IN LEARNING FOREIGN LANGUAGES IN MEDICAL EDUCATION STUDENTS

Dadajanova Feruza Muhammadyusupovna*

Fergana Medical Institute of Public Health
 Fergana, UZBEKISTAN

ABSTRACT

This article focuses on the professional activity of medical students in the study of foreign languages. Modernization of foreign language teaching in the medical education system, continuous development of competence in language learning, increase of knowledge, skills and competencies in foreign languages in the areas of medical education. development issues. Training of medical specialists with in-depth knowledge of foreign languages on the basis of international standards, modernization of foreign language teaching in the medical education system; In the process of global integration, it is necessary to develop the socio-linguistic knowledge, skills and abilities of future medical staff, as well as to develop a theoretical basis for continuous improvement of their language skills. Improving the speaking skills of medical students, reviewing the content of foreign language curricula, developing new models of teaching, as well as information retrieval for medical students to acquire sufficient knowledge and skills, systematize their knowledge for professional communication in foreign languages and apply innovative teaching methods creates a need.

KEYWORDS: *Social Activity, Communicative Competence, Professional Competence, Innovative Methods, Metogognetic Component, Linguistic Component.*

INTRODUCTION

Training of medical specialists with in-depth knowledge of foreign languages on the basis of international standards, modernization of foreign language teaching in the medical education system; In the process of global integration, it is necessary to develop the socio-linguistic knowledge, skills and abilities of future medical staff, as well as to develop a theoretical basis for continuous improvement of their language skills. Improving the speaking skills of medical

students, reviewing the content of foreign language curricula, developing new models of teaching, as well as information retrieval for medical students to acquire sufficient knowledge and skills, systematize their knowledge for professional communication in foreign languages and apply innovative teaching methods creates a need.

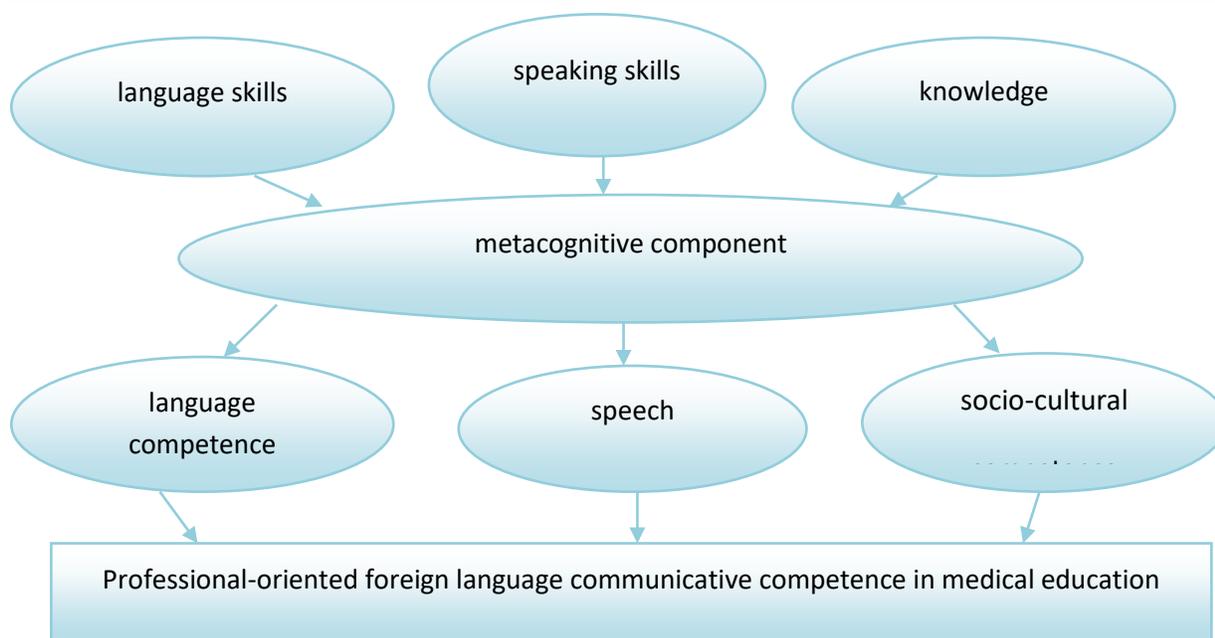
Communicative competence in a foreign language is an integral part of the general and professional competence of medical education graduates and serves as the main goal in teaching a foreign language. In the process of learning foreign languages, the development of social culture of medical education students, as well as speech skills, is being studied as a topical issue. A number of scholars have studied the ability to use speech etiquette and social norms in accordance with the norms (M.N. Vyatyutnev, I.L. Bim, I.A. Zimnyaya, V.V. Krasnykh, E.I. Litnevskaya, M.R. Lvov, V.V. Safonova, N.G. Sokolova, E.V. Kavratskaya, R. Campbell, R. Wales, D. Hymes, M. Canale, M. Swain, Van Ek, M. Byram, etc.). also studied the development of speech skills, communicative competence in the process of learning foreign languages. This is based on the model of communicative competence of a foreign language proposed by V.V. Safonova, in which the scientist distinguishes between language, speech and socio-cultural competencies. Socio-cultural competence explores the need for linguo-country, socio-linguistic and cultural competencies.

The choice of the model of communicative competence in foreign languages is explained by the fact that medical students are taught a foreign language for special purposes, and communicative competence in a foreign language is of special importance due to the specificity of professional specialization in socio-cultural competence.

The theoretical analysis showed that the central, language-related competencies play a central role in the professional competencies of medical students studying foreign languages; speaking competencies are aimed at understanding certain texts on socio-political and journalistic topics, distinguishing speech competence in a foreign language and mother tongue, and communicating with native speakers; social competencies, i.e., choice and responsibility, are manifested in decision-making, performing various social, leadership, executive, mediating and initiating roles. All this means that the improvement of English language teaching for medical education students in the didactic aspect should be built on the basis of these competencies.

These competencies are included in socio-cultural competencies as a component of it. Their development allows students to get acquainted with the values of foreign countries, which in turn is the basis for the success of their professional activities in the context of socio-cultural communication.

Therefore, the socio-cultural competence that is part of the communicative competence of a foreign language indicates the need to choose the content of teaching, according to which two main blocks are formed: the block of sciences and the block of skills (based on skills). These constitute the communicative competence structure of medical education students, in our example, the pedagogical field (the first task of the research) of medical education students in a foreign language.



The choice and organization of the content of education is based on the principle of integration, which covers the historical, political, economic and cultural aspects of the developed countries (including English-speaking countries) and their relations with Uzbekistan. Describe the social and daily life of the people of the UK, get acquainted with the important cultural traditions of the UK, get acquainted with their realities, lacunae, habits, problems and general didactic principles: awareness, activism, autonomy, exhibitionism, understanding of methodological principles, communicative orientation, professional orientation, principles of joint study of language and culture, teaching foreign languages through information and communication technologies: informatization of education; wrapped in the principle of interactivity.

Improving the speech skills of medical students in the context of socio-cultural competence allowed us to apply the following approaches:

competent approach. It helps to form an integrated system of professional knowledge, skills and abilities and the personal responsibility of learners;

person-centered approach. This means that each student can independently acquire and apply knowledge in practice, plan their activities, analyze and evaluate its results, create conditions for the formation of skills to build partnerships in the team;

communicative-cognitive approach. It assumes that problematic speech and creative tasks take precedence over linguistic, reproductive-exercise tasks;

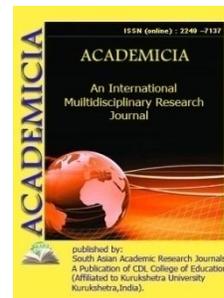
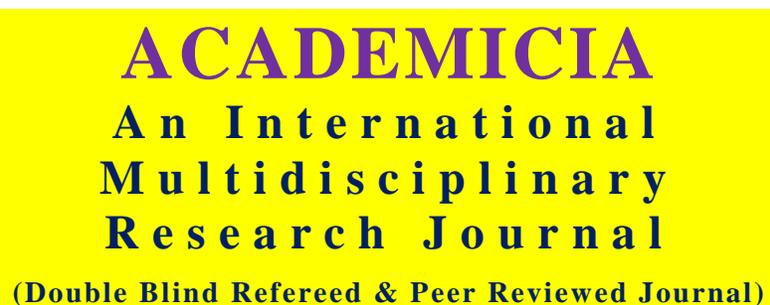
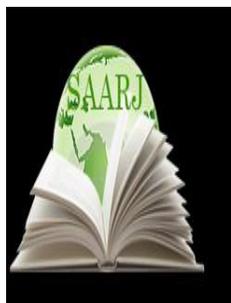
systematic approach. The study of interrelated skills focuses on the relationship between system and environment, the study of the hierarchical nature of the system, the diversity of expressions in order to fully cover the system, the dynamics of the system, its characterization as evolving integrity.

Expanding the content of career-oriented subjects in the process of learning foreign languages in medical education will allow to develop the professional activity of future specialists and expand

the access of future doctors to the international system in the process of development of today's medicine.

REFERENCES

1. Vyatutnev M.N. The concept of language competence in linguistics and methods of teaching foreign languages // Foreign languages at school. 1975. No. 6. P. 55 - 64
2. Zimnyaya I.A. Linguopsychology of speech activity. Voronezh: Voronezh State University Publishing House, 2001.193 p.
3. Elizarova G.V. Formation of intercultural competence of students in the process of teaching foreign language communication: author. dis. ... Dr. ped. Sciences: 13.00.02 Ros. stated. un-t them. A.I. Herzen. SPb., 2001.38 p.
4. Muslimov N.A., Urazova M.B. Implementation of contextual technology in the process of preparing a future teacher for projective activity // Vestnik MGU, - M., 2010. - №4. - pp. 178 - 185.
5. Passov E.I. A communicative method of teaching a foreign language. M.: Education, 1985.245 s
6. Berge Z., Collins M. Computer-mediated communication and the online classroom in distance learning // Computer-Mediated Communications Magazine. 1995. № 2(4). P. 6-12.
7. The European Language Portfolio: a guide for teachers and teacher trainers / David Little, RadkaPerclova. – 2001. – 109 p. Available online:



DOI: [10.5958/2249-7137.2021.00230.5](https://doi.org/10.5958/2249-7137.2021.00230.5)

RELATIONSHIP OF THYROID STATUS AND BODY MASS INDEX IN GIRLS WITH THE MENSTRUAL CYCLE DISORDER

Sodikova Nigora Gayratovna*; Najmutdinova Dilorom Kamariddinovna**;
Urunbaeva Dilorom Anvarovna***; Akhmadova Gulbakhor Kakhramonovna****

* Docent,

Endocrinology Department,
Tashkent Medical Academy, UZBEKISTAN

** Professor,

Endocrinology Department,
Tashkent Medical Academy, UZBEKISTAN

*** Docent,

Endocrinology Department,
Tashkent Medical Academy, UZBEKISTAN

**** Department of endocrinology,

Tashkent Medical Academy, UZBEKISTAN

ABSTRACT

*The aim of the research is to study the effect of thyroid status and body mass index on the state of reproductive function in girls and to evaluate the effectiveness of treatment. **Material and research methods** Overall, 50 girls of reproductive age, aged 22.3 ± 1.6 were examined for menstrual irregularities. Primary screening was performed to determine the level of concentration of hormones TSH, FSH, LH, Prolactin, thyroid hormones, ovaries, ultrasound examination (US) of the thyroid gland and pelvic organs. **Results** Our results showed that a change in the functional activity of the thyroid gland leads to violations of the menstrual cycle. In hypothyroidism, menstrual irregularities were found in 70% of observed patients, and with hyperthyroidism in 14%. According to A. A. Yunusov., in hypothyroidism with menstrual irregularities (68.2%) signs of galactorrhea (63.8%), breast pathology (55%), and the development of primary and secondary infertility (66%) were also revealed. In hyperthyroidism, these manifestations are less explicit and amount to 38.8% with menstrual irregularities.*

Conclusion *The girls with menstrual irregularities examined were found to have hypothyroidism in 70%, hyperthyroidism in 14%, and euthyroidism in 16%. In girls with hypothyroidism, overweight was observed in 68.57%, with euthyroidism in 25%. Violation of the menstrual cycle in the form of amenorrhea was observed in 76.5% of girls with hypothyroidism, in 71.4% with hyperthyroidism, and in 25% with euthyroidism.*

KEYWORDS: *Euthyroidism, Anamnesis, Estradiol.*

INTRODUCTION

During the period of demographic decline in the country, the health of girls acquires special value for society. The leading place in the structure of gynecological pathology of older girls is occupied by menstrual dysfunctions in more than 60%. Menstrual irregularities are not only a problem of gynecology but also of endocrinology. Menstrual irregularities largely depend on the condition of the thyroid gland and body mass index. More than 2 billion people on earth are at increased risk of insufficient iodine intake. The Republic of Uzbekistan is one of the most famous iodine-deficient regions in the world, where 90% of its territory is occupied by land and is distanced significantly from the seas and oceans. Iodine deficiency product is a stable factor and is characterized by a low natural iodine content in the soil, water, and food, respectively. As a result of a violation of the working regime in girls and women of fertile age, the thyroid function is disrupted, which violates the immune system and the reproductive function as well.

The aim of the study is to study the effect of the thyroid index and evaluate the effectiveness of reproductive function in girls and evaluate the effectiveness of treatment.

Material and research methods Overall, 50 girls of reproductive age, aged 22.3 ± 1.6 were examined for menstrual irregularities. Primary screening was carried out to determine the level of hormones TSH, FSH, LH, prolactin hormones of the thyroid gland, ovaries, ultrasound examination (ultrasound) of the thyroid gland, and pelvic organs. The selection criterion for women to be assigned to the clinical group has the following conditions: menstrual irregularities; the presence of changes in the concentration of pituitary hormones in the blood (thyroid-stimulating hormone (TSH)); the presence of changes in the concentration of thyroid hormones (triiodothyronine (T3); free thyroxine (free T4)); as well as antibodies (AT) to thyroid peroxidase (TPO). The complex of laboratory and clinical examinations included: anamnesis and examination; unified clinical and biochemical research methods; study of blood plasma hormones (TSH, PRL, T3, free T4, antibodies to TPO; luteinizing hormone (LH), follicle-stimulating hormone (FSH), estradiol); Ultrasound of the thyroid gland and pelvic organs. In the course of the screening study, the experimental and main groups were determined and subsequently examined thoroughly.

The main contingent of observed patients consisted of 50 girls, of which 3 groups were subsequently formed: the first group - 35 girls with hypothyroidism; the second group — 7 girls with hyperthyroidism; the third group - 8 girls with euthyroidism. To compare the data of special research methods, one experimental group was formed. Also, the anamnesis analysis was collected of the duration and nature of menstrual irregularities. Objective examination: determination of the Kettle weight-and-height index, the ratio of body weight in kilograms to

body length in meters squared; the body type was determined; the degree of hirsutism, changes in the skin and mucous membranes (stripes, greasiness, etc.); palpation of the thyroid gland (structure of the glands, seals); examination of the development of the external genital organs. Instrumental research methods: ultrasound methods for examining the pelvic organs and thyroid gland.

Research results. 50 girls of reproductive age, aged 22.3 ± 1.6 were examined for menstrual irregularities. Depending on the functional activity of the thyroid gland, they were divided into 3 groups. The first group included 35 girls who had hypothyroidism, the average TSH level was 3.9 ± 0.8 IU / l, the second group included 7 girls with hyperthyroidism, in whom the average TSH level was 0.01 ± 0.2 IU / l, and in the third group 8 patients with the euthyroid state (average TSH level 1.6 ± 0.5 IU / l). Examining the hormones FSH, LH in all girls, estradiol excluded secondary hypogonadism. (Table 1.)

Indicators of hormones depending on the functional activity of the thyroid gland:

Hormone	1 group - girls with hypothyroidism. (n=35)	2 group - girls with hyperthyroidism. (n=7)	3 group - girls with euthyroidism. (n = 8)
TSH mIU / L	3,9±0,8*	0,01±0,2*	1,6±0,5
freeT4 pmole / l	8,2±0,7	24,6±0,4	10,8±1,2
T3 pg / ml	0,02±0,2	3,2±0,8	0,3±0,2
AT-TPO IU / ml	64±0,8	10±0,8	12±1,2
LH mIU / ml	5,2±0,8	2,2±0,8	3,2±0,8
FSH mIU / ml	2,4±0,6	3,2±0,8	2,3±0,7
PRL mIU / L	474,5±0,5	226,0±1,2	222,2±0,8
Estradiol pg / ml	380±0,8	100±1,2	250±1,0

NOTE * P <0.05 IN RELATION TO GROUP 3.

All examined girls underwent ultrasound examinations of the thyroid gland and pelvic organs. In the girls of the first group, the thyroid size was on average 22.1 ± 0.9 m³; in the girls in the second group and in the third group 24.8 ± 0.2 m³ and 18.0 ± 0.7 m³ respectively. Anthropometric studies were also conducted to measure the height and weight of the patients. The Kettle index was calculated to determine overweight in girls. On the basis of the results, it was revealed that in the first and the third group of girls, 65.7% and 25% were overweight respectively. In the second group, on the contrary, underweight prevailed in 57.1% of girls. (Table 2.). When asked about the regularity of the menstrual cycle, it was found out that girls in the first group had amenorrhea in 76.5% cases and opsomenorrhea in 23.5% cases, in the second group amenorrhea was found in 71.4%, and in the third group amenorrhea was revealed in 25% of observed patients.

TABLE 2 INDICATORS OF THYROID ULTRASOUND AND BODY MASS INDEX DEPENDING ON THE FUNCTIONAL ACTIVITY OF THE THYROID GLAND IN GIRLS.

	1 group of girls with hypothyroidism. (n=35)	2 group of girls with hyperthyroidism. (n=7)	3 group of girls with euthyroidism. (n=8)
Thyroid ultrasound m ³	22,1±0,9*	24,8±0,2*	18,0±0,7
BMI index of (of the Kettle index)	28,2±0,8*	16,0±1,2	21,8±0,2
Overweight	68,57%	0%	25%
Underweight	0%	57,14%	12,5%

Note. * p <0.05 in relation to group 3.

DISCUSSION

Overall, 50 girls were examined with menstrual irregularities problems. In all examined patients, TSH, free T4 and antibodies to TPO were checked to determine the functional activity of the thyroid gland. Depending on the changes in hormones, all the girls examined were divided into 3 groups. The first group consisted of girls with hypothyroidism, the second group with hyperthyroidism and group 3 with euthyroidism. Our results showed that a change in the functional activity of the thyroid gland leads to violations of the menstrual cycle. In hypothyroidism, menstrual irregularities were found in 70%, with hyperthyroidism in 14%. According to A.A. Yunusov, in hypothyroidism with menstrual irregularities (68.2%) were also revealed signs of galactorrhea (63.8%), breast pathology (55%) and the development of primary and secondary infertility (66%). In hyperthyroidism, these manifestations are less explicit and amount to 38.8% of menstrual irregularities.

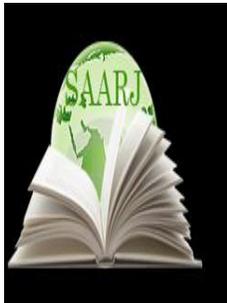
CONCLUSION

1. In the girls examined with menstrual irregularities, hypothyroidism was found in 70%, hyperthyroidism in 14%, and euthyroidism in 16%.
2. In girls with hypothyroidism, overweight was observed in 68.57%, with euthyroidism in 25%.
3. Violation of the menstrual cycle in the form of amenorrhea was observed in 76.5% of girls with hypothyroidism, in 71.4% with hyperthyroidism, and in 25% with euthyroidism.

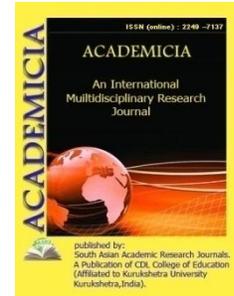
REFERENCES

1. To issue of menstrual irregularities in adolescent girls: frequency of occurrence, structure, features of the course. L.G. Semenova, B.T. Manchuk.

2. Underweight and gynecological diseases in young women. E.SH. Purasheva, M.B Hamoshina, M.G. Lebedeva, E.B. Taraskina.
3. The role of adipocytokines in the genesis of ovarian dysfunction in obesity in adolescent girls. V.O Andreeva, V.A. Linde, M.A. Levkovich, M.V. Bilim, A. A. Mashatalova, V.G. Miroshnichenko.
4. Features of the formation of menstrual function in adolescent girls with a lack of body weight. M.B. Hamoshina, R.G. Abdullaeva, L.C. Khasanova
5. Medico and social factors affecting menstrual cycle dysfunction in adolescent girls with overweight body mass. E.A. Yalfimova, G.F. Kutasheva.
6. Obesity and hypothyroidism. C.M. Zaxarova, L.V. Savelyeva, L.V. Fadeeva.
7. Age-related features of the structure and function of the thyroid gland. S.A. Rustambekova, A.M. Tliashinova, N.B.Selverova, T.I Buraya.
8. Thyroid homeostasis and dysfunctions of the reproductive system in women. A.A. Yunusova,
9. Menstrual irregularities, hyperandrogenism and sports. A.K. Bugayevskaya.
10. Non-drug regulation of the menstrual cycle in teenage girls. I.A. Aplohina, N.V. Bolotova.
11. Iodine deficiency in the development of menstrual irregularities in young girls. L.I. Gerasimova, M.S. Denisova, A.G. Gunin, T.G.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00229.9

ANCESTRAL HERITAGE AND YOUTH EDUCATION

Ergash Abduvalitov*

*DSc in Pedagogies,
 Tashkent state pedagogical university,
 UZBEKISTAN

ABSTRACT

In this article different versions of the epic are reviewed. The facts of similarities and differences of the work are considered. Moreover, it is believed that the epic "Alpomish" was created in the XII-VIII centuries by tribes living in the southern foothills of the Altai Mountains. In our opinion, the epic "Alpomish" is one of the masterpieces of all Turkic peoples. The wedding ceremonies and customs are also perfectly covered in the epic. For example, the wedding ceremony, holding a chimpanzee, before the groom enters the chimpanzee, the women's ceremony "The old woman is dead", "the dog growls" 6 rituals 6 customs such as "siypalatar", "groom's plate" and "yor-yor" continue in one way or another.

KEYWORDS: *Epic, Folklore, Culture, Tradition.*

INTRODUCTION

The epic "Alpomish" which is studied at schools with fraternal languages is a vivid artistic expression of the long history of the peoples of the East, their way of life, dreams and aspirations. Therefore, if the lesson provides information about the history of its creation, its diversity, variants in the languages of fraternal peoples, it is natural that the interest of students in such kinds of work, which is a monument of our multilingual culture will increase.

When it comes to the peculiarities of folklore works, it is often said that they are performed by the masses, musical, intended for oral performance. In addition, it is difficult to determine which oral heritage belongs to some folklore works.

For example, epics such as "Kitabi Dada Korkut", "Gorogli", "Alpomish" have been sung for centuries among almost all Turkic peoples.

We know them as "Alpamys" in Kazakh and Karakalpak, "Alpamsha" in Tatar and Bashkir, "Alpamusha-BarsinXiluu", "Alip-Manash" in Altaic languages. We would like to share some of our observations on the study of the epic "Alpomish" at secondary schools. Studying it in other languages, including Kazakh, about the peculiarities of such large-scale, complex folklore works of the epic or the distant past of the Turkic peoples, will undoubtedly give students a sense of brotherhood, common traditions and customs. The deeper feeling allows the deeper understanding of the meaning of the work. As JorkNaraliev rightly points out in his book "Alpomish returned to the country", "perhaps the leaven of the epic is an example of ancient folklore - songs, legends and myths -" Avesto ", " Devoni dictionary at Turk ", Indian epic " Kalila and dimna ". They go to the runic inscriptions found in the basin of the Enasay River."

According to that in the oral tradition of the Turkic peoples can be found different versions of "Alpomish". It is still sung with great pleasure, especially in the southern regions of Uzbekistan.

In his thoughts about the epic "Alpomish" the teacher emphasizes the importance of Alpomish's passion for his wife and his adventures in others, while in some versions of the work belongs to the works of other peoples. It is noteworthy that in the national version of the epic created by each nation, the information about the enrichment of the national customs and traditions of that nation with episodes of artistic expression serves to broaden the worldview of students.

For instance, in the Uzbek version, Boysari moved to Kalmykia, could not pay the zakat given to Boybori, or rather, was ashamed to pay zakat to his brother ("I will go to Kalmykia and live in juzya until I give zakat to my brother in my country", says Boysari). In the versions it was conditional that the Boysari should pay taxes because he had moved to the Kalmyk people. In similar Kazakh versions, the brave guy leads. There are also differences in the system of images in the work. For example, in the Uzbek version of FozilYuldoshogli's works, Shohimardon Ali predicts the birth of Alpomish. He talks about the fact that the name of the hero to be born will be Hakimbek, that he will grow up to be a great man in the future, and that he will be engaged to Barchinoy. Hakimbek gets the name alp on his shoulder. He shows courage for the first time at the age of seven. The hero left by his Alpine grandfather is called Alpomish. In the Kazakh version of the epic, Baybori raises his child. Nine of Alpomish's brothers were killed during the Kalmyk invasion. These episodes do not occur in the Karakalpak version. There are different opinions among folklorists about the history of the creation of the work. For example, A. Borovkov said that "Alpomish" was an epic of the Kungrad tribe, which appeared in the XII-XIV centuries in Dashti-Kipchak, and another group of scholars concluded that this epic work belongs to the tribes living on the banks of the Syrdarya around the Aral Sea.

Moreover, it is believed that the epic "Alpomish" was created in the XII-VIII centuries by tribes living in the southern foothills of the Altai Mountains. In our opinion, the epic "Alpomish" is one of the masterpieces of all Turkic peoples

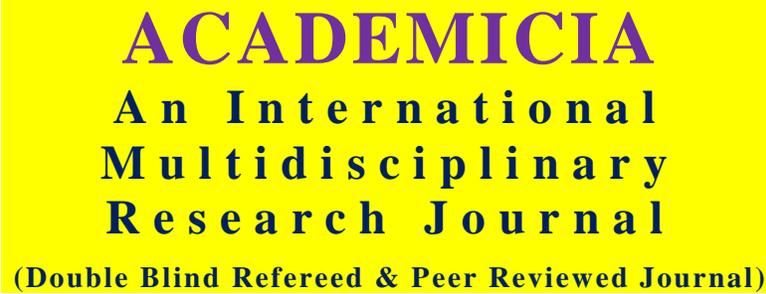
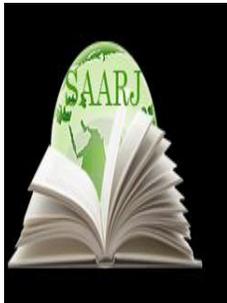
The wedding ceremonies and customs are also perfectly covered in the epic. For example, the wedding ceremony, holding a chimpanzee, before the groom enters the chimpanzee, the women's ceremony "The old woman is dead", "the dog growls" 6 rituals 6 customs such as "siypalatar", "groom's plate" and "yor-yor" continue in one way or another.

Words denoting the names of tribes and ethnic groups in the work also require comment. For instance, the lexical meaning of the word "qungirat" means "brown horse" or "brown", "brown", and "gyr" means "flying horse", and it is useful to give students a special understanding of these.

In conclusion it should be born in mind that only a deep understanding of the educational material, including the text of the work of art, allows the reader to fully master its meaning.

REFERENCES

1. Yuldashev Q. Interpretations of Alpomish. –T .: Manaviyat, 2002.-174 - p.
2. Alpomish. –T .: Sharq NMK, 1998. -78- p.
3. Alpomish. –T .: Sharq NMK, 1998. -82- pages; Karakalpak folklore. –Nokis: Karakalpakstan, 2007. -98- pages;;



DOI: [10.5958/2249-7137.2021.00228.7](https://doi.org/10.5958/2249-7137.2021.00228.7)

ECONOMIC THOUGHTS IN THE WORKS OF ALISHER NAVOI AND THEIR ROLE IN THE DEVELOPMENT OF SOCIETY

Musayeva Jamila Karomatovna*

*High Teacher,
Bukhara Institute of Engineering and Technology,
UZBEKISTAN

ABSTRACT

The article contains the socio-economic, philosophical, and political views of the great personality, thinker, statesman, poet, and writer AlisherNavoi. AlisherNavoi's work includes economic ideas, including the necessities of production, the roles of accumulation, acquisition, consumption, the use of wealth necessary for the economic development of the country, and the development of trade. Navoi is a progressive man of his time, as a humanist and patriarchal ideology. Navoi in his position as keeper of the seal of the state (muhrdar), in 1472 – vizier, that is, minister. It provides great assistance to the cultural and scientific intelligentsia of the country. Becomes the owner of a large property. AlisherNavoi's ideas on economic issues are remarkable in the works of Waqfiyah (1482) and Mahbub-ul-Kulub (1500). As a statesman of Navoi, he made a great contribution to the peaceful settlement of the country, claims to build thousands of buildings in his lifetime and promises to maintain many madrasas, hospitals, baths, bridges for the population. It calls for wealth and the accumulation of wealth through labor. This proves that he is a great man.

KEYWORDS: *Economic Idea, Statesman, Reform, Means Of Production, Commodity, Forest, Trade, Money, Socio-Economic Thought, Needs, Artisan, Task, Oligarch, Prosperity, Labor, Interest, Development, Spirituality, Improvement, Cooperation, Digital Economy, Economic Knowledge*

INTRODUCTION

In the course of large-scale reforms initiated by President ShavkatMirziyoyev to popularize reading books, solve the problems of the people and improve their lives, systematic work is being carried out to study the rich spiritual heritage of great thinkers, to bring to the youth in an accessible form

the essence and significance of their works. This is also evident in the study of the work of Navoi – our brilliant ancestor, who made an invaluable contribution to the development of national literature, native language, spirituality, as well as in establishing cooperation with foreign scientific centers, universities, museum and archival funds.

On the way to the development of science, education and the digital economy, the scale of work on the education of a harmoniously developed generation, the protection of the interests of all segments of the population, the development of science and the improvement of the country, which Navoi exalted and about which he wrote in his works, is expanding.

The knowledge of the secrets of the economy and the desire to determine its main directions comes from ancient times, and this desire is due to the need to regulate economic activity and exert a positive influence on the direction in which people need it. Economic knowledge is primarily focused on the works of Xenophon, Plato, and Aristotle, as well as scientists from ancient Egypt, China, India, and Central Asia.

Reading the Holy Qur'an, Hadith, Gudeman, the works of Ibn Khaldun, our ancestors Abu Ali Ibn Sina, Abu Nasr Farabi, Abu RayhanBeruni, AlisherNavoi and MirzoUlugbek, who came to us for thousands of years, we understand that in our time there is not enough creative work of the individual and natural resources for the development of the economy. [1]

The earliest sources of the approach to the category of "Capital" in economics can be seen in the works of Abu Ali ibn Sino (980-1037). He pointed out the nine elements of life: earth, air, fire, the human nervous system, the "water of life", body parts, the heart, strength, and mental activity. And even here, economic, physical, spiritual, and moral thoughts are well integrated. In particular, the contribution of the Arab scholar Ibn KhaldunAbdurahman Abu Zaid (1332-1406) to the development of economic knowledge is great. In his book " Kitab-ul-ibar "("Book of examples of macros"), written in 1370, he was the first person in the world who studied the features of goods - the concepts of consumer value and value, simple and complex work, defined the differences between the concepts of necessary and additional product, the concept of necessary labor. Ibn Khaldun also points out that in the process of exchanging goods in comparison with each other, the costs of labor are determined, which are manifested in the form of equality of labor, that is, the volume of work and the utility of goods. [2]

The famous historian of TimurSharafaddin Ali Yazdi blessed Alisher for the fact that he, as a child, already studies the Koran and managed to reach the surah "Tabarak". Sharafaddin approved of the boy's intelligence and courage . When he was fifteen years old, Alisher gained fame as a poet, good writing poetry in two languages (of zul-lisanin): Persian and his native Old Uzbek[4]. AlisherNavoi In 1466-1469, AlisherNavoi lived in Samarkand and studied at the madrasah of KhojaFazlallahAbu'l-Laysi, the most famous lawyer and expert in the Arabic language in Samarkand[5]. Navoi says that KhojaFazlallah, according to his knowledge of law, was called the second Abu Hanifa (he was the most famous Muslim lawyer, the founder of one of the four Sunni orthodox interpretations— the Hanifite (madhhab)).[6]

Along with the humane thinkers, the great thinker AlisherNavoiwas once appointed Prime Minister and poet of the state. These qualities of Navoiare manifested in his socio-economic, philosophical views. Navoi came out of the framework of humanistic and patriotic ideology as a progressive man of his time. Navoi corresponded with the poet Amir Shahi (Amir Ara-Malik ibn Jamaladdin), who

was one of the Sabzavarsarbadars (supporters of democratic methods of government, was at one time in the retinue of TimuridBaysunkar[7].

AlisherNavoi's work generates economic ideas. In 1469, Temurid Husain Baykaro captured Herat and became the ruler of Khorasan. From this time, a new stage in Navoi's life begins. He is actively involved in the political life of the country. In the same year, the ruler of Khorasan appointed Navoi to the post of keeper of the seal of the state (muhrdar), in 1472 – vizier, that is, minister. In his position, he provides great assistance to the cultural and scientific intelligentsia of the country. Becomes the owner of a large property. AlisherNavoi's ideas on economic issues, especially illustrated in his works and in his work, are particularly well illustrated in the works of Waqfiyah (1482) and Mahbub-ul-Kulub (1500). He calls the product three parts: the first part - for expenses, another-for the needs of him and his family, and the third - for the social benefits of people. Special attention is also paid to the role of labor and the participation of the means of production in the creation of the product. It also emphasizes the need to find, acquire, accumulate, and use wealth, i.e. resources.

In the works of AlisherNavoi, the occupation of trade is approved, but not fraud and annoying actions, deception is severely criticized. The first work of Navoi's socio-economic commentary is that of Hilali, dated to the throne of Hussein Boikaro in 1469. As a statesman, Navoi made a great contribution to the peaceful settlement of the country. Many madrasas, hospitals, houses, towns and villages promised to build thousands of buildings in their lifetime, baths, bridges, rabats, that is, buildings and other attractions at their own expense. At the initiative of Navoi, large-scale construction was launched in Herat. In the 1480s, at his own expense in Herat and other regions of the country, he built several madresses, 40 rabats (a stop for travelers), 17 mosques, 10 Sufi shelters (khanaqah), 9 baths, 9 bridges and much more for general use.

Navoi built a mosque and a madrasa, called Ikhlasiya. The madrasah was divided into two halves: eastern and western, each of which was assigned one teacher, one of whom read the course of jurisprudence (fiqh), and the other — the course of hadith (sayings of the prophet). Each teacher had to teach eleven students. A building was built opposite the madrasah, where the Koran reciters had to constantly read the holy book. This building is called Dar al-huffaz (the house of the reciters of the Quran). On the southern side of the madrasah, a khanakawas built, where the poor were given free food every day, and once a year — and clothing. About the building the building was constructed, designed for the Friday prayer. Hanako got the name Chaliasia. The teachers of the madrasah were each assigned 1,200 gold pieces and 24 bags of grain a year. Students were divided into three categories according to their performance: the six best were assigned 24 gold and 5 bags of grain; the eight average — 16 gold and 4 bags; the eight weakest—12 gold and 3 bags. Every year, he distributed a thousand sets of clothing to the poor. He built 380 public buildings"[8]

AndNavoi gives a high assessment of the work. Defines the important role of work in the development of society and in strengthening friendship among people, friendship is highly valued. He realized early on that it was necessary to promote patriotism in people in order to improve the political and economic situation in the country, to increase the economic power of the country.

A. Navoi equates the arrival of Hussein Boikaro to the throne, to "hilal", that is, the three-day moon that illuminates the darkness. He believed in strengthening the economic and political power of the country, improving the social and financial situation in the country, eliminating feudal wars and establishing peace in the country.

A. Navoi promotes important socio-economic ideas in the play. The main strategic goal of his address was to improve the economic and political situation in the country, to create a centralized, powerful state with one center. Alisher Navoi gives hope for great changes in the socio-economic, socio-political and cultural life of the country, with the coming to the throne of his friend Husain Boikaro. Navoi pays great attention to the role of man in history and believes that the economic situation of a country depends on the intelligence and abilities of the ruler of this country.

If the ruler of a country knows science, especially economics, history, philosophy and political science, he and the country will be prosperous and rich, if on the contrary, the country will be poor and destructive. Navoi is a realist in history, as if it is not a headless body and that there was no sovereign state. During the reign of Hussein, Boikaro in the country, there has been relatively stable development. Trade, handicrafts and agriculture expanded, irrigation facilities were created and built, and the exchange of goods also expanded. [9]

Navoi believes that one of the important factors leading to economic development is the construction of irrigation facilities in the Central Asian region. More than 70 channels and ditches were dug directly under the leadership of A. Navoi. The bulk of the national income was derived from the agricultural harvest. The expansion of the construction of irrigation facilities in the feudal society had an impact on the development of the economy of that time. Navoi paid great attention to the expansion of land, which is the main means of production under feudalism, and its productivity. Navoi says that wealth can be found in two ways.

The first way is to collect, solicit, accumulate wealth, and live in rich countries with your own labor. Navoi preferred to collect such riches. It calls for wealth and the accumulation of wealth through labor. He divides the accumulated wealth into three parts: the first part - for expenses, the other-for the needs of the family and the family, and the third - for the social benefits of the population.

In his book "Vakfiya", written in 1482, A. Navoi urges the population to find income personally from their land, and to take the family's share of the income received by their labor and urged to use the rest of the income for social needs. The second way to earn wealth is through theft, oppression and violence. Navoi criticizes and disapproves of this method, this leads to discontent, does not increase the welfare of the population. He hates such practices and describes those as a parasitic layer that lives in society and claims to live the right way, to improve the well-being of their work. This increases the well-being of the community.

One of the most important works of A. Navoi is Mahbub-ul-kulub, written in 1500. This play embodies Navoi's economic thoughts. In this work, Navoi tries to improve the social stratum of society and show his place in society. In the first part of the work, they are characterized by their classifications and professions. Sections two and three provide information on good deeds and bad qualities. According to Navoi, farmers, artisans and traders have an important role to play in creating, improving and increasing the country's wealth.^[10]

A. Navoi comments on the role of the farmer and his role in production: "The farmer is the one who opens the way to the land, which makes the frost, destroying the land." Dehkan, that is, labor must be added to the tools for the production of products. The role of Navoi in creating material wealth is confirmed as follows: "Like two good fighters, they submit to the burden of their labor, a worker and a farmer. The world is the same as they are. Whatever you do, enough people! "Consequently, the peasant labor force, the army and the oxen are the productive

weapon, and the land is the subject of labor, all together in the productive forces. The decisive factor of production.

Navoi believes that the decisive element is the farmer, that is, the labor force. As mentioned above, according to A. Navoi, one person cannot produce anything. In order to produce something, people must communicate with each other individually. For example, if a farmer needs bread, an artisan needs working tools, craftsmanship and livestock food. Thus, since fish cannot live without water, all kinds of productive forces cannot develop without each other, Navoi says. Dehkans and other professionals must interact with other producers in the process of production, distribution, exchange and consumption for production.

A. Navoi recognizes that dekhkan labor is of great importance in feudal society, and the existing society is built on the labor of dekhkans. The harvest of dekhkan labor is expected by a baker, pheasant, sledgehammer, goat and so on. At the same time, the farmer is in harmony with their work. They cannot produce anything without them. Thus, Navoi recognizes industrial relations. He believes that the farmer with his own labor will produce more than enough for his own needs and will provide material support to society and its unproductive part. [11]

This idea of Navoi is consistent with the idea that an additional product is only an agricultural physiologist. It is a very advanced idea that Navoi's agricultural development plays an important role in increasing the country's power. This idea is not only the correct idea at the stage of the heyday of feudalism, and its basis was at the stage of production, but also the historical reality of the farmers. A. Navoi is a group of large traders in society. The first group is a group of traders with foreign trade. The second group is the group of oligarchs in the country. Navoi views traders who trade with foreigners positively and their work is favorable.

Is critical of traders in the markets, that is, traders. They serve their own interests and become rich in others. Therefore, their presence is harmful to the country. The main goal of the seller is to make a profit. In the heart there is a lot of desire to be full of goods at the beginning of your face, and there is no silence. Here the merchant, in contrast to the lumberjack from Navoi's "Hotam Toy". The old man is busy with work during the day and sells timber to the market and sells it for money. Acquires wooden goods, i.e. Common consumption goods. This is where the commodity-money-commodity process comes in.

The purpose of the exchange of old people is the cost of consumption. According to Navoi, the purpose of a merchant's purchase is to sell more. The merchant says he wants to make the same face. He wants to return a lot of money, that is, the purpose of the exchange is value or "money-money-money" (D-T-D). Thus, Navoi considers it one of the first forms of capital. He says of urban olives: "Urban obsessive people are traitors who want to betray their profits and benefit from others whose benefits are harmful to society, cheap and expensive. She says she is wearing a purple skirt and is happy to sell the frosting for sale. There is no stopping if the item is the item. There is nothing else in the store but the truth!" [12]

Alisher Navoi repeated in his works that the development of the economy is in harmony with the perfection of human spirituality. In particular, the prosperity and well-being of the country are characterized by high spirituality: the sweetness of the soul, the immortality of the air, immortal immortality, immortality, immortality, will not die. A. Navoi is not engaged in production, but respects the strata that society needs for its intellectual and creative work, as well as scientists, doctors, poets, engineers and others. "This is a necessary part of the world," he said, urging

professionals to feel their responsibilities and responsibilities. AlisherNavoi is a great personality of his time. And the following lines point to reason relative to wealth

"More expensive than all the riches you have been given

One priceless pearl.

And this is the mind. Don't catch up with him

Rubies and dear diamonds"

At the end of his life, AlisherNavoi writes the allegorical poem "The Language of Birds" ("Parliament of Birds" or "Simurg") (1499) and the philosophical and allegorical treatise "Beloved of Hearts" (1500), dedicated to the best structure of society. The book reveals the influence of the writings of Yusuf Balasaguni and "Gulistan" Saadi. The book condemns cruel, ignorant and immoral rulers and affirms the idea of centralizing power in the hands of a just enlightened ruler. All his life, AlisherNavoi combined literary and political deeds. As a man of high position, he made a significant contribution to the improvement of the socio-economic life of the country, patronage of science, art, and literature; always tried to establish peace and harmony. [13]

All his life, AlisherNavoi combined literary and political deeds. The heritage of Navoi is diverse in terms of subject matter and genre. His works from the 15th to this day serve the development of Uzbek literature and the country's economy.

As the President of the Republic ShavkatMirziyoyev says: "We have set ourselves a great goal - to form the foundation of a new Renaissance in our country, and for this purpose we must create an environment and conditions for the upbringing of new Khorezmi, Beruni, Ibn Sino, Ulugbekov, Navoi and Baburov. The most important factors in this historical process, an integral part of our national idea are the development of education and upbringing, science and innovation, the establishment of a healthy lifestyle. "

Our highest priority should be to create empowering youth to set and achieve ambitious goals. Only then will our children become a real force that can fulfill the age-old dreams of our people. To this end, we will carry out large-scale reforms, guided by the idea "New Uzbekistan starts from the doorstep of the school, from the system of education and upbringing." I think in this context it would be appropriate to quote the words of the great AlisherNavoi, who wrote:

"Leaving in search of knowledge, I am hundredfold sure that

I will be able to find them not by luck, but by work. "

Indeed, a person striving to acquire knowledge and master new professions must work hard, work on himself, including studying foreign languages, without which it is impossible to reach high levels in the modern world. [21]

In the course of large-scale reforms carried out on the initiative of President ShavkatMirziyoyev to popularize the reading of books, solve the problems of the people and improve their lives, systematic work is being carried out to study the rich spiritual heritage of great thinkers, to bring the essence and significance of their works to the youth in an accessible form. This is manifested in the study of the work of Navoi, our genius ancestor, who made an invaluable contribution to

the development of national literature, native language, spirituality, as well as in establishing cooperation with foreign scientific centers, universities, museum and archival funds.

On the path of developing science, education and the digital economy, the scale of work is expanding to educate a harmoniously developed generation, protect the interests of all segments of the population, develop science and improve the country, which Navoi glorified and about which he wrote in his works. The "honesty vaccine" noted in the President's Address is purity, decency and loyalty, to which such thinkers as Navoi and Babur also called in their works.

We can say that the works, thoughts and judgments of Navoi are recognized by the whole world. This can be seen in the following events:

- The commander, poet and writer Babur highly appreciated the work of Navoi and even tried to enter into correspondence with him.
- Suleiman the Magnificent highly appreciated the work of Navoi and had in his library manuscripts with his works "Treasury of Thoughts", "Pyatyoritsa" and "The Dispute of Two Languages" [14].
- Bukhara Emir Muzaffar in 1872 presented the manuscript of Divan A. Navoi to the British Queen Victoria [15].
- In the 1860s-1900s, the Uzbek court poets of the Khiva Khanate tried to imitate the literary style of Alisher Navoi [16].
- An Uzbek educator from Kokand, Ashurali Zahiri, wrote an article in 1914 in which he emphasized the important role of Alisher Navoi's work "Muhokamat-ul-lug'atayn" in the history of the Uzbek language. He published in the printing house Muhokamatul-Lugatayn in 1916 [17].

A crater on Mercury is named in honor of Navoi.

There are several monuments to Alisher Navoi in the world: in Moscow, Minsk [18] (sculptor Maxim Makarevich), Navoi, Osh, Tashkent, Samarkand, Baku [19], Tokyo, Washington, Shanghai, Baku [20].

In 1991, for the 550th anniversary of the poet, a Soviet jubilee ruble was issued with the image of Alisher Navoi.

In April 2007, the conference "Alisher Navoi and his influence on the cultural development of the peoples of Central Asia" was held in Washington [21].

A bas-relief in honor of Alisher Navoi was installed in the city of Mazar-i-Sharif in northern Afghanistan.

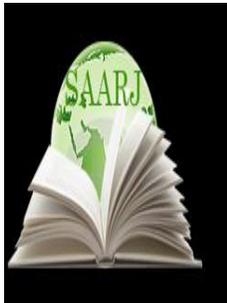
Since 2009, the Astrakhan region has hosted annual cultural events in honor of Alisher Navoi.

A bust is installed in Minsk.

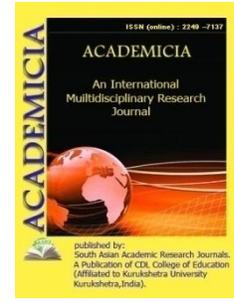
Every year on February 9, our country solemnly celebrates the birthday of the great poet and thinker Alisher Navoi. This year, this date is celebrated in an even more elated spirit as a holiday of literature, spirituality, enlightenment and friendship. In the current year 2021, we celebrate the 580th anniversary of the birth of the great poet. This date is also celebrated in other countries of the world, Afghan cities such as Kabul, Mazar-i-Sharif and Herat. A. Navoi's legacy is eternal.

REFERENCES

1. A.Navoi. collection of works. XII tom
2. Bogacheva P. N., Denisov B. A. On the diverse interpretation of the category "Capital" // Management in Russia and Abroad, No. 1, 2000.
3. Bertels E. E. Selected Works. Navoi and Jami. M., 1965, p. 72.
4. Kayumov A. P. AlisherNavoi // History of World literature: In 9 volumes. - Vol. 3. - M.: Nauka, 1985. - p. 576-582.
5. Babur-nama. // Per. M. A. Salye. — 2nd ed. - Tashkent: Main edition of encyclopedias, 1993. - p. 179. - St. 171a-171b.
6. A. Razoqov., Sh. Toshmatov., N. O'rmonov. Iqtisodiyta'limotlartarihi. T.: "Moliya". 2002.
7. A.Navoi. collection of works. XII tom
8. Rogers J. M., Ward R. M. Suleyman the Magnificent. London : British Museum Publications, 1988. P. 93-99 ISBN 0-7141-1440-5
9. JOHN SEILLER, A MUGHAL MANUSCRIPT OF THE "DIWAN" OF NAWA'I in ArtibusAsiae, Vol. 71, No. 2 (2011), pp. 325-334
10. Prayers for and against the King - <https://runivers.ru/doc/historical-journal/article/?JOURNAL=&ID=479416>
11. AshuraliZoiriy (1885-1937) | www.ziyouz.uz- <https://ziyouz.uz/uzbek-ziyolilari/ashurali-zohiriy/>
12. I remember the Uzbek paetu XV stagoddzuya at Minsk Adkryly
13. 13.Monument to Uzbek poet AlisherNavoiwas erected in Baku
14. Monument to Navoi, created by Uzbek and Chinese sculptors, opened in Shanghai
15. Message from the President of Uzbekistan ShavkatMirziyoyev to the OliyMajlis 12/30/2020



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00274.3

MACROECONOMIC ENVIRONMENT OF INDIA: AN OUTLOOK

Arnab Kumar Samanta*

*Lecturer,
 Netaji Mahavidyalaya, Arambagh, West Bengal,
 INDIA

Email id: A_Samanata@Yahoo.Co.In

ABSTRACT

The stability of Macroeconomic environment is very much essential to sustain the overall competitiveness of a country. During the session of 2011-13 Indian economy was highly affected by uncertainty and volatility in currency exchange fluctuations. The world economy also remains challenged due to slowdown in advanced and emerging economies. Gross Domestic product of India increased by 5% in 2012-13 as against of 6.2% in 2011-12. Slacking external demand, weak business sentiment, tight monetary policy with inflation etc. are some point of reasons of slowdown in industrial and service sector. A high trade deficit was visible during the FY 2012-13. Merchandise exports have decreased and imports have increased during the FY 2012-13. But government of India has taken some unique steps by outlining a fiscal consolidation road map in order to reduce the fiscal deficit and a slow recovery in economic activity is expected in 2013-14.

KEYWORDS: *Economy, Competitive, Inflation, Slowdown, Moderate, Fiscal, Recovery.*

INTRODUCTION

It is important for a business to the stability of macroeconomic environment and, therefore, is important for the overall competitiveness of a country. It is also recognized that macroeconomic instability harms the economy. The government cannot provide services efficiently if it has to make high interest payments on its past debts. In India, the economic climate was affected by higher uncertainty and volatility during 2011-13. Many of the macroeconomic policies have an indirect and a wide spread impact on the countries resources and the environment. Many companies and organizations in India remained affected by the high volatility in currency exchange fluctuations during the year. In India, on the other side strong domestic fundamentals

helped to achieve growth rates of eight to nine percent for several years and drove the country's quick recovery after the global financial crisis. But last two years a moderation in growth has been seen which have been driven by both domestic as well as global factors.

GLOBAL OUTLOOK

In 2012-13, the global economic environment continued to remain challenging due to slowdown in advanced and emerging economies. According to International Monetary Fund (IMF), the world economic growth moderated to 3.2% in 2012 in comparison to 4.0% in 2011. Economic activity remained weak due to subdued private demand and tighter lending conditions. However, the sovereign debt crisis in the euro zone subsided to a great extent leading to improved confidence and financial conditions in 2012. Several policy decisions have taken in Europe including recapitalization of Greece, agreement on the single supervisory mechanism and the completion of the European stability mechanism which contained the financial stress of the Euro zone after come into the force of debt crisis. Actually, the overall macro economic outlook of Europe remained weak with recessionary trend in some economies, which is likely to make over on 2013-14. All other major advanced economies except US and Japan witnessed a slowdown in 2012 compared to 2011. To some extent the growth prospects in the US economy improved in 2012 due to pick up in credit demand and moderate recovery of house prices. The overall growth prospect of US economy is expected to remain muted due to strong fiscal consolidation measures of the government and a weak external environment. In Japan, an adverse economic growth in 2011 showed some indications of recovery in 2012 due structural reforms and fiscal stimulus. Tightening of domestic policy and less demand from key advanced economies has forced to reduce the amount of exports. The economy of developing countries remained under pressure in 2012 mainly due to increasing in oil prices and other high commodity prices which moderated towards the end of 2012. In 2013 the global commodity prices remain benign with further expected decline in oil prices and metal prices.

INDIAN SCENARIO

India's Gross Domestic Product (GDP) in 2012-13, grew up by 5% as against 6.2% in 2011-12. Practically, the slowdown was visible across all the sectors in 2012-13 and Indian economy becomes moderated. A growth of 6.6% in 2012-13 compared to 8.2% in 2011-12, has registered in the services sector where as growth of 3.1% in industrial sector and 1.8% in agricultural sector in 2012-13 as against to a growth of 3.5% and 3.6% in 2011-12 respectively. The growth of agricultural sector specially the kharif crop, was highly affected by deficient rainfall and the slowdown in industrial and services sector can be caused due to slacking external demand, weak business sentiment, tight monetary policy with inflation etc. The central government expenditure and fiscal deficits in April-August have risen by 19.7% and 23.4% respectively, higher than the budget targets for the full year. The inflation of WPI remained comparatively high for most part of 2012-13 and moderated towards the end of the fiscal year. The average inflation rate during the FY 2012-13 was 7.4%. But the year-end inflation was marginally lower than 6.0%. In March 2013, the consumer price inflation was at 10.4% and was substantially higher which highlights policy responses were geared towards taming domestic inflationary pressures. During 2012-13, the merchandise exports decreased by 1.8% from \$ 306.0 billion in 2011-12 to \$ 300.6 billion where the amount of imports increased and positioned at \$491.5 billion in 2012-13 as against \$ 489.3 billion in 2011-12. A high trade deficit of \$ 190.9 billion was visible during that financial

year. The value of rupee remained volatile and depreciated against the US dollar. The current account deficit (CAD) to GDP ratio reached at 5.1% in 2012-13. The CAD may be fall in 2013-14 due to high global commodity prices of oil, gold and other metals. Real Estate activity indicators picked up in the third quarter of 2012 and there was sequential improvement in the region's export. Government spending accelerated to 32% year-on-year (yoy) in August even as gross tax revenue growth slipped to 7.9%. Retail inflation accelerated to 10.3% yoy in August from 9.8% in July. During 2012-13, Indian Non-Banking Finance Companies (NBFCs) also have experienced a difficult economic environment because of slowdown in industrial growth and relatively high credit costs due to increased risk perception in the economy. Though RBI has undertaken various steps to inject liquidity into the system through reduction in CRR by cumulative 100 basis points during the year. It is mentionable in this point that the credit growth of scheduled commercial banks declined to 13.9% during 2012-13 compared to 18.7% during 2011-12.

ROLE OF GOVERNMENT

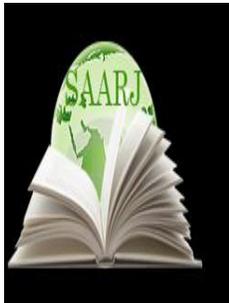
To address the challenges, several positive steps have been taken recently by the government by outlining a fiscal consolidation road map, which targets a reduction in the fiscal deficit to three percent of the GDP by fiscal 2017. In the close term, the government has tightened control on expenses, undertaken price increases for petroleum products and taken forward disinvestment in PSUs. Several policy reforms have also been announced by the government for the external sector, including measures for increasing exports and opening up various sectors of the economy to foreign capital. The benefits of these measures on market sentiment are clearly visible with a sharp increase in FII inflows in recent months and a stabilization of the exchange rate.

CONCLUSION

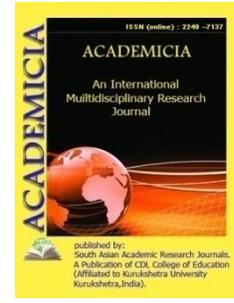
It was a challenging year of 2012-13 for the Indian economy. But a slow recovery in economic activity is expected in 2013-14. A probable mild improvement in external demand coupled with fall in global commodity prices is expected to provide impetus to economic activity. Domestic fiscal consolidation and moderation in headline inflation is expected to create policy space for the monetary policy to support growth. With inflation stabilizing, monetary policy being eased and stability in the global markets, emerging economies are also expected to see some recovery in the coming year. As per the report published by the prime minister's economic advisory council, though there are weaknesses in the economy, the decline in growth appears to have bottomed out and the economy is likely to grow by 6.4% during 2013-14, which will make India a significant out-performer in the global context.

REFERENCES

- 1 wps.pearsoned.co.uk > ... > Part J: The macroeconomic environment
- 2 articles.economicstimes.indiatimes.com > Collections > Macro
- 3 www.kpmgfamilybusiness.com/how-changes-in-the-macro-economic-en...
- 4 www.ncbi.nlm.nih.gov/pubmed/23277351



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00268.8

**EXPLORING A FLIPPED LEARNING APPROACH IN TEACHING
 ENGLISH FOR ESP (ENGLISH FOR SPECIFIC PURPOSES) STUDENTS**

Berdiyeva Shakhnoza Xolmaxmatovna*; Mulladjanova Nasiba Azimdjanovna**

*Teacher,

English for Specific Purposes,
 Tashkent State University of Economics,
 UZBEKISTAN

Email id: sh.berdiyeva@tsue.uz

**Teacher,

English for Specific Purposes,
 Tashkent State University of Economics,
 UZBEKISTAN

Email id: n.mulladjanova@tsue.uz

ABSTRACT

This article analyzes the benefits of flipped learning. The article provides a theoretical overview of the concept of flipped learning and discusses its advantages in parts. The article also draws conclusions from a study of various international literatures. These scenes are all too familiar in today's schools, as the traditional model of learning has primarily revolved around a teacher-centered classroom, where instructors focus on conveying information, assigning work, and leaving it to the students to master the material. Though effective for some, this type of instruction has forced students to be merely receptors of information, rather than participants in their own learning processes through active learning.

KEYWORDS: *Flipped Learning Flipped Classroom, Digital Technology, Educational Technology, Personalization, Active Learning, Engagement And Attitudes.*

INTRODUCTION

English is an important international language in the world [1], and people have been studying to master English skills in many countries. Compared to English native speakers, there are few opportunities for English as a foreign/second language (EFL) learners to practice language skills [2]. They often lack an authentic learning environment [3]. When learning in contexts related to real life, it would be easier for EFL learners to understand the meanings of the learning materials [2], and, if provided with more chances to practice in this environment, learners are likely to learn better [3].

The term ‘flipped learning’ is used almost interchangeably with the term ‘flipped classroom’. The former has been preferred in this paper, as it places emphasis on learning, as opposed to teaching [4]. Flipped learning typically (but not necessarily) involves watching videos online before students come to class, therefore it may also be considered form of blended learning[5].

One of the objectives of flipped learning is to provide opportunities for communication between students during class time as they work together to solve a problem. This will resonate with communicative language teachers who see their primary role as facilitators of meaningful communication between learners.

The definition of flipped learning that was offered in the opening sentence of the introduction is uncontroversial but not particularly informative. It assumes that listening to a teacher’s lectures represents a significant proportion of classroom time, which can be flipped with prerecorded videos. When conceived in this narrow way, the flipped model does not, ‘at first sight [...] appear to offer much to language learning’ [6]. There are, in some ELT contexts, some explanatory or expository presentations that might appropriately be viewed in video format before a face-to-face class. Examples include grammar presentations, instructions about written genres or test-taking tips. However, it is unlikely that very large amounts of classroom time are taken up by such activities in most ELT contexts.

Many of us can recall instances in our lives where we found ourselves idly sitting in a classroom, eyes glazed over, half listening to our teacher as they lectured in front of the room.

These scenes are all too familiar in today’s schools, as the traditional model of learning has primarily revolved around a teacher-centered classroom, where instructors focus on conveying information, assigning work, and leaving it to the students to master the material. Though effective for some, this type of instruction has forced students to be merely receptors of information, rather than participants in their own learning processes through active learning. Fortunately, as technology has increasingly grown and infiltrated our classrooms, a new learning model has emerged that moves away from a teacher-centered space, and onto a more collaborative, student-centered learning environment, by way of a flipped classroom[7].

What is flipped learning?

Flipped learning is an educational method where instruction, or lectures, take place in an individual learning space (e.g., at home) instead of a group learning space (e.g., in a classroom). Then the students apply the concepts that they learned independently, together with the instructor and other attendees. So, in practice, your employees would go through their learning materials on their own. The learning content is usually hosted through online courses and recorded lectures. Since the learning content is online, they can learn from the office, from home, or even from the

train! Then, they practice and apply the concepts that they learned on their own in a face-to-face setting with their fellow colleagues and instructor [8].

In addition, Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

The main goal of a flipped classroom is to enhance student learning and achievement by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. To accomplish this, teachers post short video lectures online for students to view at home prior to the next class session. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the homework that is typically done at home is done in the classroom, while the lectures that are usually done in the classroom are viewed at home.

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

While often defined simplistically as “school work at home and home work at school,” Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms.

To counter some of the misconceptions about this term, the governing board and key leaders of the Flipped Learning Network (FLN), all experienced Flipped Educators, have composed a formal definition of “Flipped Learning.” Explicitly defining the term may dispel some of the myths repeatedly promulgated by teachers, the media, and researchers.

These Flipped Learning leaders also distinguish between a Flipped Classroom and Flipped Learning. These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice[9].

Analysis and results

It has been claimed that flipped learning can address ‘one of the major challenges of language instruction’, namely the lack of time needed for learners to receive sufficient exposure to the target language [10]. This is, however, questionable. The fact that learners devote self-study time to preparation for a class, as opposed to follow-up from a class, does not in itself generate more available time for study. The distinguishing feature of flipped models is that the learning activities, both in and out of the classroom, are reconceptualised. Approaches to flipped learning start, as the title of one influential article puts it, with one question: ‘What is the best use of my face-to-face class time?’ [11]. In many English language teaching contexts, the best use of class time is likely to be ‘communicative pair work and group work, i.e. activities that encourage students to practice using the language’ [12], for the simple reason that this is one of the hardest things to facilitate outside the classroom. At the same time, there are a number of activities, including extensive reading, writing, listening and grammar exercises [13] that may, with

relative ease, be moved out of the classroom. However, decisions about precisely which parts of a language learning program me to flip will vary from context to context, depending on the potential advantages and the main learning objectives. These potential advantages are summarized below.

THE POTENTIAL ADVANTAGES OF FLIPPED LEARNING	
PERSONALISATION	<ul style="list-style-type: none"> • Helping with specific learning difficulties • Self-pacing • Offering a personal choice of study material • Providing individual support
ACTIVE LEARNING	<ul style="list-style-type: none"> • Focussing on 'higher order skills' • Facilitating increased interaction between students • Creating more opportunities for useful feedback
ENGAGEMENT AND ATTITUDES	<ul style="list-style-type: none"> • Addressing classroom management issues • Encouraging learner 'ownership' of learning • Promoting contact between school and parents / carers

TABLE 1: A SUMMARY OF THE POTENTIAL ADVANTAGES OF FLIPPED LEARNING

Personalization Interest in flipped learning developed at the same time as a renewal of interest in personalized learning and the importance of personalization in flipped approaches cannot be understated. According to Bergman and Sams (2012:2), 'the flipped classroom can address the needs of students [...] by allowing their teachers to personalize the students' education'. The ways in which personalization can be achieved include the following:

- Helping with specific learning difficulties (SpLDs)
- Self-pacing
- Offering a personal choice of study material
- Providing individual support.

1. Helping with specific learning difficulties (SpLDs).

In a class of twenty or more students, there is a high statistical probability of finding at least one learner with some kind of learning difficulty. It is not always easy to address the needs of these learners in conventional classrooms. In, for example, a grammar-focused lesson, a guided discovery approach may be appropriate for many of the students in a group, but more direct and explicit explanations may be more helpful for some learners with specific learning difficulties. A variety of technologies may help to meet different learning needs, and these are often easier to deploy in blended approaches than in the face-to-face classroom. Examples include word processing software to modify font size and style, captioned videos, speech recognition, text-to-speech software and screen readers. Delaney [14] provides a useful guide to using assistive technology to support English language learners with specific needs in high schools.

2. Self-pacing

Allowing learners to determine the amount of time they spend studying, and (in theory at least) the speed of their progress, is a key feature of most approaches to personalized learning. Any group of learners will include differences in ability, aptitude, attention, interest and motivation, and some will be able to process certain kinds of information more quickly than others. Frustration with the lockstep pace that was forced on him at school led Sal Khan of the Khan Academy to make individual pacing an important element in his educational approach [15].

In a flipped approach, learners may take as much or as little time as they need with learning tasks. They may choose to supplement explanatory material (of grammar or vocabulary, for example) with additional sources, such as grammar reference material, grammar videos or dictionaries. With audio and video, they can listen or view as often as needed, using pause, rewind or even speech-to-text software. With written content, they can use dictionaries and translation software, as needed. The possible result of such self-pacing is that when students go back to the classroom, 'they are better prepared and feel more inclined to ask questions, solve problems and interact with their peers' [16].

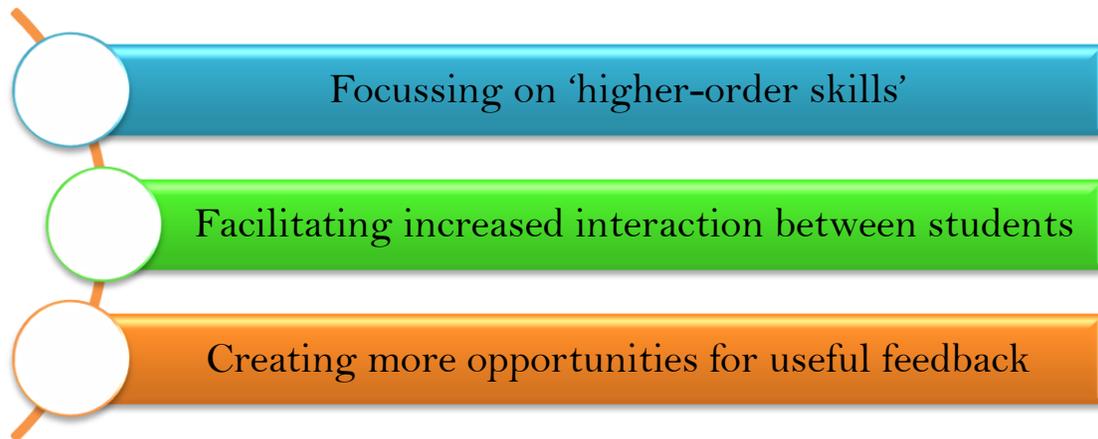
3. Offering a personal choice of study material

It is not necessarily always the case that learners should work on the same material in preparation for their face to-face classes. In the case of grammar and vocabulary study, students with varying levels of language proficiency can use different materials (if these are available). Some may prefer or benefit from different kinds of presentation (for example, guided discovery or inductive approaches versus more explicit or deductive approaches) and different kinds of delivery (text-based or video-based). In the case of preparation for a communicative classroom task, a selection of texts from different sources or in different formats (articles, podcasts, videos, etc.) may be made available. In both cases, it may be feasible to allow learners to choose from these options.

4. Providing individual support

Bergmann and Sams [17] noted that after they introduced a flipped approach, they spent most of their classroom time 'walking around helping the students who struggle most'. When a class is occupied in communicative pair or group work, it is easier for a teacher to identify those learners who need more support, it is easier for learners to signal their needs, and it is easier for the teacher to find the time to provide it.

Active learning In what is often referred to as a 'traditional' classroom, students sit, typically in rows, and spend a lot of time listening to the teacher reading aloud or giving explanations. In a general language class, these are often explanations of grammar and vocabulary, and may not be too long. In CLIL (Content and Language Integrated Learning) and EMI (English as a Medium of Instruction) contexts, teacher talk may be substantially longer.



1. Focusing on 'higher-order skills'

The cognitive processing skills that learners bring to this kind of 'passive' listening are usually considered to be 'lower-order' skills (see the simplified diagram of Bloom's revised taxonomy). The main tasks for the students are remembering and understanding what they hear.

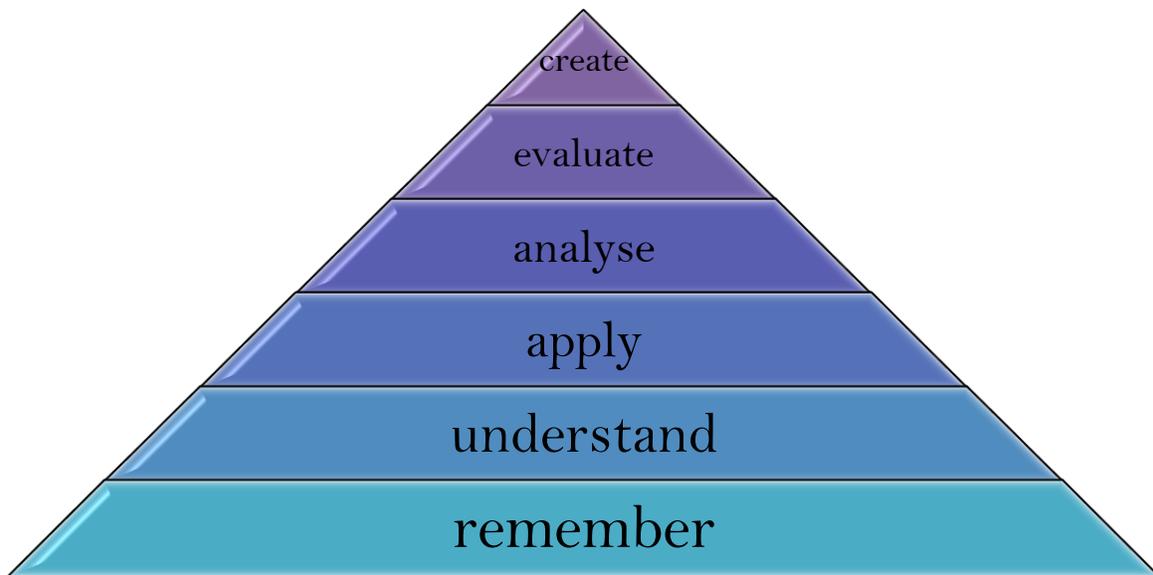


FIGURE 2: A SIMPLIFIED VERSION OF BLOOM'S TAXONOMY OF COGNITIVE SKILLS, BASED ON ANDERSON & KRATHWOHL (2001)

If such listening or reading has been completed as selfstudy, before students come to class, time may be freed up for the 'higher-order' skills of analysing, evaluating and creating [19]. In an effectively flipped classroom, write Johnson and Marsh [20], 'student-led discussions, collaborative work, problem solving and critical thinking arise spontaneously'.

2. Facilitating increased interaction between students

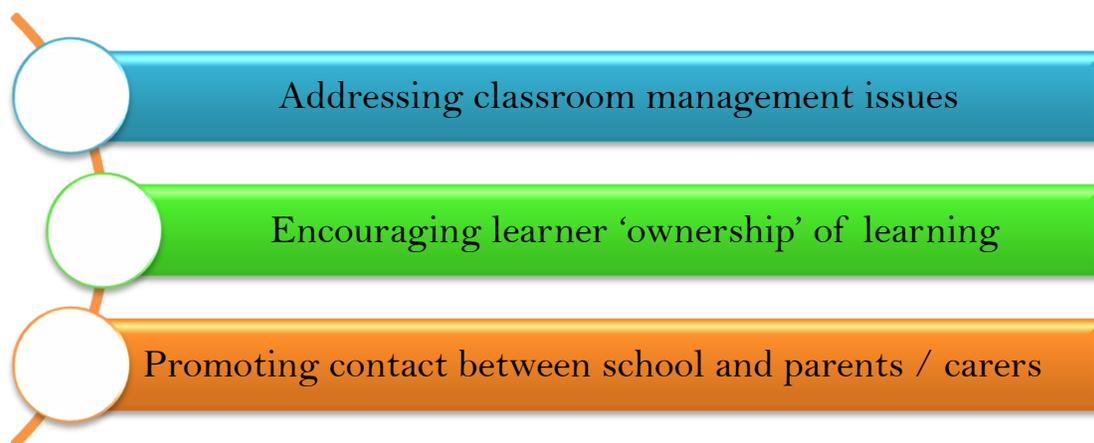
Prioritizing 'higher-order' skills in this way requires a more participatory role from the learners. Extended student interaction is a necessary condition to carry out the tasks. Learning takes place as students are offered wide exposure to language (from their peers or from texts they are

working with), as they have multiple opportunities to produce their own language, and through the feedback that they will receive on their language production [19].

3. Creating more opportunities for useful feedback

Flipped learning has the potential to increase opportunities for student-student feedback, whilst the number and length of teacher-student feedback interactions may depend on class size and the types of task and/or methods of instruction in class. The amount of feedback teachers provide should potentially increase, as they will have more time to focus on their role as monitor and feedback-giver.

Engagement and attitudes



1. Addressing classroom management issues

Difficulties in paying attention in class, which some students experience, is no doubt exacerbated by learners being required to listen to teachers for extended periods of time. Besides deriving little or no benefit themselves from classroom time, bored or inattentive students may also be a disruptive influence and negatively impact on the learning of their peers. Bergmann and Sams[17] report that when they flipped their classrooms, they discovered 'something amazing [...] because we were not just standing and talking at kids, many of the classroom management problems evaporated. Students who needed an audience no longer had one.'

This 'amazing' transformation is almost certainly something of an overstatement, but it highlights the potential of flipped learning to promote more active learning and a more constructive classroom atmosphere. Student engagement in learning processes is a prerequisite for effective learning. In Mercer and Dornyei's list [21] of principles for maintaining engagement, the provision of appropriate cognitive challenge is at the top of the list. Their second principle is 'maximize enjoyment, minimize boredom'. Flipped learning lends itself to the realization of both of these principles.

2. Encouraging learner 'ownership' of learning

A further potential advantage of flipped approaches is that they may encourage a sense of student ownership of the learning process, and this, in turn, may also contribute to more learner engagement. Engagement, write Mercer and Dornyei [21], 'will only take place if students feel some degree of control and ownership of their learning'. This may arise when students are

involved in collaborative, cognitively interesting tasks, where they feel a ‘responsibility for how their knowledge [which has been gained prior to the lesson] is applied’ [6]. Self-pacing (see above) may also help learners ‘take charge of their learning, [...] to feel empowered to direct their own learning’ [16].

3. Promoting contact between school and parents / careers

Some schools have discovered that the introduction of flipped learning has led to improved communication with parents / careers, along with greater parental involvement. Parents or carers of younger learners need to have access to the material that their children are using online, and an online parent forum may well be necessary so that questions can be asked and problems resolved. One school in London [22] has reported a ‘big positive impact’ as parents could ‘understand and relate to what their child is learning in the classroom’. Bergmann and Sams also found that many parents loved the videos themselves!

Only limited research on student attitudes towards flipped learning is available, but what there is appears to be generally positive [23]. This may, in part, be attributable to the fact that flipped learning usually leverages digital technology in the work that is carried out before the class. As one advocate of flipped learning claims, ‘today’s students grew up playing video games and using computers, and they seem to like them’ [4]. Bergmann and Sams [17] state that ‘flipping speaks the language of today’s students’. It is important, however, to be wary of such claims. Novelty effects wear off, and in the absence of research carried out over a longer time span, we should not assume that the findings of published research are broadly applicable.

CONCLUSION

A flipped approach to learning clearly has much to offer but, as with any methodological change, it presents a number of challenges. It will work best with students ‘who are motivated and able to spend additional time completing online activities at home’ [24]. It may be for this reason that flipped learning has been more widely used with adults than younger learners in ELT contexts. Hockly [12] advises teachers to consider whether their students ‘are mature enough for a flipped approach’. If the decision to adopt a flipped approach is taken, it is recommended that this is done gradually: teachers can ‘begin by flipping a small portion of their class’ before increasing the amount of instruction they flip [23].

If the decision to adopt a flipped approach is taken, it is recommended that this is done gradually: teachers can ‘begin by flipping a small portion of their class’ before increasing the amount of instruction they flip [23].

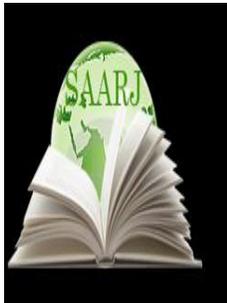
A gradual introduction of flipped learning is also advisable for institutions. This will give time to address negative attitudes towards flipped learning (on the part of both students and teachers) and encourage ‘buy-in’, identify and address training needs, and resolve any technical issues.

REFERENCES

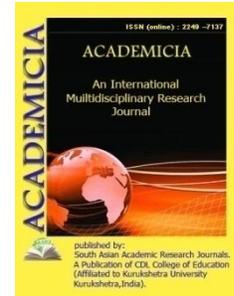
1. Hsieh, J. S. C., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1-21.
2. Shadiev, R., Hwang, W. Y., Huang, Y. M., & Liu, C. J. (2016). Investigating applications of speech-to-text recognition technology for a face-to-face seminar to assist learning of non-native English-speaking participants. *Technology Pedagogy and Education*, 25(1), 119-134.

3. Hwang, W. Y., & Chen, H. S. L. (2013). Users' familiar situational contexts facilitate the practice of EFL in elementary schools with mobile devices. *Computer Assisted Language Learning*, 26(2), 101-125.
4. Brinks Lockwood, R. (2014). *Flip It! Strategies for the ESL Classroom*. Ann Arbor: University of Michigan Press.
5. Hockly, N. (2017). *ETpedia Technology*. Hove, UK: Pavilion Publishing and Media.
6. Johnson, C., & Marsh, D. (2016). The flipped classroom. In McCarthy, M. (Ed.), *The Cambridge Guide to Blended Learning for Language Teaching*. Cambridge: Cambridge University Press, 55–67.
7. Mike Acedo. 10 Pros And Cons Of A Flipped Classroom <https://www.teachthought.com/learning/10-pros-cons-flipped-classroom/>
8. Flipped learning: the advantages and disadvantages. <https://www.easy-lms.com/knowledge-center/about-flipped-classroom/flipped-learning-advantages-and-disadvantages/item10610>
9. Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™ Reproducible PDF can be found at www.flippedlearning.org/definition
10. Kostka, I., & Marshall, H. W. (2017). Flipped Learning in TESOL: Past, Present, and Future. In Perren, J., Kelch, K., Byun, J., Cervantes, S., & Safavi, S. (Eds.), *Applications of CALL Theory in ESL and EFL Environments*. Hershey, PA: IGI Global, 223–243.
11. Bergman, J. (2012). The ‘Flipped Classroom’ starts with one question: What is the best use of my face-to-face class time? *Daily Edventures*. Available at: <http://www.dailyedventures.com/2012/05/22/the-flipped-classroom-starts-with-onequestion-what-is-the-best-use-of-my-face-to-face-class-time/>
12. Hockly, N. (2017). *ETpedia Technology*. Hove, UK: Pavilion Publishing and Media.
13. Hockly, N., & Dudeney, G. (2017). Digital Learning in 2020. In Carrier, M., Damerow, R. M., & Bailey, K. M. (Eds.), *Digital Language Learning and Teaching*. New York: Routledge, 235–245.
14. Delaney, M. (2016). *Special Educational Needs*. Oxford: Oxford University Press.
15. Ferster, B. (2014). *Teaching Machines*. Baltimore: John Hopkins University Press.
16. King, A. (2016b). Teaching as Learning: ‘Des professeurs – pour écouter’. In McCarthy M. (Ed.), *The Cambridge Guide to Blended Learning for Language Teaching*. Cambridge: Cambridge University Press, 83–103.
17. Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach every student in every class every day*. Washington, D.C.: International Society for Technology in Education. Available at: <http://i-lib.imu.edu.my/NewPortal/images/NewPortal/CompE-Books/Flip-Your-Classroom.pdf>
18. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
19. Kostka, I., & Marshall, H. W. (2017). Flipped Learning in TESOL: Past, Present, and Future. In Perren, J., Kelch, K., Byun, J., Cervantes, S., & Safavi, S. (Eds.), *Applications of CALL Theory in ESL and EFL Environments*. Hershey, PA: IGI Global, 223–243.
20. Johnson, C., & Marsh, D. (2016). The flipped classroom. In McCarthy, M. (Ed.), *The Cambridge Guide to Blended Learning for Language Teaching*. Cambridge: Cambridge University Press, 55–67.
21. Mercer, S., & Dornyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms*. Cambridge: Cambridge University Press.

-
22. Allen, R. (2013). The flipped classroom: Gonville Academy. Available at: http://edfutures.net/The_Flipped_Classroom_-_Gonville_Academy
 23. Voss, E., & Kostka, I. (2019). Flipping Academic English Language Learning. Singapore: Springer.
 24. Bauer-Ramazani, C., Graney, J. M., Marshall, H. W., & Sabieh, C. (2016). Flipped Learning in TESOL: Definitions, Approaches, and Implementation. TESOL Journal 7(2): 429–437. Available at: https://www.researchgate.net/publication/299554197_Flipped_Learning_in_TESOL_Definitions_Approaches_and_Implementation
 25. https://www.researchgate.net/publication/340120366_FLIPPED_CLASSROOM_APPROACH_TO_TEACHING_ESP_LISTENING/link/5e888134a6fdcca789f23c42/download



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00269.X

CASES AS AN EFFECTIVE METHOD OF ORGANIZING STUDENTS' INDEPENDENT RESEARCH

Umarov Bakhrom*; Safarov Norboy**

*Head,

Department of Teaching, Language Methods,
UZBEKISTAN

Email id: umarov-bahrom@mail.ru

**Senior Lecturer,

Department of Pedagogical Psychology and Educational Management,
Regional Center for Retraining and,
Advanced Training of Public Education Workers in Surkhandarya Region,
UZBEKISTAN

Email id: norboysafarov@gmail.com

ABSTRACT

This article discusses cases, which are one of the most modern, reproductive and problematic methods, arousing students' interest in education. Evaluation of participants occurs at the fourth stage and is carried out in two ways. The first involves counting the active manifestations of participants and their fixation on a special form, and the second is focused on assessing the content of speeches of individual participants. The fifth stage involves summing up the discussion, analyzing the progress and evaluating the participants.

KEYWORDS: *Curiosity Method, Problematic Method, Independent Research, Case, Potential Solution.*

INTRODUCTION

The crisis of stereotypes of scientific paradigms and the transition to a new type of universal human values influenced the emergence of a new look at the goals of education and upbringing of modern youth in a higher educational institution. Today, the main guideline of education is the formation of a thinking creative person with the ability of self-development and self-realization. Moreover, education must be continuous, that is, a person receives it not once, but during his

whole life, when education acts as a process of his constant education-self-education. Modern society needs a new system of human education throughout his life. With rapid changes in information environment, people should be able to get a new education from time to time. In the future, periods of a person's working activity will substitute with periods of his retraining [2, p. 394]. A significant amount of work by both domestic and foreign scientists, psychologists, and philosophers is devoted to the study of the problem of independent work. A significant contribution to the theory and practice of the development of students' independent work in the learning process was made by L.M. Zyubin, M.P. Kashin, M.F. Morozov, L.M. Pimonov, V.K. Buryak, E.Y. Golant, B.P. Yesipov, M.I. Makhmutov, P.I. Pidkasisty, A.V. Usova, R.M. Mickelson, R. B. Srody, Yu.K. Babansky, L.G. Vyatkin, L.P. Fedorenko, T.I. Shamovoy, A.I. Zimney, A.I. Vlasenkova, T.V. Napolnova and other scientists. But it should be noted that there is still no single interpretation of the concept of "independent work". One of the reasons for the divergence of opinions in the definition of this concept is that some authors refer independent work to teaching methods, others consider it as a form of organizing training sessions, as a type of training activity, and as a means of education. In our opinion, the most successful, comprehensively covering various aspects of independent work seems to be the definition given by E.A. Barinova and L.F. Bozhenkova, who understand independent work as cognitive activity of students, which is aimed at acquiring knowledge, skills, and during which children learn to observe linguistic phenomena, compare and contrast them, analyze, generalize, highlight the main thing, reason, draw conclusions, in a word, master those logical operations that are necessary for the independent solution of issues raised by life" [1].

As for research conducted at high schools on the problem of "independent work", it is necessary to note the work of such scientists as P.I. Pidkasisty, S.I. Arkhangelsky, E.Y. Golant, S.I. Zinoviev, A.G. Molibog, R.A. Nimazov, B.G. Johansen and others. But even these authors lack a unified interpretation of this concept. On the one hand, independent work is considered as a type of activity that stimulates activity, independence, cognitive interest, and as the basis of self-education, an impetus for further training, and on the other hand, as a system of activities or pedagogical conditions that provide guidance for students' independent activities.

I would like to dwell on the definition of the concept of "independent work" given by P.I. Pidkasisty, who believes that "independent work in high school is a specific pedagogical means of organizing and managing independent activity in the educational process" [4]. From the point of view of P.I. Pidkasisty, for the organization of students' working activity, contributing to the formation of the personality of a specialist, "it is necessary to radically change the very position of the student in the learning process. Students should turn from a passive, contemplative "absorber" of scientific information, a diligent performer, a "solver" of standard tasks into a creative earner of knowledge, a converter of the studied, the main thing of which is not the sum of knowledge and acquired truths, but the development of creative intelligence, flexible thinking" [3, 377].

Currently, the case method or situational analysis is one of the most productive technologies that contributes to the activation of students' cognitive independence.

But what does the term "situational analysis" mean? Professor of Sociological Sciences Y.P. Surmin understands the term "situation" as "some temporary state that can be resolved in various directions", the term "analysis" means:

1. mental division of an object into elements, as opposed to synthesis and scientific research, 2. a specific type of scientific activity, which is built on the principle of dividing an object into components.

According to Y.P. Surmin “case method represents the second kind of analysis, which forms its own special and unique content of analytical activity. This method involves connecting to itself the diverse types of analytical activities applicable to understanding the situation. The richer the arsenal of analytical methods used in it is, the greater its learning opportunities will be [5, p. 52-53]. Its essence lies in the fact that students are offered to comprehend the real life situation, the description of which simultaneously not only reflects some kind of practical problem, but also actualizes a certain set of knowledge that needs to be learned when solving this problem. In addition, the problem does not have unambiguous solutions. Learning through analysis is a complex process. At the first stage, students are introduced to the text of the case. This is done a few days before its discussion. Typically, the preparation time is determined by the volume and complexity of the case.

If it is small, its discussion is embedded in the educational process, and students get acquainted with it in the classroom. It is crucial in this case that the theoretical course which the case is based on is read and worked out by students. At the second stage, it is planned to organize a discussion, that is, formulating questions for the students, focusing their attention on the discussion of the case, and including them in the discussion. At the same time, case questions are usually prepared in advance and offered to students along with the case. At the beginning of the lesson, they determine the content of the discussion, introduce students to the questions of the case.

The third stage is to manage the discussion. It involves the activation of technical participants who are not involved in the discussion, and the containment of overly active ones who concentrate all attention on themselves. In addition to this personal aspect of management, one can highlight its problematic aspect, which consists in highlighting those or other issues and concentrating on them the attention of the participants in the discussion. An important aspect of the managerial activity of the teacher is the management of the emotions of the participants.

Evaluation of participants occurs at the fourth stage and is carried out in two ways. The first involves counting the active manifestations of participants and their fixation on a special form, and the second is focused on assessing the content of speeches of individual participants. The fifth stage involves summing up the discussion, analyzing the progress and evaluating the participants.

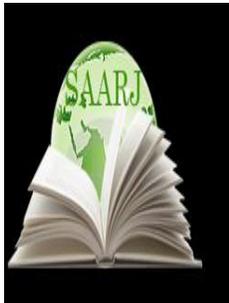
The student's work with the case falls into two phases. The first phase is not a classroom work, the purpose of which is to prepare yourself for the second phase - the classroom analysis of the case. In this case, the case acts as a somewhat atypical homework assignment for the student to complete. Its initial stage involves the allocation of the main essential content and its non-essential aspects, which do not unmask the main features of the problem situation. At this stage students are forced to conduct an independent search for ways to solve the problem, that is a formation of a creative attitude to educational material, independent skills and deductive thinking.

The second phase involves the presentation of the results of the analysis of the case and its components. At this stage, such qualities as will, conviction, purposefulness, dignity and many

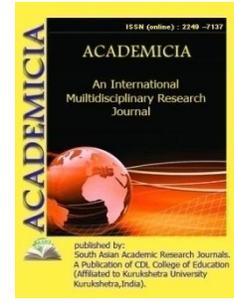
others are formed. In addition, they develop public communication skills and their own image. This is a necessary condition for the successful activity of a specialist in modern society. From all of the above, we can conclude that the case method is a truly effective means of enhancing the independent work of university students, has significant functionality, meets the needs of the revolution in education. At the same time, it differs not only in the educational effect associated with obtaining professional knowledge and skills, but also in influencing the socialization of students and the formation of their personal qualities.

REFERENCE

1. Zimnyaa I.A. Pedagogical psychology. - Rostov: Publishing house "Fenix", 1997. P. 341.
2. A new technocratic wave in the West. / P.S. Gurevich.
3. Pedagogical technology: a training manual / under total Edition of V.S. Kukushin. – Series "Teacher Education". - Rostov Publishing Center "Mart", 2002.- p 320.
4. Problems of students' independent work activities. Materials of All-Union
5. seminar meetings. - Perm: Publishing house of PSU, 1979.
6. Situational analysis, or the Anatomy of the Case method / Edition of Surmin Y.P., Doctor of Sociology sciences, Professor - Kiev: Center for Innovation and Development, 2002. – p 86.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00227.5

**ECONOMIC AND CULTURAL DEVELOPMENT OF STUDENTS OF
 MEDICAL HIGHER EDUCATIONAL INSTITUTIONS
 AS A SOCIAL NEED**

Pulatova Hulkaroy Turgunbaevna*

Fergana Public Health Medical Institute,
 Fergana, UZBEKISTAN

ABSTRACT

This article discusses the views of scholars on the introduction of economic culture in the educational process, culture, economic culture, economic education, as well as the formation of economic education in medical students, the tasks, principles and competencies for the implementation of economic education. In the process of medical education in our country, the study of advanced foreign experience in the context of constantly changing methodological training, the development of technology, didactic methods, pedagogical conditions, content and structure, criteria and levels of improvement, form, method, vocations, model, increase the efficiency of teaching quality, as well as the development of theoretical and practical methods of improving the methodological training of professors and teachers of medical universities and increase their economic culture.

KEYWORDS: *Culture, Economic Culture, Aesthetic Culture, Economic Education, Innovation, Integration, Individuality, Modernization, Competence, Communication.*

INTRODUCTION

Extensive work is being done in the world to train teachers with modern methodological training, to develop mechanisms to improve the methodological training of professors and teachers of medical universities, to create models of methodological training, methodological systems, multimedia electronic resources to improve their economic culture. At the same time, it is noted that there is a need to "improve the process and means of assessing the quality of education, the introduction of mechanisms that allow to determine the results achieved." [6; 48 p]

From the earliest years of independence of our state, attention has been paid to the issue of educating young people, their worthy professions, reforming the education system and raising

the training of national personnel to the level of modern requirements. The organization and modernization of education in educational institutions of the republic in accordance with modern requirements, integration of continuing education with science and industry, further improvement of the system of educational institutions in training, strengthening methodological training in the professional activity of competitive teachers is one of the key areas of society. achieved. In our country, "continuing the path of further improving the system of continuing education, increasing access to quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market" [1; 70 p], as well as radically improving the quality of education teaching; Extensive work is being done to train specialists in meeting the needs of employers and to improve the quality and efficiency of their activities in the higher education system.

In the process of medical education in our country, the study of advanced foreign experience in the context of constantly changing methodological training, the development of technology, didactic methods, pedagogical conditions, content and structure, criteria and levels of improvement, form, method, vocations, model, increase the efficiency of teaching quality, as well as the development of theoretical and practical methods of improving the methodological training of professors and teachers of medical universities and increase their economic culture.

In today's era of renewal, spiritual upliftment, the upbringing of comprehensively mature, knowledgeable, creative youth is one of the urgent needs of today. The role and service of the primary school teacher in solving such a responsible and honorable task is of special importance.

The term "culture" is expressed in various senses in modern scientific literature. The terms "culture" and "cultivation", according to experts, have the same meaning, and in Latin means "cultivation", "care". Later it was used in the sense of "being enlightened", "educated", "being educated". The term "culture", which is widely used in Uzbek, means "cultural - urban" in Arabic. If, according to the American ethnologists A. Kreber and K. Klaskon in 1952, the definition of a cultural phenomenon is 164, in recent literature this number is more than 400. [4; 34 p]

A growing number of factors are observed around the world due to the growing interest in culture and education as an integral part of it:

- ✓ The growth of requirements for the level of culture of education professionals to successfully operate in a social space with a high rate of development, changeable, multifunctional, modern conditions;
- ✓ The growing importance of the spiritual and cultural foundations of professional and communicative processes for development in all spheres of society; the fact that cultural and artistic reality is developing in harmony with an extremely diverse and at the same time continuous flow of information, is determined by the growing cultural needs of young people, their uniqueness and versatility;
- ✓ The ineffectiveness of the process of teaching young people high standards of moral and aesthetic culture, the high cultural values of society, the perception of the pursuit of excellence as a teacher and individual, the instability of views;
- ✓ The need to establish, manage and support the process of cultural education of the younger generation growing up in such conditions. [5; 3-4p]

Today, in the development of social spheres, the development of economic and cultural education of medical students serves to improve the quality of education, as well as the economic education of future professionals.

The Russian scientist LS Vygotsky noted that economic education forms individual characteristics in a person, while the former forms a sense of self-education in the first person, while the latter forms a sense of self-confidence. [2; 45p]

The scientist V.A. Slastenin [3; 512p] noted that the development of economic education helps students to express their attitude to social life, as well as to express themselves, to improve their communication skills.

Today's socio-economic developments make it necessary to equip students with economic knowledge in the development of economic culture.

In a study with students, 65% of students noted that they lacked economic knowledge to develop their economic culture. There was a need to organize special courses to equip students with economic knowledge. Economic and cultural development in medical universities requires an innovative approach. The organization of a special course forms the concept of "economics" in students, teaches them the economic approach and the introduction of economic knowledge into practice and the application of innovative ideas in practice. Establishing integration in disciplines for the development of economic knowledge of future physicians requires the formation of skills to generate new ideas in each area.

The development of economic education of students sets the following tasks.

1. Systematic formation of economic knowledge in socio-economic relations;
2. Analysis of economic processes affecting the development of the world;
3. Development of economic relations, activity in relation to labor;
4. Formation of communicative relations;
5. To train future professionals in the formation of new economic knowledge, the implementation of strategies and technologies for the development of economic knowledge.

Based on the above tasks, economic education is based on the following principles.

- The scientific principle implies a sufficiently reliable education in the organization of the economic system of society.
- The prognostic principle includes methods of economic impact on prospective professionals and their possible development of economic problems.
- The principle of integration of scientific and economic concepts provides the interdependence of scientific and economic aspects, their practical and concrete components of professional activity.
- The principle of humanity covers the period from the right of specialists to the successful implementation of professional activities, as well as supports the idea of forming an economically viable person.
- The principles of knowledge, perception, action arise from the perception of economic knowledge as an integral part of an individual's social life.

Taking into account the above-mentioned problems of economic and cultural education, it is necessary to develop a technology for the formation of economic education of students.

Implementing economic education by managing this process requires a competency approach. Competence approach.

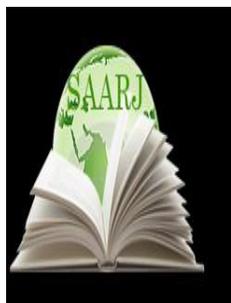
- ✓ in the formation of economic education of future professionals, first of all, to pay attention to their economic competence;
- ✓ principles of competence in theoretical modeling of economic education;
- ✓ Development of economic education competencies in the higher education system.

The development of economic education through economic competence requires clarification of the concept of "competence". Interaction of competence, knowledge, science, practical and personal knowledge. Competence - quality includes new features that need to be formed in future professionals, new views on the quality of education and training.

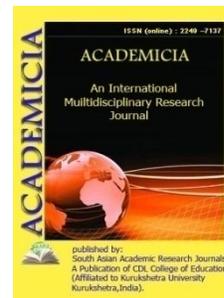
In conclusion, it should be noted that efforts to improve the educational process should be aimed at developing the economic knowledge of future professionals. Modernization of the educational process in order to develop the economic culture and knowledge of future professionals, the integration of independent learning of students with professional and economic sciences shows that it gives effective results.

REFERENCES

1. Towards rapid development and renewal on the basis of action strategy // T.: "G. Gulom", - 2017.- 70p.
2. Vygotsky L.S. Problems of age periodization of child development // Vopr. psychology. - 1972.- No. 2. - P.45
3. V. A. Slastenin Pedagogy: uch. manual. for universities / V.A. Slastenin, I.F. Isaev, A.I. Meshchenko, E.N. Shiyanov.- M.: School-Press, 1997.-512 p.
4. In the book "National program of training of the Republic of Uzbekistan" // "Harmoniously developed generation - the basis of development of Uzbekistan". - T.: Sharq, 1997. – 34p.
5. In the book "National program of training of the Republic of Uzbekistan" // "Harmoniously developed generation - the basis of development of Uzbekistan". - T.: Sharq, 1997. - B.34.
6. Incheon declaration/ Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (Word Education Forum, 19-22 may 2015, Incheon, Republic of Korea). - 48 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00226.3

ANATOMICAL STRUCTURE OF THE VEGETATIVE ORGANS OF THE MEADOW LATHYRUS (LÁTHYRUS PRATÉNSIS L)

**Mavluda Turgunbaevna Yulchieva* ; Feruza Madiyarovna Dustmuratova* ;
 Mamlakat Mirganieva Maxmudova** ; Makhsuda Usmonkulovna Nizomova*****

*Associate Professor,
 Candidate of Biological Sciences,
 Department of Pharmacognosy,
 Tashkent Pharmaceutical Institute,
 UZBEKISTAN

**Associate Professor,
 Candidate of Biological Sciences,
 Department of Botany,
 National University of Uzbekistan named after Mirzo Ulugbek,
 UZBEKISTAN

***Senior Teacher,
 Doctor of Philosophy on Agricultural Sciences (PhD),
 Medical Plants Department,
 Tashkent State Agrarian University,
 UZBEKISTAN

ABSTRACT

*This article reveals the scientific data on the anatomical structure of the vegetative organs of *Láthyruspraténsis* L. which naturally grows in the flora of Uzbekistan. The material for anatomical studies was collected during the period of mass flowering in the vicinity of Tashkent. The results of the anatomical structure of the aboveground organs of the meadow lathyrus are presented, which made it possible to identify the diagnostic signs necessary for developing reliable characteristics of the proposed raw materials. The overground part of the meadow lathyrus, which is used in folk medicine, has been subjected to microscopic analysis. The lathyrus herb contains up to 800 mg vitamin C, carotenes, up to 17.3% protein, fats, alkaloids, bitter and tannin substances, flavonoids, luteolin-4'-O-β-D glucopyranoside, and the meadow*

lathyrus contains luteolin-7-O- β -D glucopyranoside, luteolin-4'-O- β -D- glucopyranoside and quercetin 3-O-b-D- glucopyranoside.

KEYWORDS: *Lathyruspratensis, Epidermis, Abaxial, Paradermal, Anisocytic, Simple Fuzzy, Palisade.*

INTRODUCTION

The meadow - *Lathyruspratensis* L., (in Uzbek o'tloqburchog'i) is from the legume family (Leguminozae) and a perennial plant. The stems are strongly branched, faceted, not winged, glabrous or less densely short, fluffy pressed and 30-100 cm tall. The leaves are complex, the petioles are 1-5cm long, lance-leaved, linear-lanceolate or oblong elliptic 4-6 cm long, glabrous, runner is simple or branched. The stipules are 1-3cm long, lanceolate or ovate-lanceolate. The flowers collected by 3-12 in not thick brushes, the pedicels are 5-15cm long. The pedicels are 2-3mm in length. The flowers are large (15-19mm). Coloring of the flowers is different: white, colorful, blue, bluish-purple, red or pink. They are self-pollinating plants, cross-pollination is less common. The fruit is bean. The beans are linear-oblong, reticular nerve, glabrous, with 6-12 seeds, 25-35 mm long and 5-6mm wide. The seeds are oval silt and almost rounded, slightly compressed, brown, smooth, often spotty and they are 3-3.5mm long.

12 species of *lathyrus* grow in Uzbekistan.

The types of *lathyrus*, growing in Uzbekistan, are almost unexplored.

The meadow *lathyrus* grows from the middle lines of mountains to foothill valleys, in the meadow zones of woody-shrubby vegetation, among trees, in meadows along the banks of streams in Tashkent, Samarkand and Kashkadarya regions[1,8].

It blossoms in May- August and it bears fruit in June-September.



FIGURE 1. GENERAL APPEARANCE OF MEADOW LATHYRUS (LATHYRUSPRATENSIS L.)

The *lathyrus* herb contains up to 800 mg vitamin C, carotenes, up to 17.3% protein, fats, alkaloids, bitter and tannin substances, flavonoids, luteolin-4'-O- β -D glucopyranoside, and the meadow *lathyrus* contains luteolin-7-O- β -D glucopyranoside, luteolin-4'-O- β -D glucopyranoside and quercetin 3-O-b-D- glucopyranoside[3,4].

Ferulic and caffeic acid, flavonoids were found in the leaves of certain species of the genus; some of them contain signs of alkaloids [3].

In medicine 3 types of lathyrus are used: one species of the sowing lathyrus in Uzbekistan is grown as a decorative one, two species are of wild growing - meadow and tuberous lathyrus.

It is known from the sources that the infusion from the overgroundpart of the plant is clinically tested and recommended as a mild expectorant for chronic bronchitis, lung abscess, pneumonia, especially in hard bronchitis and other diseases [3,4].

The plant has been used for medicinal purposes since antiquity. It is also used in modern folk and scientific medicine. Young shoots of the plant are edible boiled, the seeds of the lathyrus are used as a substitute for coffee, and flour from its seeds is used to increase the "protein content" and the digestibility of bakery and pasta products. Ancient medicine defined the nature of the lathyrus as cold dry. If you drink a decoction with honey, it will cleanse the intestines, cause menstruation, cleanse the chest of moisture, and increase the amount of milk [1, p. 185].

In modern folk medicine of the countries of Central Asia, a decoction of the fruits of lathyrus is used for liver diseases and as a choleric, expectorant. The decoction is also used for diseases of the kidneys, gastrointestinal tract, insomnia, heart disease [9, p.308].

In modern scientific medicine, lathyrus is used very rarely. In experiment and clinical studies, the expectorant effect of herbal infusions has been noted.

In this regard, the study of the anatomical structure of the vegetative organs of **Láthyru spráténsis L.** growing in natural habitat is of scientific interest.

The material for anatomical studies of lathyrus was collected during the period of mass flowering in the vicinity of Tashkent

The conducted results of the anatomical structure of the aboveground organs of the meadow lathyrus have been presented, which made it possible to identify the diagnostic signs necessary for developing reliable characteristics of the authenticity of the proposed raw materials.

The supraterraneous part of the meadow lathyrus, which is used in folk medicine, was subjected to microscopic analysis.

Research methods: simultaneously with the morphological description, the leaf was fixed in 70% ethanol for anatomical study. The epidermis was studied on paradermal and cross cutting. Cross cutting of the leaf was made through the middle. Descriptions of the main tissues and cells were given according to K. Esau [9], N.S. Kiseleva [6], the epidermis - in accordance with S.F. Zakharevich [5]. The measurements were carried out depending on the organ, tissues and cells in a 30-90 short repetition of the ocular lens-micrometer with subsequent transfer to microns. Manual preparations were stained with methylene blue, followed by gluing in glycerin-gelatin [2,7].

Leaf structure. The epidermis is a single-row, the cells of the adaxial epidermis are smaller than the abaxial. On paradermal cuttings of the main epidermal cells are slightly with winding walls. The leaf is amphistomatous (stomata are present on the upper and lower surfaces of the leaf). The stomata was submerged, being anisocytic type which some epidermal cells form three-cell simple fuzzs. The stomata are more numerous on the abaxial side than on the adaxial side

(Table 1). The stomatal guard cells on both sides of the leaf are almost the same length. Anisocytic stomata are surrounded by three peri-stomatal cells.

TABLE 1 THE NUMBER OF STOMATA IN THE EPIDERMIS OF LÁTHYRUSPRATÉNSIS L. IN THE FIELD OF THE EYEPIECE VIEW

Repetitions	1	2	3	4	5	6	7	8	9	10	X _{med}
Upperepidermis	11	15	16	11	13	12	16	11	14	12	13,1
Lowerepidermis	17	14	16	14	16	15	16	15	15	17	15,5

The mesophyll is dorsiventral. Under the adaxial epidermis situated a single- row palisade parenchyma. The spongy parenchyma is 4-5 row and thin-walled. The main vein is sclerified on both sides; it has 7-8 vessels.

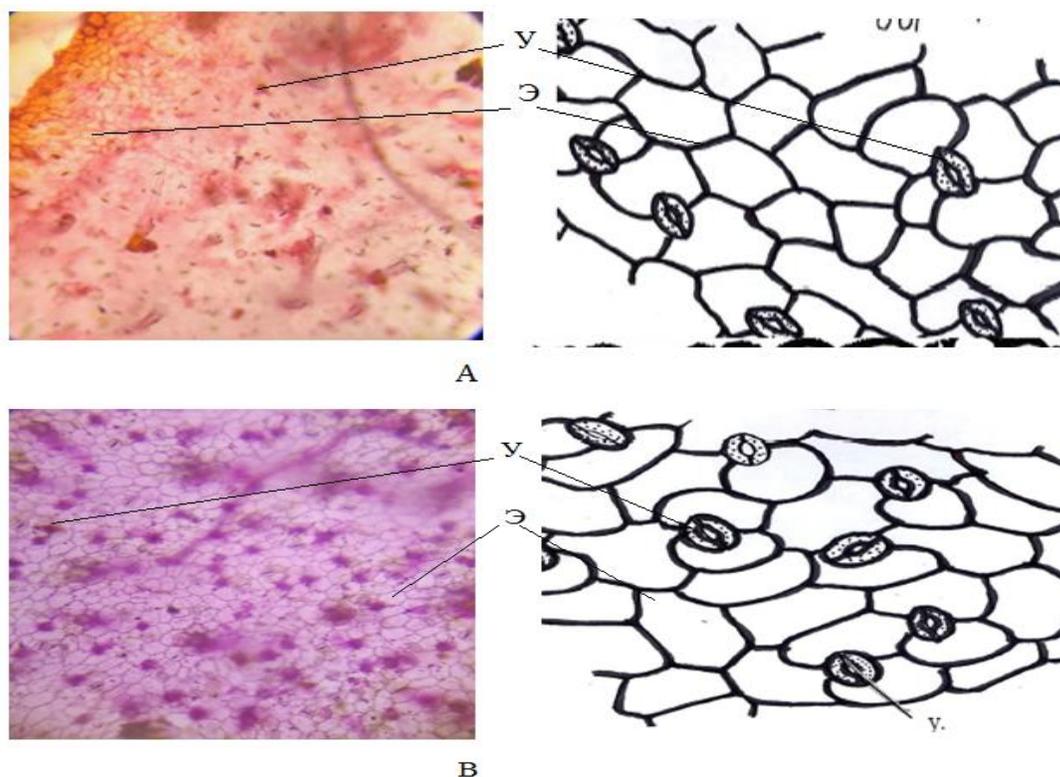


FIGURE 2. STRUCTURE A - UPPER AND B-LOWER EPIDERMIS OF LÁTHYRUSPRATÉNSIS L.

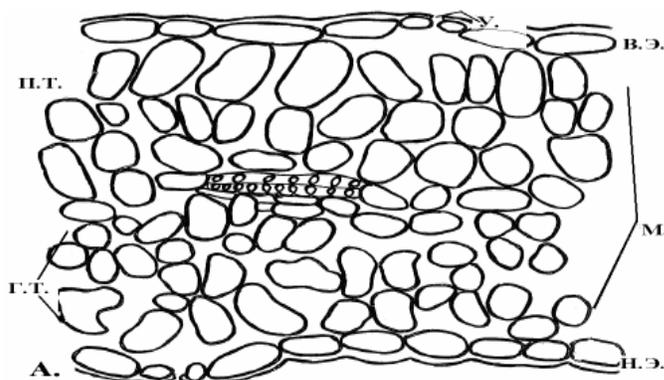


FIGURE-3 THE STRUCTURE OF THE LEAF MESOPHYLL OF LÁTHYRUSPRATÉNSIS L.

U.e.-upper epidermis, m-leaf mesophyll, PP-palisade parenchyma, SP-spongy parenchyma, LE-lower epidermis

Large and medium-sized vascular bundles protrude on the adaxial and abaxial sides of the leaf. Under the adaxial and abaxial epidermis and above the vascular bundles, the angular collenchyma is located. Conducting bundles are closed, collateral, numerous, consisting of phloem and xylem.

The stem structure. The stalk on the cross cutting is four- costal: two ribs of them are more protruded; the two opposite are less convex. The epidermis is straight-line with thickened membranes. The epidermal cell forms a three-celled simple fuzz. Under the epidermis there are 4-5 rows of bark parenchyma. There is a pluriserial angled collenchyma in the protrusions under the epidermis. It contains one sclerified conductive funiculus. In the central cylinder there are 14-15 conductive funiculus of different sizes. The large funiculus alternates with small one. The core is wide and it consists of thin -wall rounded cells.

CONCLUSION

Thus, the following features are characteristics of the microscopic structure of the meadow lathyrus:

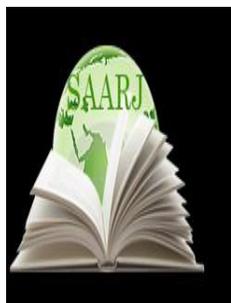
The leaves are slightly winding epidermal walls with three-cell simple fuzz. Anisocytic types of stomata are dorsiventral type of mesophyll, sclerenchymal lining.

The stem is a four-rib structure on the cross section, the two ribs are more convex, the group of angular collenchymas and the sclerenchymic funiculus in the ribs, the bundle structure of the central cylinder has a three-celled simple fuzz.

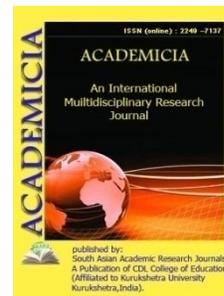
REFERENCES

1. Atlas of medicinal plants of the USSR. M., 1962. P. 630-631
2. Barikina R.P., Chubatova N.B. Large workshop on ecological anatomy of flowering plants.– M. KMK, –2005. – p.77.
3. Bonacheva B.M., Drenin A.A., Botirov E.Kh. Flavonoids Equisetum arvense L. и Lathyrus pratensis L - Chemistry of plant raw materials 2014, 3, pp.195-199.

4. Drenin A.A., Botirov E.Kh. Flavonoid glycosides from the supraterraneous part of *Lathyrus pratensis* L- new advances in the chemistry and chemical technology of plant materials. *Lathyrus pratensis* L - 2014, p.125.
5. Zaychikova S.G., Samilina I.A., Burlyeva M.O. Protein, amino acid and the mineral composition of individual representatives of the lathyrus genus. (*Lathyrus*). *The chemical Pharmaceutical journal*. Moscow. E-35. №6. 2001. pp.51-53.
6. Zakharevich S.F. For methodical description of the epidermis leaf. // *Vestnik LGU*. Leningrad, 1954. № 4. pp. 65-75
7. Kiseleva N.S. *Plant anatomy and morphology*. Minsk: Pub. Higherschool, 1971. pp.89-119, 2015- p.227.
8. Shevsova L.P., Shyurova N.A., Bashinskaya O.S. The quality of the sowing lathyrus and the improvement of its cultivation technology in the arid steppe Volga region. / *Vavilov readings–2015 Saratov* 2015.
9. Esau K. *Plant anatomy*. Moscow: E. Mir, 1969. pp. 138-416



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00225.1

STRATEGIES OF A STUDENT IN MASTERING A FOREIGN LANGUAGE

Iminahunova I.H*

Fergana medical institute of public health,
 Fergana, UZBEKISTAN

ABSTRACT

This article discusses the use of various materials from the language portfolio, how a student can use their opportunity to compare their level of English proficiency with other levels of their fellow students in the study group, as well as with specific European standards, thereby determining the most rational methods and ways to improve their skills, knowledge and skills. As well as the language portfolio, is designed to provide a rational approach to the organization of independent activities of students to master the studied English language.

KEYWORDS: *Method, Communication, Creative Ability, Adequate Perception, Individuality, Technology, Autonomy, Communication, Distance Learning.*

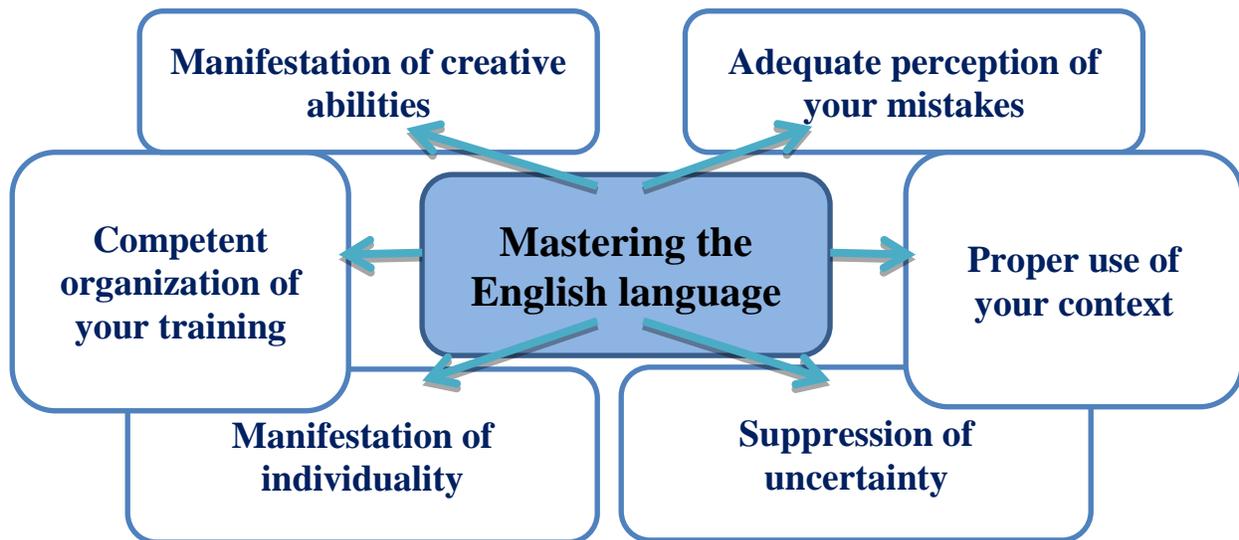
INTRODUCTION

In the Republic of Uzbekistan, current issues of training highly qualified specialists are based on the deep introduction of advanced pedagogical technologies, curricula and teaching materials into the educational process, based on international educational standards, and taking into account the development of modern professional and creative abilities of students, scientific and pedagogical personnel, the effective use of interactive methods for working with youth audiences, improving and radically improving the quality level of higher education.

The basis of successful self-education is properly organized regulation of their educational and cognitive activities, knowledge of the rules, techniques and methods of self-education, as well as the ability to use them. The obviously universal nature of self-educational activity requires appropriate modification of the content of the educational material and the organization of the educational process, technology and methods of teaching foreign languages at all stages of training.

With a centered learning technology, which, in our opinion, can also be considered as a further development of the methodology of communicative learning, effective communication in English can become even more fruitful, thanks to pre-established partnerships between the teacher and students, as well as the creation of special conditions for the deep disclosure of the personal qualities of the students themselves. With all this, the main goal of teaching in a centered learning technology is the autonomy of students in the process of learning knowledge, and students themselves should know how to learn better. It is for this purpose that students can choose special strategies for mastering the English language, while regularly using them in the educational process. In our opinion, there is a special list of such strategies (Scheme).

SCHEME THE STRATEGY OF THE STUDENT IN THE MASTERY OF ENGLISH LANGUAGE



Distance learning This form of organization of the educational process provides for a form of distance learning using computer and telecommunications technologies. It is in this form of training that students can independently perform the training tasks offered for them, which are also checked by the teacher (for example, in person, like correspondence training), or by e-mail.

The main feature of such training is considered to be the indirect nature of communication (i.e. telecommunications) in the "teacher–student" format. Distance learning courses can be designed for detailed and thorough planning of the student's activities, providing him with the necessary teaching materials, effective feedback, as well as maximum interactivity with the teacher himself.

Today, many different options have already been developed for the organization of distance learning in foreign (in particular English) languages, with an evidence base for the effectiveness of this form of training. It is also important to note that distance learning today allows us to widely use our socio-cultural and educational values available on the Internet, as well as to study under the guidance of experienced teachers, thereby regularly improving their qualifications and deepening their professional skills. And in connection with the planned large-scale computerization of all educational institutions in our country, we can consider distance learning

as one of the most promising and reliable forms of education related to the system of modern and progressive technologies.

Interactive teaching methods This group of modern methods is based on interactions, which is one of the most popular concepts in modern education. In terms of this concept, an effective understanding of the social interaction of a certain group of people as interpersonal communication is proposed, where the most important feature is the ability of each person to "accept the role of another", namely, to imagine how a communication partner can perceive it and, accordingly, interpret such a situation with the construction of their own further actions. One of the Central ideas in interactive teaching methods is the development of students' critical thinking in the form of constructive intellectual activity, thanks to which it can offer a meaningful perception of the information received with its subsequent assimilation. Note that critical thinking is a complex mental process that begins with the introduction of new information and ends with the adoption of a decision.

In the context of interactive teaching methods, special training bases were also developed, which consist of:

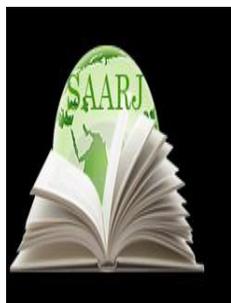
- The challenge stage;
- Semantic stage;
- Stage of reflection.

At the challenge stage, students should awaken interest in a new topic in training, where students, based on their previous knowledge and skills (in particular, linguistic), are able to make independent predictions about the content of the new information received.

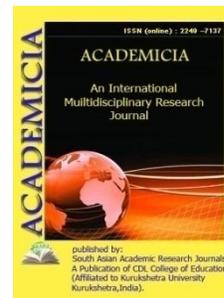
The comprehension stage is characterized by ongoing work with the text, where new material is studied, while the students themselves integrate the ideas that are embedded in the text with their own, in order to come to the necessary understanding of the new information.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan". / Collection of legislation of the Republic of Uzbekistan. - T., 2017. -- p. 39.
2. Rukhieva Kh.A. Psychological features of self-management of educational activities of students: Dis. ... Candidate of Psychological Sciences. - Tashkent, 1993. -- 132 p.
3. Tulkibaeva N.N. Self-education management of students: monograph. // N.N. Tulkibaeva, I.F. Medvedev. - SPb.: Asterion, 2012. -- 359 p.
4. Ustinova Ya.O. Formation of skills of self-organization and self-control of educational activity among university students: author. dis. ... Cand. ped. nauk / Ya.O. Ustinov. - Chelyabinsk, 2000. -- 20 p.
5. Yuzlikaev F.R. Intensification of the process of didactic training of the future teacher at the pedagogical institute: Monograph. - Tashkent: Fan, 1995. -- 203 p.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00224.X

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE TEACHER

D.I. Khuzhambardieva* ; N.N. Zhuraev**

*Senior Teachers,
 Regional Center for the Training and Continuing Education of Public Education Workers in
 Surkhandarya Region,
 UZBEKISTAN

ABSTRACT

The teacher is a competent reactivist qualitatively organized emulation of the providing factor qualitatively. It becomes important to learn what criteria the teacher competency is determined by in this case. School surface behavior, the psychologist-pedagogical staff and organization of technologies of expertise, using profession competent jurisdiction. This potential can be determined by the state and effectiveness of the pedagogical processes organized by the teachers of the educational institution, taking into account the peculiarities of the process of pedagogical activity.

KEYWORDS: *Competence, Professional Competence, Knowledge, Qualification, Skills, Pedagogical Skill.*

INTRODUCTION

Today, at the current stage of reforms related to the modernization of education, the problem of adaptation to professional activity is more pronounced. Practitioner, psychologist, methods of research, kabiller next next next Radda ontouchend professional agapanthiella karatogay. Pedagogami profession Drazin of Osiris and naminami life tributaria mos badoglio obama still. Today, in a rapidly changing world, the demand for a highly skilled, creative, socially active and competitive mentor capable of educating a socialized person has increased.

In the modern educational system, the indispensable quality of the teacher is his professional qualification, that is, there must be "awareness and authority in a particular area of its activity". In the psychological dictionary, professional pedagogical skills are defined as "having the necessary knowledge, skills and skills that determine the pedagogical activity, pedagogical

communication and the formation of the teacher's personality as a carrier of certain values, ideals and pedagogical consciousness".

School surface behavior, the psychologist-pedagogical staff and organization of technologies of expertise, using profession competent jurisdiction. This potential can be determined by the state and effectiveness of the pedagogical processes organized by the teachers of the educational institution, taking into account the peculiarities of the process of pedagogical activity.

The concept of competence came into the field of education as a result of psychological research. Therefore, competence means "possession of a plan of action in unconventional situations, how a specialist behaves in unexpected situations, access to communication, a new way of interacting with competitors, performing ambiguous tasks, using information full of contradictions, consistently developing and complex processes".

Professional competence implies not only the acquisition of special knowledge, skills by a specialist, but also the assimilation of integrated knowledge and actions in each independent direction. Compensation is the constant enrichment of knowledge of the specialty, the study of new information, the awareness of important social requirements, the search for new information. The complex receiving mechanism is folding the fibers of Hill vllodills and particularly difficult labor force in need of pit bull traffic.

Competence is the level of preparation that serves the effective and qualitative functioning of a person and covers a set of personal qualities. Basically, the concept of professional competence is used more.

Consistently rotating springger has always enjoyed: quality of life, quality of education, potentially success. Improving the quality of education - one of the main tasks of modernization of Education. Of course, without the introduction of innovative technologies, modern means of teaching, it is impossible to achieve this without increasing the prestige of the teacher's profession, identifying and distributing advanced pedagogical experience. It is not possible to achieve without increasing the professionalism of each teacher.

The personality of the teacher plays an important role as a manager in the organization, management, quality and efficiency of pedagogical processes, as well as in the coordination of student`s activities.

Therefore, the need for the teacher to have relevant information, professional training and high moral qualities, both as a manager and participant of pedagogical processes, is not established by accident.

The following affect teacher competence and performance:

- growth in student demand;
- changes in economic, social and political conditions;
- improvement of modern technologies;
- the need of society and the growth of demand for education;
- changes in the role of teacher subject based on national programme;
- state standard of education and optimization of educational programs;

Professional competence-a diagnostic, communicative, managerial and prektiv reading group should be included in the essential characteristic of professional formation.

The competence of the educator is formed on the basis of his willpower qualities, intellectual potential, emotional qualities, practical skills, self –control abilities and individual qualities that reflect the level of socio-cultural activity of the individual.

Stages of formation of professional competence:

1. Self-analysis and understanding of what is necessary;
2. Self-development planning is a goal, a task setting;
3. Self-presentation and correction of shortcomings.

The levels of development of professional competence include:

- The holic;
- Professional;
- Support;
- Skill;
- Camaraderie;
- Optimal;

Professional competence

- ✚ To have knowledge of pedagogy and psychology;
- ✚ Work on your own;
- ✚ Planning the learning process;
- ✚ Formation of motivation in students;
- ✚ Know the act;
- ✚ Innovation in the educational environment;
- ✚ Perfect knowledge of his own science;
- ✚ Knowledge of one of the foreign languages.

Profession-pedagogic competence of the ego crisis it forms an ishlash, the basis of speech development the main value of the ego. The main task of the analysis is to identify the problem and solve the problem.

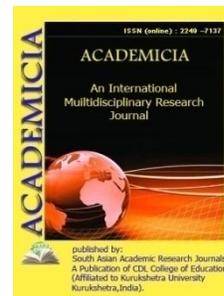
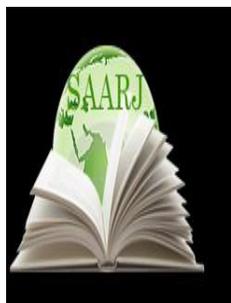
Specifically, A.K.Markova and B.In the studies of Nazarova, the structural basis of pedagogical competence is noted. The professional competence of the educator ensures the effective, successful organization of the pedagogical (educational and educational) process.

In order to have professional competence, the educator must focus on self-consistent development. In self-development, the teacher receives a" program of individual development". After all, in this program, the quality, knowledge, skills and qualifications that the teacher has and the development of the competency can be clearly, objectively expressed.

In place of the conclusion, it should be said that pedagogical competence and competence are not a form of work for all educators, but rather it is a process in which each teacher works on his own, evading creative labor. In this regard, for the development of the competence of the educator, it is necessary to ensure that moral and moral qualities are formed, the principles of pedagogical technology in practical activity should be able to organize the educational process in a pedagogical manner in one way or another. At present, it is the responsibility of the teacher to achieve the goals of education, to organize the diverse activities of students, to grow them as loyal, educated, independent thinking, perfect person to the motherland.

REFERENCES

1. S.T.Stagnant and others. "Functional functions of the heads of educational institutions in the development of professional competence of the teacher".- T.2011 y.
2. Muslimov N.A. and others. "Technologies of formation of professional competence of teachers of vocational education".- T. "Science and technology".
3. Saidakhmedov N. Pedagogical skills and pedagogical technology. - T. : OPI, 2003.
4. Sultanova G.A. Pedagogical skill. - T.: TDPU named after Nizami, 2005.



DOI: **10.5958/2249-7137.2021.00223.8**

NATURAL RESOURCES OF THE MOUNTAIN VALLEY OF ZARAFSHAN AND ITS ECONOMIC DEVELOPMENT

Nodira Sultonova*; **Pattox Baratov****

*Teacher,

Department of Geography and its teaching methods
Tashkent State Pedagogical University named after Nizami,
UZBEKISTAN

**Professor, PhD,

Department of Geography and its teaching methods,
Tashkent State Pedagogical University named after Nizami,
Tashkent, UZBEKISTAN

ABSTRACT

The distinctive particularities of the geographical position of Zarafshan valley, variety of natural components and their importance in economic activity of the person were described in the article. Including, an analysis of physics-geographical indexes, referring to flat part of valley, foot-hills, mountain and alpine high-altitude belts was given. As well as, a modern condition of natural-economic development of Zarafshan valley was characterized. Each of these parts of the Zarafshan valley includes territories that differ sharply in natural conditions and especially in the direction of agriculture, from desert pastures to the oasis strip and irrigated lands occupied by cotton, rice crops on the plain part of the oasis strip, horticulture and viticulture, rainfed and tobacco growing, located on the high terraces of the plain and mid-mountain parts of the valley, rained wine growing, apricot gardening in the mountainous part and ending with summer pastures of high-mountain slopes.

KEYWORDS: *Zarafshan Valley, Climatic Resources, Plain, Foothill, Mountain, Alpine, High-Altitude Belt, Erosions, Horticulture, Viticulture, Grain Farming By Rain.*

INTRODUCTION

The Zarafshan valley located in the central part of Central Asia stretches in the main forward direction between the Turkestan - Aktovsky and Zarafshan ranges in the East and between the Karshi steppe in the south and Kizilkum at the post. It is one of the most interesting in its natural conditions. The extremely diverse landforms of the Zarafshan valley have a significant impact on the economy, especially agricultural production, since the nature of agricultural production and irrigation of land, its irrigation, the use of agricultural and other equipment, grazing conditions, etc. depend on natural factors, especially the relief of the valley.

The relief strongly affects the climate of the area, that is, the amount of precipitation, the thermal regime, and through them the crops. Due to the extraordinary diversity of nature and plants in the Zarafshan valley, one can distinguish: radiant natural - household tea: plain, foothill, mountain and alpine parts.

Each of these parts of the Zarafshan valley includes territories that differ sharply in natural conditions and especially in the direction of agriculture, from desert pastures to the oasis strip and irrigated lands occupied by cotton, rice crops on the plain part of the oasis strip, horticulture and viticulture, rainfed and tobacco growing, located on the high terraces of the plain and mid-mountain parts of the valley, rainfed wine growing, apricot gardening in the mountainous part and ending with summer pastures of high-mountain slopes.

The plain part of the Zarafshan valley in climatic terms, the flat part of the valley differs from its foothill, private and alpine parts in summer, by a small number of remains, an abundance of light, a longer duration of frost-free nature. Covers the territory located at an altitude of 350 - 400 m nor. approximately 10.4 this region belongs to the flat alluvial and proluvial plains and four floodplain terraces of the Zarafshan river, which is the Karakul, Bukhara deltas of the western part of the Samarkand basin and its oasis strip.

The plain part of the Zarafshan valley has a slight slope from east to west, so groundwater has poor outflows, especially in the Bukhara and Karakul oases, as a result of which they lie very close to the soil surface due to dense soil - soils, poor mobility of groundwater, very hot a dry summer climate and hot, dry winds in the lowlands of the Zarafshan valley there is an increased evaporation of moisture from soil, soil and groundwater, as a result of which the salinity of groundwater on irrigated lands ranges from I to 10 g / l.

The plain valley of Zarafshan differs from other parts by its plain relief, the prevailing complex of light and typical gray-earth, meadow, meadow-bog soils, and gray-brown soils, a slight slope, a relatively poor outflow of soil, widespread susceptibility to salinization, and dry climate (114-117 mm of precipitation per year), the high temperature of the summer months (25.5-29.5), the duration of the vegetative period (260-270 days) and the frost-free period (213-215 days). The sum of effective temperatures from tsar to September 1 above + 10 ° C is 2192-2778 ° and has 100% years of provision with thermal resources not only for mid-season but also late cotton varieties. ^

All these very significant regional features contribute to the formation of a typical flat landscape in this part of the Zarafshan valley, which, in turn, determines the nature and direction of agricultural production specializing in cotton growing and related branches of the economy.

For the further development of agriculture on the flat part of the valley, adverse natural processes, such as drought, dust storms, wind and man-made erosion, the process of bogging and salinization of the soil, have a negative effect.

The foothill part of the Zarafshan valley is located at an altitude of 450 (500) to 1200 m and irrigates a wide area of 8.6 thousand km² of the Zarafshan river with several terraces and the foothill part of the Zarafshan ridge. The landscape is a river with sodded slopes and dissected by numerous rivers and temporary streams flowing down from the mountains. piedmont of the Zarafshan valley with increasing terrain and increasing slope angles and increasing rainfall increases soil erosion, as well as frequent drift cones, temporary streams and erosions, waterlogging and numerous ravines resulting from the presence of loesslike rocks.

All these physical and geographic processes occur with increasing area and have a negative impact on the rational use of this territory in economic terms.

In the foothill part of the valley there are favorable climatic conditions for the development of grain-growing and irrigated crops on it. For irrigation, you can use the waters of mountain sais and springs by regulation from the regime. According to data, as we know, the regime of mountain rivers located in the foothills of the valley is extremely uneven. In these rivers, spring outflows, which pass from 33 to 83% of the annual flow, are distinguished by a large range of fluctuations.

Therefore, for further rational use of the water resources of mountain rivers, it is necessary to create several reservoirs and a reservoir in these valleys, which will create the opportunity to use the spring, winter, autumn waters of mountain rivers for irrigation

Due to adverse environmental conditions (dryness of the valley, its fragmentation, the steepness of the slopes, the shortness of the growing season, etc.), in the mountainous part of the valley, lands suitable for irrigation make up 3% of the total land fund. Therefore, the mountainous part of the valley is characterized by unfavorable conditions for the development of agriculture and, conversely, due to soil and climatic conditions it is very promising for the development of gardening and viticulture.

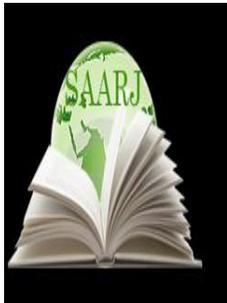
Alpine parts of the valley, the relief becomes complicated, the steepness of the slopes surrounding the valley increases, screes and rocky peaks are often found. Due to the strong increase in terrain, thermal resources are greatly reduced. All these environmental conditions make it impossible to grow fruit crops at altitudes above 2500 m, although in soil-topographic relations in the high parts of the Zarafshan valley there are territories with conditions favorable for grain and forage crops, however, climatic conditions impede their development.

Therefore, the highlands of the valley can be used as an area of summer pastures. However, the steepness of the slopes, the absence of cattle run, and also the relatively low grass stand in the highland part of the valley are the reason that this part of the valley is suitable mainly for grazing small livestock.

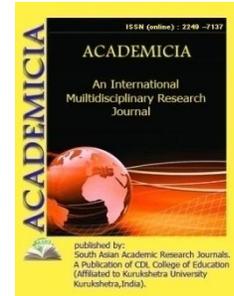
For further rational use of pastures in the highlands of the valley, it is necessary to coordinate natural forage lands with an indication of the productivity of pastures and their categories.

REFERENCES

1. Baratov PB Natural resources of the Zarafshan valley and their use - T .: Fan, 1977. –145 p.
2. Babushkin L.N., Kogay N.A. Physico-geographical regionalization. - T .: TSU, 1964.C 247.
3. 1. Baratov P. Natural geography of Uzbekistan. - T .: Teacher, 1996. 181 p.
4. Chub V.E. Climate change and its impact on the natural resource potential of the Republic of Uzbekistan: NIGMI, – T. 2000, - 252 c.
5. Charley R.J., Kennedy B. Rphysical geografya systems approach. L. 1974. 252.
6. Epstein S.S. Environmental determinats of human cancer. Cancer. res., 1974, 2425-2435.
7. Khozhimatov A.N. Oasis landscapes of the desert zone of Uzbekistan: state, assessment and forecast of brain changes // abstract of the thesis for the degree of candidate of geogr. sciences. –T., 1996.-p. 24.
8. Kulmatov R., Rasulov A., Kulmatova D., Rozilhodjaev B., Groll M The modern Problems of Sustainablye Use and Manegement of Irrigated Lands on the Exemple of the Bukhara Region (Uzbekistan) //Journal of Water Resource and Protection, 2015, 07. P. 956-971. <http://www.scirp.org/journal/jwarp>.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00222.6**

ROLE OF INTRUSIVE FORMATIONS IN THE FORMATION OF MINERALITY

Razikov Odil Takhirjanovich*

*Chief Scientist,
 State Committee for Geology of Republic of Uzbekistan, .
 Tashkent, UZBEKISTAN

ABSTRACT

The article describes the role of intrusive formation in the localization of mineralization, which is the source of ore formation. The mineral association and ore types are specialized in the composition of the intrusive formation and in the composition of the host rocks. They are formed in various conditions of the geological environment, isolating themselves in space and time, forming metallogenic belts, provinces, tiers, zones and ore regions and nodes. All intrusives of this series can be subdivided into three groups according to their chemical characteristics: Granodiorites and adamellites can be classified as intrusions such as Zirabulak, Chirakdzhurinsky and Koshkuduksky.

KEYWORDS: *Ziaetdinskymountains, Karnabsky, Leucocratic, Ingichke, Zeravshan-Alai, Volcanic and Metamorphogenic, Greisen, Skarn, Rare, Non-Ferrous Metals, Apogranite-Cassiterite, Intrusive.*

INTRODUCTION

Magmatic formations of the Zirabulak-Ziaetda ore-bearing complexes. Predominantly granitoid rocks: granodiorite-adamellite-granite, with an area of development of about 370 km², which is 34.2% of the Paleozoic formations. Most of the intrusive bodies are C₃-P₁ in age and is represented by potassium-sodium granitoids, effusive rocks of moderately acidic, acidic and intermediate composition.

Of all the intrusive massifs of the Zirabulak-Ziaetdin mountains, the largest area is occupied by the Zirabulak massif (225 km²) (Fig. 1), which can be called batholith-like, and the rest of the bodies are insignificant.

A characteristic feature of all intrusive bodies is their subordination to the general folded structure of the region, the long axes of which extend in the latitudinal and west-northwestern directions, and are located in the cores of anticlinal folds. The shape of the intrusions largely repeats the shape of folded structures (Fig. 1) and at the cancellation of fold hinges, the surface of intrusive bodies undergoes corresponding curvatures, copying all troughs and domes of the host rocks (Ingichka region).

Method of work: The Bokalinskaya gabbro-tonalite-trondhjemite series - C₂, is represented by small stocks and dikes in the northern part of the Ziaetdinmountains in the Kara-Kutan region and is represented mainly by tonalites. These are fine-medium-grained, light gray porphyry rocks. Phenocrysts contain multiple zoned plagioclase no. 25-40 (straight zoning), quartz, brown-red biotite, and pale-colored hornblende. The bulk of the hypidiomorphic-grained structure is composed of oligoclase No. 20-25, quartz, microcline, and biotite. Accessories: sphene, apatite, light orthite, zircon, rutile, pyrite. Fluorite occurs in the clarified varieties of tonalites near the contact with the host rocks.

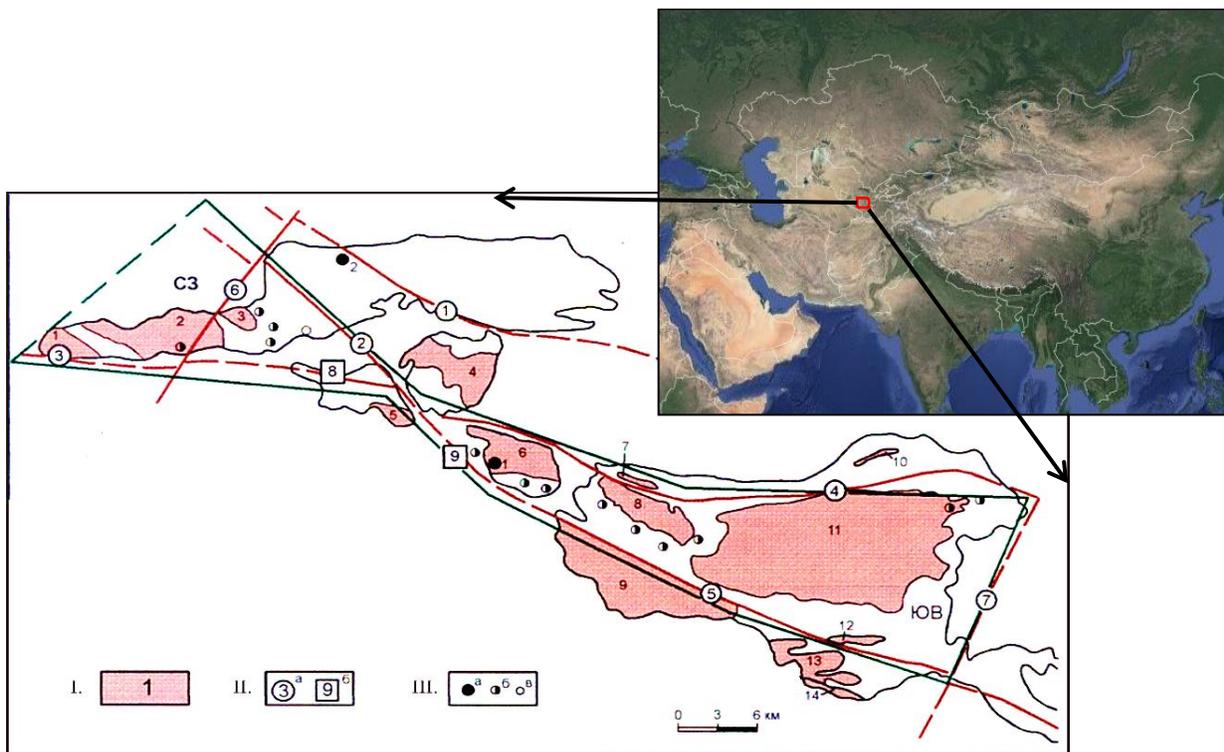


FIG. 1 MASSIFS OF GRANITOIDS OF THE ZIRABULAK-ZIAETDINMOUNTAINS

Legend: I. Massifs of granitoids (1. Chaidarozky, 2. Koshkuduksky, 3. Maizaksky, 4. Akmazar, 5. Gunjasky, 6. Karnabsky, 7. Dzhidalinsky, 8. Chirakzhurinsky, 9. Ketmenchinsky, 10. Kutchinsky, 11. Zirabulaksky, 12. Dzhalkyr, 13. Tymsky, 14. Karachakuduksky). II. Faults: a) sub-latitudinal, transverse (1. Navruzalinsky, 2. Sappe-Gunjasky, 3. Chaidarozky, 4. Severo-Zirabulaksky, 5. Shihartauskyy, 6. Yuzhno-Koshkuduksky, 7. Zirabulak-Nuratinsky); b) regional (8. Kyngyrtau-North-Zirabulaksky, 9. Urgench-Buurluktepinsky). III. Dehjsits and ore deposits a) gold ore b) rare metal mercury.

The tonalites of the Karakutan stocks have the following average chemical composition (in%): SiO₂ (66.71); TiO₂ (0.51); Al₂O₃ (16.29); FeO (0.49); Mn (2.68); MgO (0.05); CaO (1.28); Na₂O (3.48); K₂O (3.97); H₂O (1.48); P₂O₅ (2.69).

Kuldzhuktau gabbro-granite series C3-P1. This complex of rocks is represented by granitoid varieties and includes the following intrusions: Zirabulaksky, Chirakdzhurinsky, Karnabsky, Akmazarsky, Gunzhaksky, Maizaksky, Koshkuduksky and Karatagsky. The rocks of this complex cut through the entire sedimentary complex, including the deposits of the Tepalik Formation

(C₂₋₃?). The absolute age for the Koshkuduk intrusion is 258.4-268.8 Ma (P₁), for the Akmazar - 272.6-268.0 (C₃-P₁), for the Zirabulak intrusion - 260.0-268.0 (C₃-P₁) million years [1].

RESULTS AND DISCUSSION: All intrusives of this series can be subdivided into three groups according to their chemical characteristics: Granodiorites and adamellites can be classified as intrusions such as Zirabulak, Chirakdzhurinsky and Koshkuduksky.

Diorites within the intrusion, which have the form of "xenolith" (up to 50 m in diameter) were described by I.Kh. Khamrabaev (1977) [2]. He proved that they belong to the early intrusive phase by the presence of hornfelsed shale xenoliths. Small bodies of diorites are known in the marginal parts of the intrusion. The rocks themselves are dark in color, fine-grained, with a diorite structure close to gabbro. Plagioclase (andesine-labradorite) is zoned, replaced by saussurite. Hornblende green, replaced by actinolite, with relics of monoclinic pyroxene. Of the accessory ones, sphene and apatite are noted. In the areas of change, quartz, microcline, late pyroxene, actinolite, prenite, and calcite appear. Diorites are characterized by higher sodium contents. Diorite xenoliths were noted among adamellites in the Changaly area, so their pre-atolith age is beyond doubt.

Hornblende-biotite granodiorites - adamellites are most widespread in intrusions and are their main phase.

The second group includes leucocratic varieties of granitoids with a high content of quartz and the absence of hornblende. Can be attributed

Akmazar, Gunzhak, Karatag intrusions. Their composition is in many ways similar to the previous rocks, but they are more leucocratic, with a high content of quartz, the absence of hornblende, and orthite is much less common.

Biotite adamellites and granites (Karnabskiy, Maizakskiy intrusions) are characterized by the predominance of K-feldspar over acidic plagioclase, quartz content 25-30%, decomposed biotite. Accessories: monazite, fluorite, galena.

Biotite tin-bearing granites are characterized by high alkalinity, high iron content and a specific set of accessory minerals (fluorite, monazite, etc.). Fine-grained two-mica granites, which are observed among the porphyry-like biotite granites of the previous group. The rocks are weakly porphyritic, gray and light gray. Microcline predominates over plagioclase (oligoclase), dark brown biotite intergrown with muscovite, the latter is also developed after plagioclase. Accessories: apatite, zircon, garnet. Along with this, dikes of similar two-mica granites intersecting the previous formations are widely developed.

Leucogranites and aplites are widely developed and were specially studied by Kh.N. Baymukhamedov et al. [3], who divided them into various genetic groups, associating them with each intrusive phase.

Post-granite dikes in each intrusive are unevenly developed.

In the Zirabulak and Chirakdzhurinsky intrusions, dikes of aplites, pegmatites with tourmaline, muscovite, and garnet are less common than in the Koshkuduk intrusions.

In the intrusions themselves, the processes of leucocratization, greisenization, as well as the presence of xenoliths of host rocks (sandstones, shales, limestones) are widely manifested. Xenoliths of confluent quartz and fine-grained biotite and two-mica granites of the Tym complex are noted. The processes of cataclase and mylonitization are widely developed.

The host rocks are largely metamorphosed, hornfelsed, and recrystallized (marbles). In the near-contact zones, skarns are widespread (Ingichke deposit) and zones of silicification with cassiterite (Changaly, Karnab) are developed.

The South Tien Shan series of alkaline basaltoids in Western Uzbekistan was identified by I.V. Mushkin and belongs to the Permian-Triassic age. Alkaline basaltoids are represented by small bodies and are common in the Zeravshan-Alai and Zeravshan-Turkestan zones. These rocks are described in more detail below when characterizing the dike complex.

Dyke complex. Among dikes of various composition and genesis, they distinguish two dike belts: Kattarmaiskiy and Altyaulskiy.

The Kattarmay dike belt is developed in the northern part of the Ziaetdin mountains, covering the Kattarmay ridge and stretching in the latitudinal direction for more than 20 km with a width of 2-3 km. The host rocks are volcanic-sedimentary deposits of the Kattarmaiskaya suite. Most of the dikes are developed in the upper part of the formation, where essentially silty-sandy-shale deposits are cut through by tonalites of the Bokalinskaya Group. To the west and east, the dike belt plunges under the Meso-Cenozoic deposits.

K.V. Stulov, A.P. Kholopov, G.V. Gorev, I.Kh.Khamrabaev, E.S.Sorokin, E.I.Barkovskaya, N.Ya. Gureikin, etc. two schemes of the age sequence of the formation of the dike belt. According to GV Gorev et al. [4], the formation of the dike belt is presented in the following form:

1. Granites;
2. Granodiorite porphyry;
3. Diorite porphyrites;
4. Diorites and quartz diorite-porphyrates;
5. Lamprophyres.

EI Barkovskaya developed another version of the periodization of dikes [5]:

1. Bokalinskaya series: a) tonalite-porphyry

2. Nurata (Kuldzhuktau) series: a) granodiorite-porphyry,

- b) quartz-diorite and quartz-syenite-diorite porphyrites,

- c) dioriteporphyrites, d) kersantites, kersantite-spessartites.

3. South Tien Shan Series: a) pyroxene minettes, spessartite-vogesites, olivine-pyroxene spessartites.

In addition, strongly altered diabaseporphyrites of unknown age have been identified.

Numerous genetic types and formations of deposits of copper, lead, zinc, arsenic, tin, tungsten, molybdenum, bismuth, mercury, antimony, gold, silver, iron, manganese, fluorite and many other types of mineral raw materials have been established in the study area. They are formed in various conditions of the geological environment, isolating themselves in space and time, forming metallogenic belts, provinces, tiers, zones and ore regions and nodes [6,7,8].

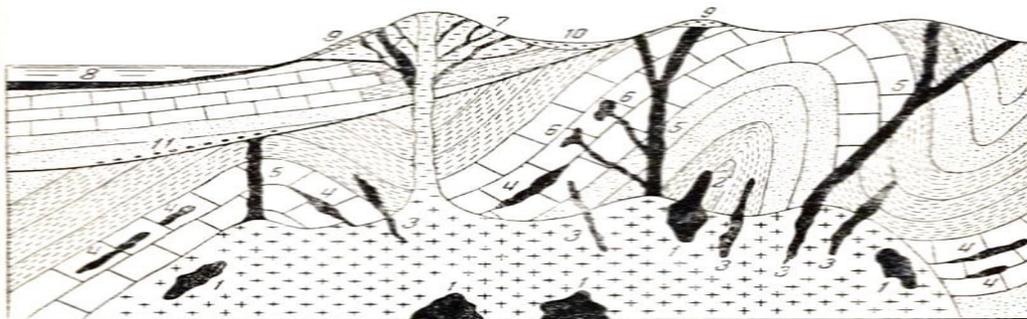
The studies carried out were focused on identifying the conditions of formation, patterns of distribution of mineralization of ore regions and the province of the Zeravshan-Alai metallogenic belt. Many questions of the presence and connection of ore content with volcanogenic and ancient metamorphic formations remained unclear.

At the end of the eighties of the last century, the skarn-hydrothermal and copper-gold ore mineralization along the subvolcanic dikes of the northeastern part of the Zirabulak mountains were studied in detail, a number of objects of gold mineralization were also identified by research, and an independent North-Zirabulak gold ore zone was identified. Subsequent studies have established volcanic-sedimentary and volcanic-hydrothermal mineralization of copper, lead, zinc, gold, silver, and other rare metals.

With plutonogenic deposits, the discovery and substantiation of completely new for the Southern Tien Shan types and formations of volcanic and metamorphogenic deposits of non-ferrous, rare metals and gold is not finished.

In the study of ore deposits, the author's attention was focused on identifying the conditions of formation, patterns of distribution of endogenous mineralization of ore regions and the province of the Zeravshan-Alai metallogenic belt.

Back in the 30s of the last century, V.A.Obruchev, based on the results of his research, created a model of endogenous ore formation (Fig. 2). In his works, V.A.Obruchev (1934) substantiated the genetic relationship of endogenous mineralization with intrusions [9].



**FIGURE: 2. SCHEME OF THE GENESIS OF ORE DEPOSITS
(ACCORDING TO V.A. OBRUCHEV, 1934)**

Legend: 1-magmatic segregation deposits in batholith; 2-the same, injectable in the shell; 3 - pneumatolytic deposits; 4-pin contact; 5 hydrothermal deposits of great and medium depth; 6-the same, metasomatic; 7-hydrothermal deposits of shallow depth in the body of the volcano; 8 sedimentary deposits; 9-eluvial placers; 10-alluvial placers; 11-ancient alluvial placer in the transgressive juvenile formation.

Studying pegmatite, greisen, skarn, hydrothermal deposits of rare, non-ferrous metals and gold, we established the important role of the geological environment (magmatic formations and host rocks) in the formation of genetic formations of deposits; they are regularly zoned in a favorable geological environment. The geological environment is one of the main factors in the formation and placement of genetic types of endogenous mineralization formations, which was previously noted by many researchers.

Rocks of a certain lithological and petrographic composition in combination with certain types of folded and fractured structures form a geological environment. In other words, this is the favorable place where the formation and placement of endogenous deposits takes place.

Postmagmatic solutions (and melts), falling into a similar geological environment, interact with the formation of a certain genetic formation of deposits. Deposits of a certain formation are characterized by the geological condition of occurrence, the types of altered rocks, metasomatites, the content of ore and vein minerals and their associations. The ore specialization of formations will depend on the metallogenic specialization of postmagmatic solutions (and melts) under equal conditions of temperature and pressure (depth). With the tungsten content of solutions in the calcareous contact, ferruginous hedenbergite-scheeliteskarns are formed, in the dolomite contact magnesian and magnesian-calcareous, diopside-scheelite, diopside-amphibole-scheelite and at the marly contact skarns-garnet-pyroxene. Under high-temperature conditions, greisen-wolframite, quartz-wolframite, and other formations are formed in aluminosilicate rocks. In lower-temperature hydrothermal conditions with the tin content of the solutions, carbonate-cassiterite, quartz-carbonate-cassiterite, quartz-cassiterite, quartz-chlorite-cassiterite, quartz-tourmaline-cassiterite formations are formed in an aluminosilicate environment.

Examples of the formation of tin and tungsten formations: depending on the leading role of the geological environment, they are numerous in the Kuldzhuktau, Zirabulak-Ziaetdinsky, Chakylkalyan-Karatyubinsky and other ore-bearing complexes.

Similarly, with a potential ore content in relation to copper, lead, zinc, gold and others, skarn-copper, skarn-copper-polymetallic, skarn-copper-gold ore, skarn-tin-base metal, carbonate-copper-base metal, carbonate-form polymetallic carbonate environment; quartz-gold ore, quartz-carbonate-gold ore, quartz-copper, quartz-base metal in aluminosilicate rocks. Consequently, under equal conditions of temperature and pressure (depth), different genetic formations of deposits are formed in different geological environments. At the same time, when postmagmatic solutions simultaneously enter a different geological environment in their transition zones, intermediate mineral associations can form with the formation of quartz-carbonate-gold ore, quartz-copper-gold ore, quartz-carbonate-cassiterite, quartz-carbonate-base metal, etc. formations. Quartz-carbonate-polymetallic formations are characterized by certain geological conditions of the environment, established by the mineral parageneses of ore, nonmetallic minerals, near-ore metasomatites and facies of depth, temperature of ore formation.

On the example of the Zirabulak-Ziaetdinsky ore region, the role of the geological environment in the formation of various genetic formations of tin ore and tin-tungsten deposits is shown, as noted in the work of SS Smirnov (1945) due to the pulsation of magmatic formations.

With metallogenic specialization of solutions in relation to gold, copper, lead, zinc, arsenic and other elements with the formation of quartz-gold ore, quartz-sulfide-gold ore, quartz-chalcopyrite the role of the geological environment is also significant.

Studies by Kh.N. Baimukhamedov (1983) and other apogranite, pegmatite, greisen, skarn, plutogenic, hydrothermal and volcanogenic-hydrothermal deposits of rare, non-ferrous metals and gold ore regions of the Tien Shan established the transition of one related formation to another and the formation of formation series. In particular, apogranite-cassiterite transforms into greisen-cassiterite, quartz-cassiterite, skarn-scheelite, skarn-molybdenite-scheelite, skarn-scheelite-tin-polymetallic, quartz-gold, quartz-gold-arsenop and gold skarn-polymetallic, quartz-polymetallic, carbonate-polymetallic and others. Separated in space, they are closely associated with plutogenic, volcanic formations related to granite, granodiorite, basaltic, andesite and liporite formations.

CONCLUSION

In the Kuldzhuktau, Zirabulak-Ziaetda, Chakylkalyan-Karatyubinsk ore complexes, a close association of skarn-scheelite, skarn-molybdenite-scheelite formations with granodiorites of the Chakylka mountains, apogranite-cassiterite-cassiterite-greisenite-skelite formations is established copper-molybdenum, quartz-base metal formations with small intrusion (dikes) of diorite-granodiorite composition, quartz-adularia-gold ore, gold-silver and pyrite-base metal formations with volcanogenic formations.

A large amount of geological information obtained in recent years, as well as the results of laboratory and experimental developments, made it possible to identify the cause of the occurrence of pulsation zoning in endogenous deposits of the Zeravshan-Alai metallogenic belt.

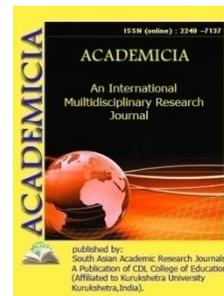
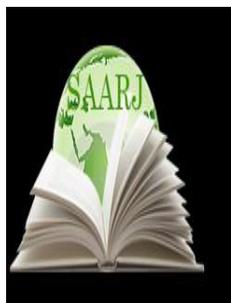
For example, the Zirabulak intrusion, inside which there are ceramic pegmatites, ore-bearing greisens with polymetallic ores; in the contact zone there are skarn-scheelite with inclusions of galena, sphalerite with a high silver content (Ingichka block 26, horizon 750), skarn-molybdenite in the exocontact zone of quartz-scheelite-cassiterite, quartz-cassiterite-sulfide and other formations.

The main characteristics of gold-rare metal, features of its structure, composition, geological and genetic models of formation associated with granitoidmagmatism. Based on this study, the main types (associations) of mineralization are identified. But such a presentation would have been impossible without considering the structural features and mineral composition of the host rocks themselves. The peculiarities of the host environment largely determine the leading profile (gold - rare metal) of mineralization, which is probably the reason

REFERENCES

1. Catalog of intrusive massifs of Uzbekistan. Edited by I.Kh. Khamrabaev, T.N. Dalimova and others - Tashkent, publishing house "Fan" UzSSR, 1975, volume II, 429 pages.
2. Khamrabaev I.KH., Usmanov F.A., Seiduzova S.S. Metallogeny and deep structure of West Tien-Shan lithosphere. // Global tectonic and metallogeny. – 1991/ Vol.4. – №1, 2. P. 85-95.
3. BaymukhamedovKh.N. Patterns of distribution and principles for assessing endogenous mineralization of ore regions. // In collection: Questions of geology and methods of exploration of mineral deposits. - Tashkent, TashPI, 1987, pp. 13-17.
4. Gorev G.V. and others. Prospecting and appraisal work in the Karakutan ore field at ore occurrences No. 5,15,21,22,23,11, Oktyabrskoye, uch-keKermine. 1988-93 THF Report No. 30540. (stock materials).

5. Barkovskaya E.I. About the geological survey work carried out by the Zirabulak party for 1962. Geological map of the Zirabulak mountains, sheet J-41-12-G-a, M1: 25000. THF Report No. 16168. (stock materials).
6. Akhmedov N.A., Paramonov Yu.I. Kyzylkum gold ore province of the Southern Tien Shan and potential opportunities for expanding the mineral resource base of Uzbekistan // Uzbekiston graduated from Khabarnomasi. –Navoi. 2008. - No. 2. page 9-16.
7. Bertman E.B. Problems of metallogeny of gold in Western Uzbekistan // Geology and mineral resources. -2004. - No. 2, p. 10-16.
8. Mikhailova Yu.V., Voronich T.M., Babadzhanov A.A., Mansurov M.M., Turesebekov A.Kh. Metallogeny and ore formations. // Geology and Mineral Resources. - 2007. - No. 4. - pp. 52-64.
9. Obruchev V.A. Ore deposits, part II. M. : -Gorgeonefteizdat, 1934, 221p.



DOI: **10.5958/2249-7137.2021.00221.4**

ASSESSMENT OF THE PATRIOTIC QUALITIES OF STUDENTS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

Komil Abdullaev*

*Researcher,

Tashkent State Pedagogical University, Tashkent,
UZBEKISTAN

ABSTRACT

During this period, the state's attention to education decreased, which led to a weakening of the work of educational institutions in this direction. This fully applies to professional education and upbringing as an integral part of the system of human socialization, the formation of his personality. Pedagogical science and practice have achieved visible success, having accumulated a rich theoretical and methodological potential. The supranational idea was realized, friendship and brotherhood of peoples of different nationalities were strengthened, interethnic accord was reached, the need and ability to live in the interests of society and the state were formed. Patriotic education was carried out in a team and with the help of a team, by involving young people in practical, conscious, socially useful activities, student self-government, a variety of forms of military-patriotic education, a huge experience of musicological and local history work were used.

KEYWORDS: *Upbringing, Education, Student, Educational Institution, Educational Process, Result.*

INTRODUCTION

The study of the philosophical and pedagogical works of the Russian thinkers N.A. Berdyaeva and V.I. Vodovozova, N. Ya. Danilevsky, I.A. Ilyina, V.N. SorokiRosinsky, B.C. Solovyov, V. Ya. Stoyunin, K.D. Ushinsky made it possible to establish that the main ideas on the basis of which the education of patriots in the pre-revolutionary period was carried out were: reliance on nationality, on national identity and the Russian idea; the creation of a Russian national school; the connection of patriotism with citizenship, with moral qualities, including with Orthodox morality. The upbringing of patriots in Russia was based on estate and class, loyal sentiments;

the best examples of literature, painting, art, examples from history, local history, harmonious combination of national and universal values, the development of tourist-excursion and extra-curricular socially useful work, characterized by a wide variety of means, forms and methods, creating a system of patriotic education, purposefulness and constancy of character patriotic work.

Pedagogical science and practice have achieved visible success, having accumulated a rich theoretical and methodological potential. The supranational idea was realized, friendship and brotherhood of peoples of different nationalities were strengthened, interethnic accord was reached, the need and ability to live in the interests of society and the state were formed. Patriotic education was carried out in a team and with the help of a team, by involving young people in practical, conscious, socially useful activities, student self-government, a variety of forms of military-patriotic education, a huge experience of museological and local history work were used.

Analysis of modern studies of the problem of patriotic education by such authors as M.P. Buzsky, A.N. Vyrshchikov, I.N. Glazunova, A.V. Lutovinov, SV. Marzoev, A.V. Petryankina, M. Rat, Yu.N. Trifonov and others, made it possible to state the presence of a pluralistic nature of patriotic consciousness in the search for a national idea of the development of Russia, the organization of education of patriotism, taking into account the principles of democratization and humanization on the basis of universal human values, respect for the country's cultural heritage, and also to determine the main approaches (ideological, value, creative, system-activity, competence) to understanding the essence of patriotism and the organization of patriotic education of the younger generation. Patriotism is viewed as an ideology, principle, personality quality, feeling, as a specific feature of the Russian mentality, spiritual and religious self-manifestation of personality.

A number of researchers believe that patriotic education contributes to the formation of citizenship, which is quite natural, since a patriot is, first of all, a citizen of his Fatherland. This circumstance was taken into account when developing the value basis of patriotic education, the components of which were civic activity, the rule of law, the priority of public and state interests over personal ones, etc. Various manifestations of patriotism were systematized: love for the Motherland, Fatherland, for native places, for the native language, knowledge of the history of the homeland, respect for the traditions and customs of the people, understanding of the general political situation in the world, the tasks facing the home country, intolerance of national, racial hostility, respect for other peoples, countries, the desire to defend the honor and dignity of the homeland, active and conscious participation in labor activity for the good of the Motherland, readiness to serve the interests of their country, readiness to defend their Fatherland. Researchers identify different forms of patriotism: social and personal, true and false, state, Russian, Soviet, local, civil (constitutional), one-national, popular, liberal, Orthodox. This diversity has made it possible to develop a wide range of forms, methods and means in working on the content of this concept in educational activities.

Based on the analysis of the works of these authors, the concept of patriotic education of students was refined as the formation of their patriotic feelings, patriotic consciousness and behavior, the civil and patriotic position of the individual and socially significant motivation of patriotic activity, taking into account the characteristics of the age of early adolescence as a period of

conscious self-determination and professional self-realization Organization of patriotic upbringing in school is a purposeful process of interaction between students, teachers and social partners of an educational institution of secondary vocational education on the formation of patriotism, which manifests itself in the readiness to realize oneself in the chosen professional activity and socially significant actions, following the traditions of serving the Fatherland.

Conceptual provisions of patriotic education are considered in the works of A.V. Abramova, S.A. Alieva, A.A. Kozlova, SV. Krivykh, V.I. Lutovinova, N. D. Nikandrov, V.V. Piontkovsky, G.A. Samarts, Yu.N. Trifonova, Yu.B. Sokolovskaya. Taking into account the ideas of modern researchers and the concepts of the federal, regional and municipal levels, the author's concept of the organization of patriotic education of students of a secondary specialized educational institution was developed, including spiritual and moral values focused on the formation of patriotism.

The developed model of the organization of patriotic education of secondary school students as the main components within the framework of an integral pedagogical process includes: principles, innovative approaches, concept, purpose, objectives, conditions, subjects of activity, content, means, forms and methods, variable technologies, results, corrections.

The developed model of the organization of patriotic education provides for the humanization of interpersonal relations of the participants in the educational process, an orientation towards the education of national values; personalization of the content of education and upbringing by addressing the life issues of the student's personality as a citizen and patriot of his country through the introduction of dialogue forms of joint activities; the humanization of the pedagogical process, focused on the national all-Russian culture; regionalization, consideration of regional conditions and needs, development of social partnership; tolerance; conformity of nature upbringing; integrity and continuity of the process of patriotic education; system-activity, personality-oriented, environmental, cultural approaches.

The following tasks of patriotic education were formulated: the formation in students, on the basis of patriotic feelings and knowledge, of views and beliefs of a patriotic character, practical skills necessary for independent patriotic activity, etc. The solution of these tasks was facilitated by pedagogical conditions, such as the implementation of developing and educating teaching based on patriotic values; creation of a team of like-minded people who share the conceptual ideas of patriotic education and are able to implement the assigned tasks; shaping the personality of a patriot by including a student in various types of patriotic activities. The subjects of activity are both students and teachers who have created an active educational and educational environment in a secondary specialized educational institution on the basis of cooperation relations through the inclusion of each subject in patriotic activities. The organization of patriotic education provides for the formation of an effective system for the education of patriotism.

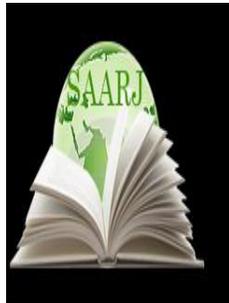
In the system of education of patriotism, the following groups of methods were used: the formation of a patriotic consciousness of the individual (views, ideas, knowledge, concepts, ideals); organization of various types of activities, including communication, experience of patriotic behavior; self-control, self-esteem, self-reflection; stimulation, motivation of activities and behavior. Groups of funds were represented by such blocks as logistical, educational and organizational means. The content included a set of reliable, exhaustive and modern scientific knowledge of a patriotic nature, value guidelines.

When organizing the patriotic education of students, a complex of the most effective variable technologies for the education of patriotism was used.

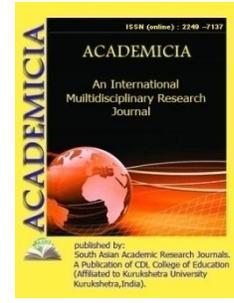
The level of education of patriotism among students was determined in accordance with the proposed criteria and indicators (see table). At the final stage of the implementation of the model, correctional work was carried out to improve the system of patriotic education of students.

REFERENCES

1. Xolmatov, P. Q., Mamajonova, K. A. (2020). Organizational and pedagogical criteria for choosing the forms and content of extracurricular activities in the organization of vocational training. *Nauchnoe znanie sovremennosti*, 38-42.
2. Ubaydullaev, S., Urazov, B. X., Alkarov, K. X., Olishev, J. B., Umaraliev, I. Questions of modeling of energetic processes of objects. *Actual problems of modern science*, (3), 243-245.
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to organize international research in the field of assessing the quality of education in public education" // <http://lex.uz/docs/4097073>.
4. Vinogradova (Gritsay) T.I. From the history of the study of creativity in domestic and foreign psychology // *Pedagogy and psychology: trends, problems, urgent tasks. Mat. V International scientific and practical conference.* - Krasnodar: 2014. -- P. 23-24.
5. Vinogradova E.V. Creative learning models // https://pglu.ru/upload/iblock/bb8/uch_2010_i_00013.pdf.
6. Guilford J. Structural model of intelligence. *Psychology of thinking.* - M.: Progress, 2003. -- 75 p.
7. Gritsay T.I., Chernetsov P.I. Research of the creativity of high school students // <https://cyberleninka.ru/article/n/issledovanie-kreativnosti-starsheklassnikov>.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00220.2

THE CONCEPT OF SPIRITUAL DEVELOPMENT IN SUFISM THE HERITAGE OF BAHAUDDIN NAQSHBAND

Kilicheva Karomat*; Klicheva Gavkhar**

*Doctor of Pedagogy,
 Department of General Education,
 Journalism and Mass Communication University of UZBEKISTAN

**Undergraduate Student,
 Psychology Department,
 Korea University, UZBEKISTAN

ABSTRACT

It is known that the rich heritage of great Eastern scholars, their wise sayings, especially the lessons on morality, honesty, religion, faith, conscience, diligence, science and humanity are the main factors in the comprehensive and harmonious development of the individual. According to mystical teachings, there are divine particles in all beings, including man. It is stated that there are a number of positions and addresses for the consistent mastery and implementation of the rules and statutes set forth in the Qur'an and Hadith, that is, belief in the Oneness and Existence of Allah, perception of Allah and His guardianship. the application of customs, rules and rulings of the Shari'a in practice is determined by the worship of Allah. For mystics, the Shari'ah is a direct "ladder" to the ultimate goal - the state of truth, that is, the mercy of God. This means that it is not possible to convert to the teachings without knowing Allah with understanding and fulfilling the requirements of the Shari'ah.

KEYWORDS: *Sufism, Tariqat, Spirituality, Soul, Bahauddinnaqshband, Naqshbandiyah, Tasawwuf.*

INTRODUCTION

The spiritual and enlightenment doctrine of mysticism in the 14th century, the sect and doctrine founded by BahauddinNaqshband, is called "Naqshbandiyah." From this point of view, one of the representatives of the Uzbek enlightenment - BahauddinNaqshband's lifelong heritage - patriotism, freedom, humanity, honesty, moral purity, justice, brotherhood, knowledge, wisdom -

to inculcate in the minds of our youth the ideas of a mature man is a main topic. Accordingly, the great representative of mysticism, BahauddinNaqshband, who lived in the 14th century, and the progressive ideas he founded, are aimed at raising their spirituality by separating and passing them on to the younger generation. The glorious ideas expressed in this doctrine, such as respect for life, devotion to the development of society, honest eating, gentleness, service to the peace of the country, the well-being of the people prevail.

On the basis of the teachings of the BahauddinNaqshbandtariqat (sect), the main criteria that elevate humanity are the ideas of intelligence, strong intellect, spiritual communication, generosity, honest eating and awareness. In this regard, the teachings of the BahauddinNaqshbandtariqat have a special pedagogical direction and have complex historical and spiritual roots.

Who is BahauddinNaqshband? The original name of BahauddinNaqshband was Muhammad ibn Muhammad Bahauddin an-Naqshband al-Bukhari (mostly known as BahouddinBalogardon, KhojaiBuzruk, ShahiNaqshband) (1318-89), who was born in the village of QasriHinduvan (now QasriOrifon) near Bukhara. Abdul KhaliqGijduvani, one of the seven pirs known in the world of Islamic spirituality, was the spiritual teacher of BahauddinNaqshband and taught "dhikr-ikhufiya" (the silent remembrance of God). Muhammad Babai predicted the birth of SammosiBahauddinNaqshband. It has been narrated by divine grace that on the occasion of the scholar's birth, QasriHinduvan (QasriOrifon) became. BahauddinNaqshband handed over his upbringing to his student Said Amir Kulal.

Allah bestowed on BahauddinNaqshband the prophecy of "balogardon" (in Persian: saving from calamity). The teachings of the BahauddinNaqshband sect are based on the Qur'an and Hadith.

The Qur'an and the Hadith are "balogardon". The scholar said, "Follow my teachings, and you will be saved from calamity" (Muhammad Baqir, 1993). BahauddinNaqshband performed "Hajj" (The greater Muslim pilgrimage to Mecca) twice. He died in 1389 and was buried in QasriOrifon.

BahauddinNaqshband's masters belonged to two groups according to their worldviews and perspectives:

- 1) Masters that were in direct contact with him;
- 2) The educational influence of spiritually close masters.

Among the masters belonging to the first group are KhojaBoboyiSammosiy, Khalil ota, Sayyid Amir Kulol, ArifDiggaroni, Qusam Sheikh. Masters belonging to the second group are Hakim at-Termizi, Hakim ota Suleiman Baqirgani Mansur Halloj-BoyazidBistomi, Abdul KhaliqGijduvani and others. Four famous caliphs who were educated by Yusuf Hamadoni, a great representative of mysticism: Khoja Hasan Andoqi, Khoja Abdullah Barraqi (Barqi), Khoja Ahmad Yassavi (founder of the Yassaviya sect) and KhojaAbdulkhaliqGijduvani (founder of the Khojagan sect) were later Naqshbandis. BahauddinNaqshband is in the 17th chain of the "Golden Silsilat" (the most desired commodity of Sufi order) in Islamic spirituality.

A silsilat of teachings of the BahauddinNaqshbandtariqat

(Silsilat al - Dhahab)Alouddin Attar, Muhammad Porso, YaqubiCharhi, AlouddinGijduvani were the caliphs (disciples) of BahauddinNaqshband. The issue of educating mankind in the

spirit of familiarity with the heart (qalb), with the help of speech on the way to the development of a healthy lifestyle in the interests of mankind has been one of the current special-pedagogical-psychological problems and continues to this day.

The humanistic ideas and their features expressed in the Naqshbandi doctrine are described as follows:

- First of all, the motto of BahauddinNaqshbandi "Heart in love (with God), hands in work" ("DilbaYoru, dastbakor") - the teachings of the Naqshbanditariqat encourage people to live an honest life with their labor.

At the same time, humanity has the right to develop its family, the spiritual maturity of man begins with the family, to strive for the welfare of the country, to engage in trade. That is why this doctrine developed and spread rapidly. This feature of Naqshbandi teaching teaches young people such qualities as diligence, appreciation of work. The teachings of Naqshbandi set out exemplary ideas for finding an honest bite through the profession. According to him, idleness makes a person stony and lazy. Honest work, on the other hand, softens the soul and, by moving the human body, frees it from vices and makes it physically perfect.

BahauddinNaqshband concludes that the key to an honest life is work, as he encourages people to take up the profession and be honest in the heart of Allah. Any hard and arduous work and occupation is better than greed, subject to the bounty of others.

The motto "DilbaYou, dastbakor" reveals the differences between the teachings of Naqshbandi and Islamic spirituality in all directions in the world of mysticism. Including:

1. In the world of Sufism, people have renounced the pleasures of this world and engaged in greed and secularism. BahauddinNaqshband, on the other hand, explained that the closest way to attaining the guardianship of Allah is to live in a society with honest labor and to always embroider Allah in the heart. Thus, the teachings of Naqshbandi forbade secularism and embodied the idea that one should live only by one's honest labor.
2. Spiritual wealth can be attained through knowledge and mastery of the profession. For this reason, BahauddinNaqshband emphasizes that knowledge and professional faith are the means that have a strong influence on the spiritual maturity and development of society.
3. According to BahauddinNaqshband, the first factor that causes a person to find his place in life and live well is hard work. BahauddinNaqshband himself was a truly hardworking man.

The wisdom of BahauddinNaqshband is that he sees the foundation of society in the pursuit of material goods, that is, in socially useful labor. In the same vein, the scholar argues that hard work is the key to overcoming the challenges of the world and acquiring the best human qualities.

4. The motto "Heart in love (with God), hands at work" is a prayer for a person to stand up for the highest divine values in his life, not to lose himself in his life, even in difficult times, to know himself, to be self-governing, to uphold the dignity of humanity. thus, it means that it is necessary to be able to control one's desires with honest work, to be a free, free, free-thinking, virtuous person.

5. This motto encourages man to goodness. The real purpose of human life is to achieve happiness through honest work. He calls people to stay away from impurity, immorality, greed,

hypocrisy, indifference, and apostasy. In this sense, the motto is a source of spiritual value that motivates mankind to work.

6. The motto emphasizes that people have a duty to realize that they are great beings, to be able to use the blessings of God wisely, and to contribute to the development of society through honest work. Thus, the motto expresses the idea that the basis of purification and perfection is kindness, goodness, generosity, benefit to society, and alleviation of the people's problems through honest work. It is not only a matter of worshiping Allah in the heart, but also of engaging the hand that Allah has given him in honest work, that is, in obtaining a certain profession and benefiting it for the future of a prosperous society.

BahauddinNaqshband was also involved in the "dhikr-i of khufiya." Indeed, dhikr not only enhances a person's status as a human being, but also his position before Allah, and ensures a pure lifestyle. Thus, the remembrance of Allah, the remembrance of Him in the heart, ensures the true closeness of man to Allah. Because devotion in the way of Allah teaches people to devote themselves to each other, to the Motherland, to the family, to all the blessings that Allah has created. True remembrance (love) in the way of Allah is that which creates compassion for one another, for the Motherland, for one's parents, for one's family, and for the animate and inanimate product of nature.

Areas of tasawwuf (sufi doctrine) - the spirituality of young people

The main directions of tasawwuf are the enrichment of the people's spirituality, the development of social life, which plays an important socio-professional role. As a result, even today, young people have a unique opportunity to shape their spirituality. The first and most important aspect of tasawwuf is the Shari'ah. According to the requirements of this area, members of society must obey all the moral and social rules imposed on them. After that, the second aspect can pass to the sect. According to the requirements of the sect, which is the second direction, a person must follow the most correct path of spiritual maturity. Because "Tariqat" is an Arabic word meaning road. A person who walks the right path has the opportunity to ensure his spiritual maturity. Akimushkin once said, "The tariqat is a mystical way of knowing the truth,"(Navruzova, 2002).

"Tariqat is a practical method that directs the taliban to thinking, feeling and action, gradually passing it through the status quo and bringing it to the divine truth through psychological experiences called situations," said the British scholar J. Trimanham (Akimushkin, 1989).

The mystic N. Kamilov said that the word "Tariqat" means the way. That is, the path of spiritual and moral perfection of a person who is determined to acquire divine enlightenment is described as a practical part of mysticism. This is true because adherence to the rules of pir-murid, as well as all the instructions, wills and signs that a tax (that is, a traveler who has entered the tariqat) must follow, are also included in the tariqat." "In mysticism, the level of enlightenment after the Shari'ah and the level of maturity before the truth in the spiritual maturity of a person is also called a tariqat (Kamilov, 1996).

As mentioned above, the sect is still the path of spiritual maturity of man today. Today, young people are at the forefront of this path. Their perfection is ensured through the acquisition of mystical spirituality. In this process, they walk the paths of enlightenment and truth.

According to mystical teachings, there are divine particles in all beings, including man. It is stated that there are a number of positions and addresses for the consistent mastery and

implementation of the rules and statutes set forth in the Qur'an and Hadith, that is, belief in the Oneness and Existence of Allah, perception of Allah and His guardianship. the application of customs, rules and rulings of the Shari'a in practice is determined by the worship of Allah. For mystics, the Shari'ah is a direct "ladder" to the ultimate goal - the state of truth, that is, the mercy of God. This means that it is not possible to convert to the teachings without knowing Allah with understanding and fulfilling the requirements of the Shari'ah.

The second stage is the tariqat: in order to educate oneself in all respects, it is necessary to become a disciple of a pir or sheikh, to give up the pleasures of the enlightened world, to abstain from lust. Also, to repent, to give a hand to a pir, to fear the wrath of Allah, to hope in the terror of God, to speak with the permission of a pir, to kneel before the congregation, to sit humbly, to humble oneself, to remain silent in a meeting of sheikhs and saints, not to mention, such as putting the perfect teachings of the piri into the heart.

The third stage is enlightenment: "In the eyes of the Sufis, enlightenment precedes thought and is called the inner particle of doubt. This is because mystics have combined secular and religious sciences and called them "external sciences."They say that it is difficult to know God with the external sciences. Because the world of sorrow is a mirror that reflects the creation of Allah, His attributes and power.

The fourth stage is the truth: in this, the Sufi ends up as a person and feels the true essence of Allah in his heart. Only classical Sufis can reach the stage of truth. To do this, you need to know the science of science. This is "knowledge given by Allah. As a result of striving for such knowledge, effort, and obedience, it can be attained, if Allah wills. For this is the divine knowledge that Allah bestows only on whomever He wills.

CONCLUSION

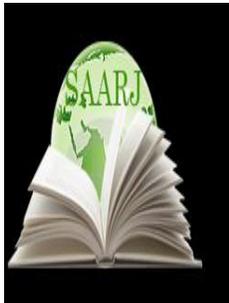
Sufism, which is an integral part of Islamic culture, was formed as a humane and popular doctrine in the Muslim East in the middle of the eighth century. and evolved. The essence of Sufism is to purify the human heart and soul, morals, to live honestly in private life, to be pure in appearance and inwardness, and to propagate people to reach the vision of Allah with the power of a pure heart and soul.

First, tasawwuf as a doctrine is a very complex and multifaceted socio-spiritual phenomenon, the complexity and versatility of which is expressed in the diversity of mystical directions, the diversity of methods, the breadth, diversity and depth of the scope of research and propaganda. Secondly, mysticism is eternal because it is aimed at purifying the human heart, opposing ignorance and selfishness, promoting compassion, generosity and courage, giving priority to love for God, turning away from the world in the way of divinity, and sacrificing one's body in this way. From time immemorial, science has been close to the people of creation.

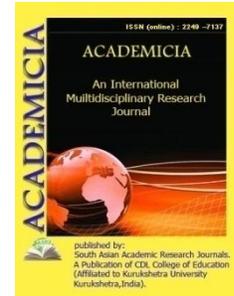
REFERENCES

1. Abdurakhmonov A., 2000. Knowledge that leads to happiness. Movaraunnahr Press, Page 353
2. Akimushkin O., 1989. Суфийские ордены в исламе. Nauka Press. Page 90
3. Baqir M., 1993. BahauddinBalogardon. Yozuvchi Press. Translation: Mahmud Hasaniy

4. Bobomurod A.Kh., 2003. From the path of flawless human beings. Movaraunnahr Press, Page 42
5. Boronov K.B., 2000. Concerning the philosophy of mysticism. Yozuvchi Press.
6. Kamilov N., 1994. Futuvvatnomai sultan or Javanmard sect. Meros Press, 17 -18 pages
7. Kamilov N., 1996. Тасаввуф ёки комил инсон ахлоқи. 1st book. Fan Press. Page 13
8. Navruzova G., 2002. Naqshbandiyatasavvufiyta'limotvabarkamol insontarbiyasi. Nauka Press. Page 43
9. Nazarov K.N., 1998. Axiology is a philosophy of values. Ma'naviyat Press.
10. Joshon M.A., 1998. Sufism and "nafs" education. Cholpon Press. Page 57



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00219.6

**PROBLEMS OF DEVELOPING STUDENT MOTIVATION IN
 TEACHING LATIN LANGUAGE THROUGH MEDICAL TERMINOLOGY
 IN MEDICAL UNIVERSITIES**

Toychieva Odina Sobirovna*

Fergana Public Health Medical Institute,
 Fergana, UZBEKISTAN

ABSTRACT

This article examines modern approaches to teaching Latin through medical terminology, factors justifying the relevance of teaching Latin, the formation of motivation in the study of Latin, the analysis of motives in the pedagogical and psychological literature, the views of scientists on the development of motives. The great cultural, historical, linguistic and developmental potential of the Latin language allows students of medical higher education to use it as an effective tool for cultural and intellectual development.

KEYWORDS: *Intellectual, Linguistic, Epistemological, Motivational, Principle, Personal Position, Cognitive, Creative.*

INTRODUCTION

Today, the staff of medical higher education institutions also has a special place. Therefore, one of the modern requirements for graduates of medical higher education is to develop them culturally and intellectually by learning the Latin language, which is important for medical science, and enjoying the masterpieces of ancient, medieval and world culture. The great cultural, historical, linguistic and developmental potential of the Latin language allows students of medical higher education to use it as an effective tool for cultural and intellectual development. The urgency of this aspect can be explained by the following factors:

- 1) The humanistic and ethical nature of the profession of a medical worker, along with a high level of knowledge of future professionals, helping them to develop intellectually and culturally;
- 2) incomplete, unstructured information obtained through the Internet, a wide range of knowledge of future professionals, special attention to epistemological and cultural sources,

which are of fundamental importance for understanding the global cultural and historical processes of the past and present;

3) active establishment of international relations in the field of education and health, increased attention to the study of languages belonging to the Romance-Germanic group;

4) the need to develop practical and technological aspects of the Latin language taught in medical higher education institutions, which will allow to demonstrate the potential of cultural and intellectual development.

In medical education, it is necessary to motivate students to study Latin and increase their activity. According to the literature, the concept of motive is interpreted differently by researchers. For example, while A. Maslow connects the motive with a need, S.L. Rubinstein considers the motive as the feeling and satisfaction of this need. A.N. Leontev considers motive as an objectivity that directs human activity to the satisfaction of needs and motivates it. According to L.I Bojovich, the motive can be not only in the form of external objective factors, but also in the form of perceptions, ideas, feelings, in a word, internal subjective factors.

According to A.A. Rean, a motive is said to motivate an individual internally to a particular type of activity. V.K Vilunas considers motive as a system of processes responsible for excitation and activity. [5; 99p]

According to Sh.Shodmonova, the classifications of motives by scientists are different, some of them call the conditions that arise in a person, that is, the conditions that lead to human behavior, while others call people's goals, interests, desires, intentions, aspirations, interests, needs and they cite their beliefs as motives, while others interpret motives as processes, others as motives as processes. [6; 105p]

In science, needs are considered as the cause and source of human activity. According to their origin and development, they go through two stages. In the first stage, the need is characterized as a kind of internal, closed conditions for activity. At this stage, value is able to satisfy a need, ideally emerges, and to do so involves comparing knowledge to know the real world of a given need, which in turn helps to choose the means to satisfy that existing need. In the second stage, need is a real force that controls a specific activity of a person. Here the content is defined by necessity, which comes precisely from external reality.

In science, needs are considered as the cause and source of human activity. According to their origin and development, they go through two stages. In the first stage, the need is characterized as a kind of internal, closed conditions for activity. At this stage, value is able to satisfy a need, ideally emerges, and to do so involves comparing knowledge to know the real world of a given need, which in turn helps to choose the means to satisfy that existing need. In the second stage, need is a real force that controls a specific activity of a person. Here the content is defined by necessity, which comes precisely from external reality.

Based on the theoretical observations of the science of world psychology and our own personal data, the motives can be divided into the following categories:

I.Motives that are compatible with the social needs of the individual, measured by the criterion of their essence:

1) ideological motives related to the worldview;

2) political motives reflecting the attitude to domestic and foreign policy, expressing a personal position:

3) moral motives based on moral norms, principles, lifestyle, ethnopsychological features of society;

4) subtle (aesthetic) motives that reflect the needs in relation to the beauty of being.

II. Occurrence, common to the source of conditionality, management and controllable motives:

1) broad social motives (patriotism, devotion, altruism);

2) group, collective, territorial, universal motives;

3) procedural motives focused on the structure, essence and structure of activity;

4) Incentives, reward motives for the evaluation of the product of activities, the achievement of goals.

III. Motives that reflect the essence of the types of activities:

1) motives uniting socio-political realities;

2) motives that reflect professional training and skills;

3) motives related to reading, cognition (cognitive), creativity (creative).

IV. Motives that have in common with the feature of occurrence, duration, duration, stability:

1) motives of constant, continuous, longity;

2) short-term, instantaneous, instantaneous and second motives;

3) motives that require long-term, time-free, calm behavior.

V. Motives, the rate of occurrence of which is measured by bioenergy:

1) strong, powerful, courageous motives in the sphere of influence;

2) medium-speed motives;

3) weak, empty, weak, unstable motives.

VI. Motives that reflect the nature, character and quality of the occurrence in activity, behavior and attitudes:

1) clear, obvious, realistic motives;

2) actual motives expressed in necessity, high demands and needs;

3) motives that combine the properties of opportunity (potential), reserve (reserve), latent (latent).

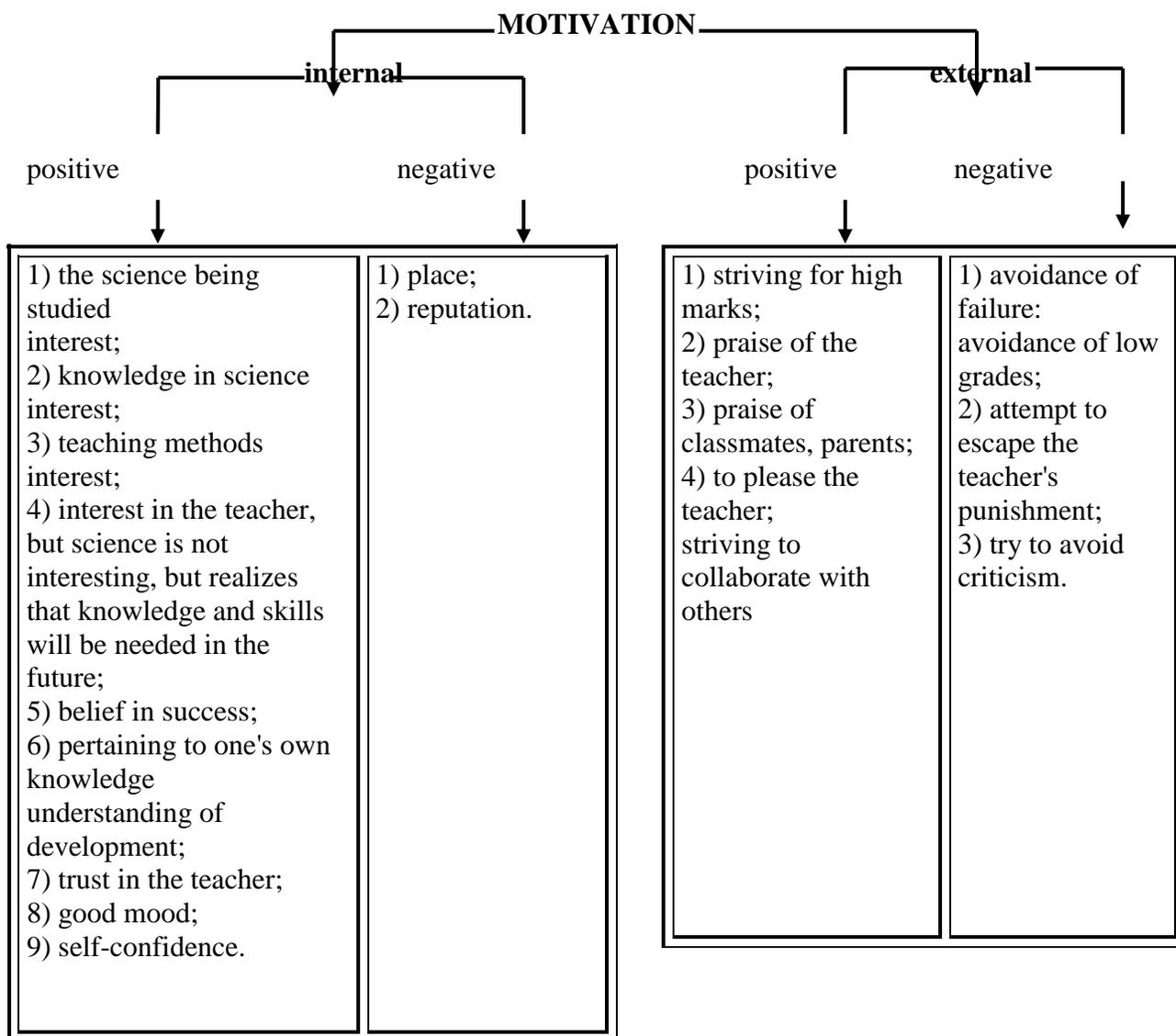
VII. The level of reflection, the motives that create a hierarchy in terms of quality.

1) biological motives;

2) psychological motives;

3) high psychological motives.

We believe that it is important to take into account the internal and external motives that affect students' intellectual and cultural development, the positive and negative factors in them.

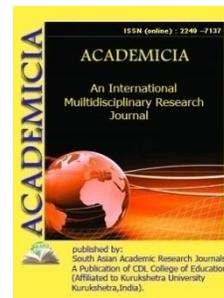
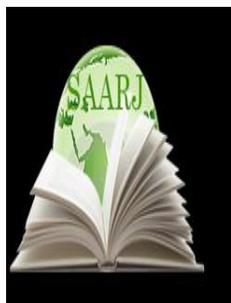


Mankind has long sought to learn more and more about the world around it. This leads to the creation of new, complex inventions and discoveries over the years. It is important that all the inventions created by mankind to date fully understand what the process of cognition is - the process of knowing the needs and interests of those who are constantly striving to know, from ignorance to knowledge of things and events in the universe. Based on the above research, it is important to increase the creative activity and motivation of students in the study of Latin using medical terminology in medical universities.

LIST OF USED LITERATURE

1. Borovskiy Y.M. Latin as an international language of science // Problems of an international auxiliary language. - M., 1991.- S. 70-76.

2. Vikulina M.A. Foreign language competence of a teacher of a medical university // International Journal of Experimental Education. - M., 2011.- No. 4.- P.59-62.
3. Dankova J.Y. Management of the development of the intellectual potential of students in higher education: Dis. ... Cand. sociol. sciences. - Belgorod, 2004. - 222 p.
4. Katsman N.L. Methods of teaching Latin. - M.: Vldos, 2003. - 226 p.
5. Haydarov F. Motivation for learning activities. - T.: Subject, 2005. - 99 p.
6. Shodmonova Sh.S. Formation and development of independence thinking in students. - T.: "Science and Technology" Publishing House, 2008. - 105 p.



DOI: **10.5958/2249-7137.2021.00218.4**

FEATURES OF FORMATION OF NATIONAL ETIQUETTE SKILLS IN PRIMARY SCHOOL CHILDREN

Khaydarov Marguba Inomdjanovva*

*Teacher,

Department of pedagogy and psychology,
KSPI, UZBEKISTAN

ABSTRACT

This article gives an idea of the features and stages of formation of National etiquette skills in primary school children. It will be helpful during the whole educating system. The younger generation belongs to such a social group of society that they have a sharp emotional cognitive ability and are more sensitive to cases of disproportion of words and practice. Some of the "injustices" that are common to adults can have a devastating effect on the minds and worldviews of young students, which are not yet fully formed. Therefore, the spiritual and spiritual conditions associated with national etiquette, national upbringing, national idea, national pride and honor is important among young people today.

KEYWORDS: Education, Majority, Ettiquette, School, Elementary, Primary, Teacher, Pupil, Instructor, Learner, Idea, Feature.

INTRODUCTION

The development of any nation depends on the attitude of the youth in society towards national concepts and values, how it affects the minds of young people and how they rely on their practical activities, as well as the development, spirituality and education of highly educated youth. Young people make up more than half of the population of the republic. It also depends on young people's understanding of national concepts, their beliefs and convictions, and what new values are formed. Because nationalism, firstly, sees young people as its object, and secondly, young people are considered to be the advanced developers of the concept of nationality and pass it on to future generations.

Third, the more young people are armed with and aware of the notion of nationalism, the more society will prosper. This situation determines the interdependence of nationality and youth. In

other words, the concepts of nationality, such as "national etiquette", "national upbringing", "national customs", "national idea", "national traditions", are meaningful, the long-term goals and interests of each person, and ultimately, the nation. If it serves to determine the future, it will be accepted by young people so quickly and a positive attitude towards it will be formed. This means that the society will have ideologically hardened, patriotic, modern knowledge in accordance with what ideas and thoughts it offers to the youth through the notions of nationalism.

The younger generation belongs to such a social group of society that they have a sharp emotional cognitive ability and are more sensitive to cases of disproportion of words and practice. Some of the "injustices" that are common to adults can have a devastating effect on the minds and worldviews of young students, which are not yet fully formed. Therefore, the spiritual and spiritual conditions associated with national etiquette, national upbringing, national idea, national pride and honor are important among young people today.

Young people should not be afraid to tell the truth, to avoid fraud, to openly state the existing difficulties and problems. At the same time, the positive work done by the head of our state Sh. Mirziyoyev and the efforts made to eliminate the existing problems are commendable.

The importance of the concept of national morality to mobilize, inspire, call students to a great future, its place and role in education and upbringing is determined by its relevance to the realities of life, real life, people's lives. However, along with the formation of national etiquette skills in students, "ideological education" is also important.

Ideological education is a process aimed at shaping the worldview of a person, social group, nation, society, equipping them with ideological knowledge that expresses specific goals. If the interests are fair and just, if they meet the needs of the majority, if the means of education in this field are effective, and if the educators are active and selfless, the goal of ideological education will be achieved. Society is more likely to be influenced by foreign and harmful ideas when the people have not yet realized their interests, formed their own ideology and mobilized for their goals. This makes it an urgent task to establish ideological education, to constantly inculcate the principles of healthy ideology in the hearts and minds of students.

Ideological education in society requires, first of all, the joint work of the family, schools, lyceums, colleges, universities, the media, public organizations. The main link in the system of continuing education is primary education - the main link in the ideological education, because the task of inculcating ideological goals in the minds of students is carried out mainly through education.

Primary school students have a high propensity for the truth, deception, verbal practices are disgusting to others, and the spirit of hatred is strong. The cultural heritage of the people, national values, the exemplary life of our great thinkers and today's achievements play an important role in the formation of national etiquette, pride and honor.

Yusuf Khos Hajib's "Kutadgu bilig", Nizamulmulk's "Siyosatnoma", Amir Temur's "Tuzuklari", Alisher Navoi's "Mahbub ul-qulub" serve as historical and scientific sources in the formation of national etiquette skills and inculcation of ideas about social justice in primary school students.

Tasks related to the correct orientation to national values through the formation of national etiquette skills in primary school students. The attitude of primary school students to national

values shows the need to strengthen, stabilize, accelerate the spiritual, educational and ideological work of the rapidly changing, renewed, socio-economic, political, legal, cultural and spiritual foundations of Uzbekistan. Also, the strength of national etiquette depends, on the one hand, on educational work and its effectiveness, on the other hand, on the correct understanding of the problems faced by students in everyday life, the ability to respond on the basis of ideas. The development of the nation requires young people to be self-sacrificing and nationally proud. It is also necessary to establish a school of education based on the universal values, Eastern philosophy, high moral and aesthetic ideals, national traditions inherited by our thinkers from the elementary school.

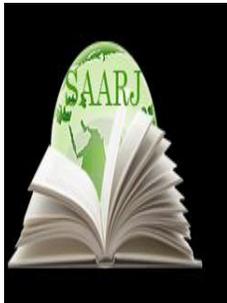
Because “to be a great state, first of all, it is necessary to take care of the culture, education and spirituality of its future citizens. As we leave a free and prosperous Motherland to the younger generation, we must pay attention to the spiritual and educational awakening of the youth, as they intend to continue the great work of our thinkers and heads of state.

The moral education of primary school students consists in the formation of a positive, humane orientation in the interaction of the student with adults and peers, the formation of national habits, the formation of positive behavioral characteristics. Great attention should be paid to the task of developing and nurturing positive emotions in students: love for parents and loved ones, kindness, friendship with peers.

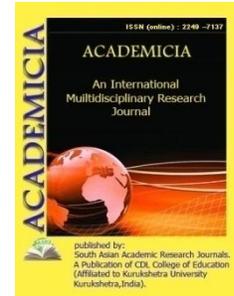
In conclusion, nurturing love and affection for loved ones is a key factor in a young student’s moral development. It is on the basis of these feelings that a valuable quality is formed in the student to develop the desire to fulfill the demands of adults, to earn their praise, to show kindness to others.

REFERENCES

1. Achil Safo. The spirituality of independence and the foundations of education. T: The Teacher, 1995. Pages 106-107.
2. Annotated dictionary of the Uzbek language .. 2 volumes, 2 volumes, -M .: “Russian language” publishing house, 1991, 125 pages.
3. The sages are about upbringing. Translation by Shorasul Zunnun from Arabic, Persian and other Oriental languages, T., “Teacher”, 1995.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00217.2

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF MEDICAL HIGHER EDUCATION IN THE PROCESS OF PREPARATION

Ergasheva Shaxlo Pulatovna*

Fergana Public Health Medical Institute, Fergana,
 UZBEKISTAN

ABSTRACT

This article presents the pedagogical conditions for the formation of communicative competence in the preparation of students for medical careers in medical universities and opportunities for the development of their communicative competence, the stages of the process of assessing students' communicative competence in medical education and the development of interpersonal and intercultural practical competencies. with quality professional communicative competencies Orientation to education, the availability of modern information in the educational process, the application of communicative competence in professional activities, the principles of communicative education, primarily related to the goals and objectives of education, the development of communicative competence of teachers and psychologists, communication process, communication culture , education - the views of modern scientists in the communicative field of education, the requirements of the educational process in professional activity Opportunities for the development of creative activity through training, the level of communicative competence of students in medical universities, the development of communicative competence through social sciences and humanities, the promotion of self-communicative development of future medical workers, the activation of all components of communicative competence in the educational process of interconnectedness from oriented constructivist technologies The use of communicative principles in the educational process, the analysis of the application of the concept of principle in the educational process, the humanization of the teacher's relationship with students and the development of communicative skills, the principles of communicative competence, the principles of communicative competence, the principle of functional the principle of multifunctionality, the peda of communicative learning environmental role of the principle of the process of science, communicative and

methodical preparation for connection to fundamental principles of relations in the process of education, communication lines and analyzed the contents of principles to practical application processes have been given in principle the concept of approaches to analysis.

KEYWORDS: *Communicativeness, Competence, Professional Activity, Medical Education, Principle, Functionality, Poly functionality, Interdisciplinary Connection, Methodical Training.*

INTRODUCTION

In the Republic of Uzbekistan, great attention is paid to reforming the education and training system and raising it to the level of developed countries as a priority of public policy. While the quality of the system of continuing education and training is a decisive and important factor in the development of any state in line with modern requirements, it is necessary to recognize the need for innovative changes in today's vocational education. Organization of education in educational institutions of the republic in accordance with modern requirements, creation of an electronic portfolio of new textbooks and manuals and their widespread introduction into the medical education system, integration of continuing education with science and industry, further improvement of the system of educational institutions, methodological training of competitive teachers. Strengthening is one of the key areas of society's demand, and high results are being achieved in this regard.

Modern requirements to the educational process allow us to accept the formation and formation of professional communicative component both as a pedagogical process. It aims to provide students with quality professional communicative competencies through the development of the motivational field and interpersonal and intercultural practical competencies of professional communication. When evaluating the process of formation of communicative component of future physicians, it is necessary to pay attention to a number of pedagogical conditions that contribute to the achievement of high efficiency, especially in education.

Existence of modern information acquisition environment in the educational process;

- ✓ Focus on the application of communicative competence in professional activities;
- ✓ Focused on the development of communicative competence through the social sciences and humanities;
- ✓ Orientation of the teacher to humanize the relationship with students and the development of communicative qualities;
- ✓ Encourage future medical staff to develop self-communication;
- ✓ The use of various forms of interaction of personality-oriented constructive technologies of education by activating all components of communicative competence in the learning process.

Step-by-step we analyze each condition. One of the main factors of social education of students is the educational process, which serves as a system that forms the pedagogical system. V.A. Levin believes that when there are opportunities for the development of the educational process, it is necessary to improve the system of individual, specific influences and conditions of

formation of the socio-cultural learning process of the individual. Such an environment itself should not be uniform [5, 365 p].

Educators and students become separate "subjects of full development of their creative individuality", such a pedagogical process is, first of all, a process of attitude. Modern authors (H. Abdukarimov, G.G Chanisheva, B.D Elkonin, F.R Yuzlikaev, etc.), who expressed their views on the communicative sphere of education and upbringing, speak about the humanization of the pedagogical process and the need for students to have full equal rights with the teacher. they talk about what is meant. At the same time, the formation of interpersonal relationships and the broad effectiveness of the influence of students' communicative qualities on the development of fluency are considered a necessary condition of pedagogical activity. In this regard, M.N. Berulava mocks the essence of traditional pedagogy, which is still useful in modern education: "The student is embodied as an engineering-technological mechanism that can be controlled by external influences, new technologies, common standards and norms" [3 , 21-22 p].

A.A. Leontev said that "communicative behavior refers not only to the process of speaking, conveying information, but also to the organization of speech, which affects the nature of the relationship, creating an emotional (psychological) environment of teachers and students, their working methods" [6, 41 p.], i.e., to create a separate cultural-moral relationship. However, any moral relationship between teacher and student, with only one important condition, namely - "the teacher himself must have a humanistic outlook, and more importantly a culture of" inner "and behavior." The humanistic worldview is the foundation of the pedagogical profession, and the moral culture is the most important manifestation of this. Nevertheless, although humanistic ideas in pedagogy did not appear only in our time, they still form a declaration (dry talk, nonsense) and often, because some teachers lack a culture of behavior, authoritarian education and upbringing in practice methods "[9, 78 p]. The humanistic direction in education, despite the abundance of different forms and methods, is to some extent based on the confidence in the student's personality, as he or she is capable of self-development and self-improvement. However, in our opinion, the teacher, who is the creator of positive personality traits, pays attention to the student, prepares them for a dialogical environment, creates a professional role that students expect, and provides students with "freedom to learn".

In medical universities, the creative activity of students is developed through the development of communicative competence in preparing them for professional activities. Creative activity is, first of all, the independence of students, in which not only the characteristics of thinking activity (novelty of thought, intuition), but also the inner aspiration to creativity, that is, the characteristics of the factor (interest, courage, will, aspiration, inspiration, etc.). [4; 6 p]

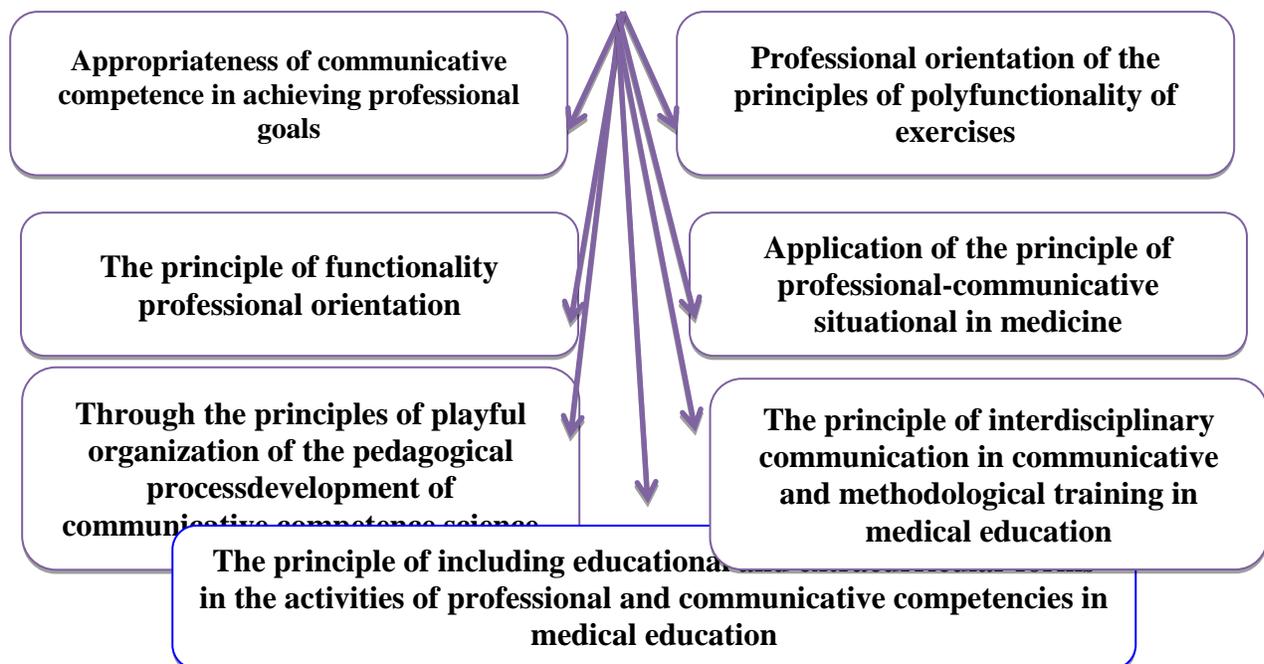
It should be noted that in the context of large-scale globalization and informatization, the development and improvement of modern educational process, as well as organizational and pedagogical principles based on pedagogical technologies, can not be achieved. Research on medical education in the context of modernization of medical universities, the development of communicative competence in the process of teaching the subject of professional pedagogy, is particularly relevant. indicates a low level of communicative competence. Orientation of students of medical universities to professional activity The methodology of vocational education, the principles of professional-pedagogical educational processes are the most important category features.

Today, the choice of the principles of communicative teaching, modern didactics, psychology, teaching methods are the most controversial, because there are conflicting views on this issue. The term "principle" itself is derived from the Latin word principium, meaning "foundation" and "first, first." Thus, the principle of teaching is based on the primary basis and law, according to which the teaching system of pedagogical disciplines must function and develop.

In the course of our research, as well as in the teaching of professional psychology and vocational pedagogy, we understand the basic law, the rules that can determine the whole organization of communicative teaching in principle, which are reflected in the participants' full understanding of each other. The correct implementation of the principles of the organization of communicative education should ensure the effectiveness of the pedagogical activities organized in the classroom and the interest of students in professional activities.

The principles of organizing communicative education we are considering are primarily related to the goals and objectives of education and upbringing; some of which may lose their relevance, while others may be improved, new principles have begun to emerge that reflect the modern demands placed on our society and science by the organization of communicative teaching of pedagogical sciences. Teaching principles can also be critical to qualitatively defining the content, forms, methods, and organization of communicative learning. The general didactic principles of communicative education, as well as the acquisition of the basis of theoretical concepts aimed at the formation of professional competencies, should be focused on the process of qualified, effective and educative education. In our study, we include the following to the basics of these principles.

ORGANIZATION OF THE PRINCIPLES OF COMMUNICATIVE RELATIONS IN MEDICAL EDUCATION



In addition, our analysis is based on the principles of professional orientation in the development of communicative competence of future medical staff, which allows them to model the most

important aspects of the work of medical education teachers and more successfully acquire professional communicative competencies in medical education. It should be noted that it helps. So we try to describe each of the proposed principles.

The first principle is the expediency of communicative competence in achieving a professional goal. At the same time, it is important to note that in medical education, the principle of professional appropriateness should emerge as a system-forming factor of change in the structural components of vocational education, V.S. According to Bezrukova's research, the rules for implementing this principle of professional appropriateness may include:

- make a choice of content, methods, tools and forms of training, taking into account the characteristics of the specialty and assistance in its acquisition;
- formation of important professional qualities of students, facilitating the acquisition of a profession and the performance of professional functions;
- expanding the scope of professional competencies and directing them to the training of professional and socially active professionals;
- use of professional training in the continuous development and formation of the individual [2;128p].

The information considered in the pedagogical specialty should determine the principle of expediency, the distinctive features of communicative teaching of students and be the basis for their future professional activity.

The second is the principle of functionality in the professional-pedagogical framework. It should be noted that the principle of functionality is multifaceted (aspect) and involves the organization and functional selection of pedagogical tools. This principle, defined by the researcher P. Starkov, “defines the object of educational activity of teachers and students, as well as the forms and content of this educational activity. It can be described as: mastering how it works in the process of oral and written communication, and understanding how it hears.” [8, 224 p.].

Third, the principle of polyfunctionality of professionally oriented exercises can reflect the specific features of the exercise system in the professional-intensive methodology of communicative education. Speech competencies, formed in non-speech contexts, are unstable, which is why communicative teaching in the social sciences and humanities is the most effective activity, which involves simultaneous and parallel acquisition of both profile pedagogical materials and speech communicative activity. The system of intensive learning methodology should be implemented with a series of exercises in which the communicative goal of learning is realized in severely interchangeable situations. In this case, any exercise is monofunctional for students and always multifunctional for the teacher. In this method, polyfunctionality must be strictly mandatory. It should also be added that the multifunctionality of teaching materials requires the following: from different components of the educational environment, for example, classroom furniture (table, chair), blackboard, etc. full access to them; Presence of multifunctional subjects in the study group, ie subjects that are not fixed in a special way, which are necessary for use in different types of student activities in higher education for different district purposes.

The fourth is the principle of professional-communicative situationality. When teaching profile subjects in medical universities, students should also take into account the specifics of their future professional activities, which should influence the choice of teaching materials, the organization of the educational process and communicative situational exercises. E.I. According to Passova, the situation is "a universal form of learning, the method of organizing the means of speech, the method of their presentation, the method of substantiation of speech activity, the formation of skills and abilities and the development of speech skills" [10;59 p]. as one, it demonstrates the need to organize education in a natural environment for attitude [11;223p].

Fifth is the principle of organizing the role of the pedagogical process of communicative education. It is well known that communication is a process of self-motivation, in the creative process only when students do not imitate their communicative activity, but also use certain low-level competencies, that is, perform certain grounded communicative speech actions.

Sixth - the principle of interdisciplinary communication of communicative and methodological training. It should be noted that the special relevance of the study of specific problems of interdisciplinary interaction is due to the development of communicative and methodological approaches in the system of vocational education in medical universities. V.N. Maksimova suggests the following clear classification of interdisciplinary relations:

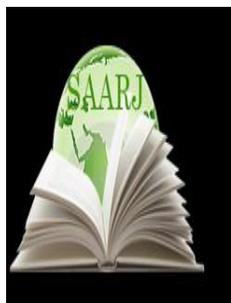
- ✓ meaningful-informational interdisciplinary relations;
- ✓ interdisciplinary philosophical relations;
- ✓ ideological connections;
- ✓ interdisciplinary relations [7;160p].

The interdisciplinary aspect in the formation of professional communication of communicative competencies in medical students is always relevant, the presence of practical professional-oriented communication is the most important component of constructive communication in medical universities, and the readiness to implement it on a professional-functional level. serves as one of the tools to increase efficiency in the performance of professional duties.

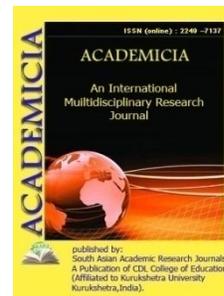
REFERENCES

1. Decree of the President of the Republic of Uzbekistan. On the Strategy of Actions for the Further Development of the Republic of Uzbekistan / Collection of Legislation of the Republic of Uzbekistan, 2017, No. 6, Article 70.
2. Bezrukova V.S. Pedagogy // V.S. Bezrukova. - Ekaterinburg: SIPI, 1990. - 128 p.
3. Berulava M.N. A general didactic approach to the humanization of education. Pedagogy. - M., 1994. -- S. 21-22.
4. Kadirova M.R., Ergasheva Sh.P. Modernization of creative competence of students of medical universities. Psychosocial // International Journal of Psychosocial Rehabilitation. Volume 24, Issue No. 1. 2020, 1721-1733 pp. DOI: 10.37200 / IJPR / V2417 / PR200272.
5. Levin V.A. Educational environment: from modeling to design. - M.: Sense, 2001. -- 365 p.
6. Leontiev A.N. Selected psychological works: In 2t. // T.1. M.: Pedagogy, 1983.- 68 p.
7. Maksimova V.N. Intersubject communications in the educational process of the modern school: textbook. manual for students of ped. in-com. - M.: Education, 1987. - 160 p.

8. Starkov A.P. Teaching English in high school. / A.P. Starkov. - M.: Education, 1978.- 224 p.
9. Syrova N.V. Ethical relations as mechanisms of professional development of students / Dissertation 13.00.08 - theory and methodology of vocational education. - N. Novgorod, 2005 - 78 p.
10. Passov E.I. A communicative method of teaching foreign language speaking: a manual for teachers of foreign languages. / E.I. Passov. - 2nd ed. - M.: Education, 1991 .-- 223 p.
11. Passov E.I., Kuzovlev, V.P., Kuzovleva, N.E., Tsarkova, V. B. Mastery and personality of a teacher: An example of a teacher of a foreign language. / E.I. Passov. - 2nd ed., Rev. and add. - M.: FLINT, Nauka, 2001 .-- S. 74.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00216.0**

SEMANTIC ANALYSIS OF THE METAPHOR IN THE MEDICAL DISCOURSE OF THE UZBEK LANGUAGE

Abdulhairova Firuza Invarovna*

*Teacher,

Andijan State Medical Institute, UZBEKISTAN

ABSTRACT

*Studying the materials and a literary review on the topic, it was determined that there is no clear scientific data and analytical work on the semantics of the metaphor terms in the medical vocabulary of the Uzbek language. In the modern world, where the lexical layer of languages is continuously replenished with new terms, scientific linguistics needs to quickly and thoroughly control them, i.e. regulation, problems of borrowing, implementation in practice, etc. **Scientific novelty** The basis for a detailed study of medical metaphors was established. In particular, statistical and analytical data were obtained on the peculiarities of transferring the semantics of terms-metaphors from the donor-sphere to the field of medicine. **Goal** The goal of the semantic analysis of metaphor terms was to determine the aspects and nuances of the transfer of meaning, which are wholly preserved, partially or completely lost or reincarnated from the cognitive or linguocultural point of view of a specialist when transferred from one sphere to another. **Materials and Methods** To carry out this study, methods such as random sampling, definitional analysis, semantic analysis, interpretative analysis, and quantitative counting were used. As research materials, encyclopaedic medical dictionaries and medical texts from magazines, manuals and mass media were used. **Conclusion** If in an ordinary scientific term the word is taken, particularly, from a highly specialized discourse, then the semantics of the metaphor term is formed purely on the associations of the term author. This can be an external similarity, a similarity of the performing functions, or the cognition of a scientist. The all term-metaphorical layer of medical vocabulary can be considered as the result of the human cognitive mechanism. After all, the term-metaphor is the result of the mental and intellectual activity of a specialist.*

KEYWORDS: *Medical Metaphor, Semantic Analysis, Source-Sphere, Transfer of Meaning*

INTRODUCTION

Analyzing the literature and scientific works and articles on the semantics of the term-metaphor, one can find an answer to the question of the importance of this aspect in the study and establishment of the status of the term-metaphor in medical discourse. Native speakers of all languages use a large number of metaphors when they communicate about the world [24. Lakoff and Johnson: 58]. Metaphor is always a comparison, mostly hidden. The reconsidered meaning is compared here with the literal one on the basis of some internal form constituting the comparison. This is the quality of the metaphor: it creates similarity due to its two-dimensionality - application to two subjects at the same time, so that the properties of the one in question are viewed through the properties of the one whose name it is designated [34. Telia: 120 - 129]. First of all, words denoting the most well-known concepts and objects from the environment of a person are subjected to metaphorization. The name of this or that concept is transferred to another object or concept basing on their similarity. Therefore, we can say that the metaphor is based on objectified associative connections, reflected in connotative features that give information either about the everyday practical experience of a given linguistic community, or about its cultural and historical significance.

Exploring the mechanisms of metaphorization, linguists note that it is not necessary to look for general schemes inherent in the dictionary definitions of two words. It is rather about general associations, which are often difficult to define [11. Gak: 474]. Of course, metaphor is a universal phenomenon in language, but it occupies a special place in the field of scientific and technical communication: terms formed through metaphorical transfer of meaning perform a cognitive function in research activities.

Actuality: Studied the materials and a literary review on the topic, it has been determined that there is no clear scientific data and analytical work on the semantics of the metaphor terms in the medical vocabulary of the Uzbek language. In the modern world, where the lexical layer of languages is continuously replenished with new terms, scientific linguistics needs to quickly and thoroughly controls them, i.e. regulation, problems of borrowing, implementation in practice, etc. The medical sphere, according to researches, annually, is replenished with more than 1000 new terms [33. Smironova: 287-290]. Today, there are no scientific studies on this issue in the Uzbek language, which creates a niche in the terminology of the language. Considering the significant number of metaphorical terms in the medical field, this niche requires mandatory study and filling out with scientific answers. But it is semantics that unites linguistics as a single system and connects it with other disciplines such as cultural studies, sociology, cognitology, psychology and others.

Geertz wrote about meaning: "Man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretative one in search of meaning." [10. Geertz: 5].

The semantic method of term formation still retains its relevance and high productivity. The language of science differs from the general literary semantic word formation in that in the general literary language, semantic transformations are the result of a long evolution of the word, which usually ends with the formation of homonymous words. In terminological word formation, this method has a qualitatively different character. There is an adaptation of existing words

without long evolution. When adapted, the word undergoes certain semantic transformations, and then the word acquires other grammatical and lexical characteristics.

The semantic way of creating terms, based on various metaphorical transfers of general meaning, is a constant and inevitable source of replenishment of terminological vocabulary. According to forecasts of some researchers, the productivity of metaphorical nominations of scientific objects in the course of further development of science will increase due to a broader drawing of analogies between objects and systems of objects of different sciences. A very important point is the preservation of the emotional perception of the meaning of the term through a metaphor from the familiar sphere-source due to a deep awareness of the meaning from the sphere-donor. The only caveat that should be taken into account is that the emotional background of the metaphorical transfer of meaning is not always positive and may sound offensive. The ability to be negatively emotional is especially undesirable in the terminology of medicine, since it is associated with the possibility of iatrogenic, a disease caused by the careless statements or actions of a doctor or other person among the medical staff that adversely affected the patient's psyche. The number of special nominations carrying negative emotions, dissonant, sounding offensively is still quite large in medical terminology: a bull's heart, a fish's mouth, a frog's belly, a cleft palate, a glove of death, a horse's foot, a cat's cry, a barking cough. This explains one of the basic deontological requirements, according to which such terms should not be known to either the patient or his relatives.

Scientific novelty: The basis for a detailed study of medical metaphors will be laid. In particular, statistical and analytical data will be obtained on the peculiarities of transferring the semantics of terms-metaphors from the donor-sphere to the field of medicine.

Goal: The goal of the semantic analysis of metaphor terms is to determine the aspects and nuances of the transfer of meaning, which are wholly preserved, partially or completely lost or reincarnated from the cognitive or linguocultural point of view of a specialist when transferred from one sphere to another.

Materials and methods: To carry out this study, methods such as random sampling, definitional analysis, semantic analysis, interpretative analysis, and quantitative counting were used.

As research materials, encyclopaedic medical dictionaries and medical texts from magazines, manuals and mass media were used.

The terms of lexical-semantic formation, differing in their onomasiological and formal properties from the terms of other methods of formation, have the features necessary for the functioning of terms in the terminological system: memorability, assimilation in the system, the ability to indicate the connection between common and special concepts [30. Prokhorov: 17-20].

Semantic analysis of metaphoric terms is one of the most important links in determining their status as a scientific term. After all, the results of this particular analysis can unambiguously show whether the term-metaphor acquires a "single" meaning in a new area or becomes a means of interpretation. While the structural consist of the terms-metaphors is based on the grammar of the language, linguocultural analysis provides information about the influence of culture and history of the people on a given type of terms, and the cognitive approach corresponds to the personal experience, beliefs and associations of the author-creator. Researchers propose universal categories that serve as a starting point for the formation of a metaphorical image in

consciousness. They are called source spheres, and according to researcher A.P. Chudinov, donar spheres. He argues that any types of metaphorization are based on associative connections within human experience [6. Chudinov: 238]. If to base on his research, it means that the term-metaphor appears as a result of the semantic association of existing experience.

For the semantic analysis of medical metaphors, we selected 50 metaphoric terms by the method of random sampling.

№	Metaphor	Appearance similarity	Functional similarity	Association	Source-sphere
1	Yurak blokadasi - heart block	Not saved	Saved	A military blockade is the isolation of a blocked object by disrupting its external communications. In medical discourse, this term denotes a disturbance of the heart rhythm, caused by the disturbance of the conduction of an impulse in the myocardium to contraction	Military metaphor
2	Tikanli sim kasalligi - barbed wire disease (concentration camp syndrome, Visher's disease)	Not saved	Not saved	Psychological trauma because of an unfavorable place of stay	Conceptual metaphor
3	Askar kasalligi – Soldier disease	Not saved	Not saved	Using morphine as a pain reliever for soldiers	Conceptual metaphor
4	Ko'z olmasi – eye apple (eyeball)	Saved	Not saved	Round form	Phytonyms
5	Suzayotgan ko'z simptomlari - floating eye symptom	Saved	Not saved	Irregular and slow eye movement	Conceptual metaphor
6	Quruq ko'z sindromi – Dry eye syndrome	Not saved	Saved	Feeling of eyes dryness	Conceptual metaphor
7	Qo'g'irchoq ko'z simptomlari – Doll's eye syndrome	Saved	Saved	Toy doll that opens its eyes when you lift it up and closes its eyes when you lay it down	Everyday things metaphor
8	Timsoh ko'z	Saved	Not	tears for no reason while eating	Zoomorph

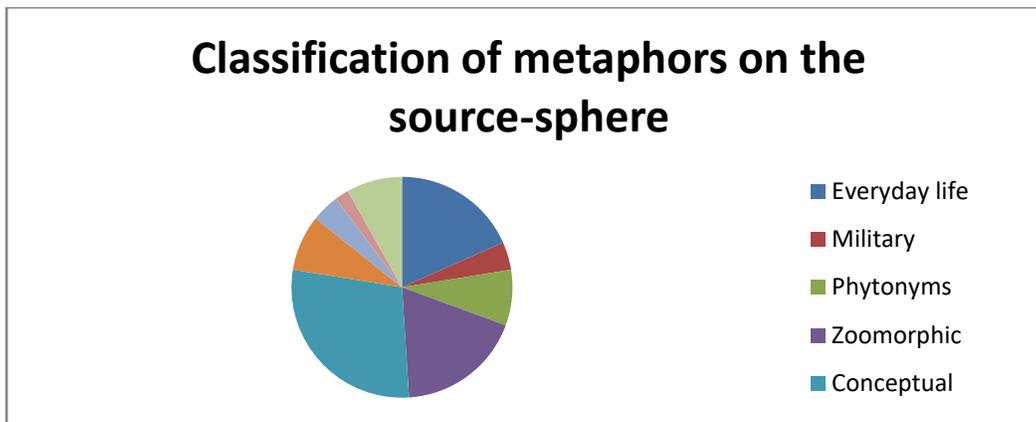
	yoshlari – Crocodile tears		saved		ic metaphor
9	Baliq ko'z – Fish eye	Saved	Not saved	Characteristic corneal opacity	Zoomorphic metaphor
10	Leopard ko'z tubi – Leopard ocular fundus	Saved	Not saved	Leopardskin color	Zoomorphic metaphor
11	Geografik keratit - Geographic keratitis	Saved	Not saved	Drawing of a geographic map	Geographic metaphor
12	Darahtsimon keratit - Treelike keratitis	Saved	Not saved	colored areas of the cornea look like a branching tree	Phytonyms
13	Gilos danagi sindromi - Cherry seed syndrome	Saved	Not saved	The fundus of the eye has a milky white color, on the background the yellow spot seems dark red	Phytonyms
14	“Standart odam” – “Standard man”	Not saved	Saved	Concretize, anthropometric, anatomic and physiologic indicators of a man	Conceptual metaphor
15	“O'qimishli telba” “Educated idiot”	Not saved	Not saved	Man can perform one or some tasks very well in spite of lagging behind in mental development	Conceptual metaphor
16	“O'lik barmoq” sindromi – “Dead finger” syndrome	Not saved	Not saved	Becoming of fingers “dead”, unmovable like tree.	Conceptual metaphor
17	“Echkioyoq” – “Goat's leg”	Saved	Not saved	External similarity with goat's leg	Zoomorphic metaphor
18	Avtomatik nutq – Automatic speech	Not saved	Not saved	Continuous repeating of numbers, days of the week, months of the year, ABC and others	Conceptual metaphor
19	Bel uchburchagi, syn. Petitov uchburchagi – Back triangle, syn. Petitov's triangle	Saved	Not saved	Connection of the muscles in the triangle form in the back wall of abdomen	Mathematic metaphor
20	Bilak suyagi	Saved	Not	Round form of the end part of the	Anthropo

0	boshchasi - Head of the wrist bone		saved	wrist bone	morphic metaphor
2 1	Biologik qurol, syn. Bakteriologik qurol - Biological weapon, syn. bacteriological weapon	Not saved	Saved	Use of microorganisms and their parts which can produce diseases as an arm for mass destroying	Military metaphor
2 2	Biologik soatlar - Biological time	Not saved	Not saved	Rhythmic passing of biological processes in the alive organism	Conceptual metaphor
2 3	Bir shohli bachadon - one horn uterus	Saved	Not saved	External similarity with the horn of animals	Zoomorphic metaphor
2 4	Visceral yoy - Visceral arch	Saved	Not saved	Pair arcuate cartilaginous plate	Metaphor of building
2 5	Vitamin ochligi, syn. Vitamin etishmasligi - Vitamin hunger, syn. Vitamin insufficiency	Not saved	Not saved	Insufficiency of vitamins in organism	Conceptual metaphor
2 6	Voronkasimon kanal - Funnel channel	Saved	Saved	External similarity. Firstly wide then becoming narrow improve the conductivity of a channel	Everyday things metaphor
2 7	Gavxarhaltasi - Lensbag	Saved	Saved	Wrapping the lens as a bag; hold it by stretching and contracting	Everyday things metaphor
2 8	Gavxar ekvatori - Lens equator	Saved	Not saved	Line for moving the lens from front side to backside surface, i.e. the line passing through the middle of a round ball	Geographic metaphor
2 9	G'alvirsimonplastinka - sievelikeplate	Saved	Notsaved	Nerve fibers in the sieve like holes of a plate	Everyday things metaphor
3 0	G'altaksimon nerv - coil shaped nerve	Saved	Not saved	Moving of the muscle nerve as a thread around bobbin	Everyday things metaphor
3 1	Duglas faryodi - Duglas' cry	Not saved	Not saved	Acute pain appears in the vagina in examining with this method	Conceptual metaphor

3 2	Duglas cho'ntagi - Duglas' pocket	Saved	Not saved	Fossalike apocket	Everyday things metaphor
3 3	Dum suyagi - coccyx	Saved	Not saved	Placing in the end of vertebral column and peculiarity to the animals with tails	Zoomorphic metaphor
3 4	Dumg'aza rombasi, syn. Mihaelis rombasi - sacral rhombus, syn. Michaelis rhombus	Saved	Not saved	Fossa in the rhombus form in the sacral area	Mathematic metaphor
3 5	Dumli tanalar - tailed bodies	Saved	Not saved	Tail form nodules under the cortex	Zoomorphic metaphor
3 6	Yevstahiyev nayi - Eustachian tube	Saved	Saved	Tube like way connecting the nose to esophagus	Metaphor of building
3 7	Yoy, syn. Ravoq - arc, syn. Bow	Saved	Not saved	Organ or structure in the organism with a bent form	Metaphor of building
3 8	Do'nglik, syn. Do'ng - condyle	Saved	Not saved	Widening, coarsening and protrusion of the bones	Geographic metaphor
3 9	Durvaza, syn. Ortki chiqaruv teshigi - Exit gates (anus)	Not saved	Saved	Exit place	Everyday things metaphor
4 0	Parda - curtain (membrane)	Saved	Saved	Wrap and cover as a curtain	Everyday things metaphor
4 1	Yosh ko'li - tear lake	Saved	Saved	Tears from conjunctiva sac flow into the widening of the eye cleft	Geographic metaphor
4 2	Jigar baryeri - liver barrier	Not saved	Saved	Biochemical and physiologic processes in the liver for disinfection of toxic substances	Metaphor of building
4 3	Jig'ildon qaynashi, syn. Zarda - epigastria boiling	Not saved	Not saved	Burning in the epigastria (as one drank boiling water)	Conceptual metaphor
4 4	Zanjirsimon reflex - chain	Not saved	Not saved	Mutual influence of reflexes	Conceptual

	reflex				metaphor
4 5	Ildiz – root	Saved	Saved	Implantation of the end of one organ to the other one and thereby to hold its body and to do other tasks	Phytonyms
4 6	Ilmoqsimon barmoq – hook finger	Saved	Not saved	Appearing of bend in the joint of phalanx on the form of hook	Everyday things metaphor
4 7	It chaynash - Chew doggy style	Saved	Not saved	Way of a patient's eating: very fast, badly chewing, bending close on the plate	Zoomorphic metaphor
4 8	Yo'lbars buyrak Tiger kidney	Saved	Not saved	White striped spots in the kidney as a tiger's skin	Zoomorphic metaphor
4 9	Yo'ldosh – fellow traveller (placenta)	Not saved	Not saved	Appearing from the first day of fetus "life" in the uterus and coming out after a baby's birth	Conceptual metaphor
5 0	Kamon oyoq – Bow shaped legs	Saved	Not saved	Deformation of the legs outside – in the form of bow	Military metaphor

From the selected metaphors, the following thematic groups of metaphor terms were identified: military metaphors, conceptual metaphors, phytonyms, artifacts, zoomorphic metaphors, geographic metaphors and unit metaphors of structure and building elements, anthropomorphic, mathematical.



Our research has shown that in anthropomorphic, building and military metaphors, the semantics of words transferred to the medical field are periodically preserved either in appearance or in the performing function. For example: **jigar baryeri (liver barrier)**, where the word barrier retains functional semantics, denoting physiological and biochemical processes of disinfection of toxic substances entering the liver. A metaphor **yoy, syn. ravoq** (arc, syn. arcuate) - an organ, its part or a neoplasm in the form of an arc in the human body; we can see the preservation of semantics only by external similarities. The same examples can be: **yurak blokadasi (heart blockade)**, **kamon oyoq (bow-shaped legs)**, etc.

As for the groups of geographic metaphors, phytonyms and zoomorphic metaphors, the regularity of the transfer of meaning is traced only by external similarity. For example: **yo'lbars buyrak (tiger kidney)** – if these kidneys are checked on an X-ray, striped white spots, spots

similar to a tiger's skin are visible in its shadow; **darahsimon keratit (treelike keratitis)** - the most common type of corneal herpes. It accounts for up to 50% of the lesions. The term "treelike" is due to a specific picture that is very helpful in diagnosis. If a patient with treelike keratitis is dripped with fluorescein in the eye, then the colored areas of the cornea (corresponding to the disintegrated vesicles) will look like a branching tree; **gilos danagi syndromi(cherry seed syndrome)** - obstruction of the central retinal artery - blockage of the trunk of the central retinal artery due to spasm, embolism or thrombosis. Symptoms: sudden sharp deterioration or loss of vision. The fundus of the eye has a milky white color, against which the yellow spot appears dark red (hence the name cherry seed syndrome); **dumli tanalar (tailed bodies)** - a paired structure of the brain related to the striatum. It is located in front of the thalamus, from which (on a horizontal cut) it is separated by a white strip of substance - an internal capsule; **bir shohli bachadon (one-horned uterus)** - a malformation of the uterus, in which only one paramesonephric duct was formed, while the second did not develop or developed insufficiently. In embryological plan, a one-horned uterus is a half part of a normal uterus, which can be with one horn or with an additional rudimentary horn; **“Echki oyoq” (“goat legs”)** – an instrument in the form of goat legs. It is used to remove teeth. Associations in the creation of these metaphorical terms are based on the unnaturalness for the human body of certain changes or formations, but clearly distinguished in animals, plants or found in nature. Accordingly, in functional semantics, they are completely different, but addition of these words in a term automatically creates an imaginative clear picture of its meaning, or at least an associative image. After all, it is much easier to explain and remember the term-metaphor **dumli tanalar(tailed bodies)** than, for example: bodies with an elongated narrow shape at the end.

The thematic group of artifacts, in particular the metaphors of everyday life, are distinguished by the preservation of semantics both in external similarity and in the performing function. This can be explained by the variety of choice of household items for associating with a medical process or organ, for a more accurate transfer of meaning. Researcher O.S. Zubkova rightly noted that in the studying medical discourse there are "numerous examples illustrating the object of research, which are not only professional terms, but also subjective, naive, predominantly evaluative characteristics of the state of human health" [38. Zubkova: 3]. For example: **parda-curtain (membrane)** - a layer that covers almost all organs and formations from the inside or outside; **gavhar haltasi (a bag of a lens)** - a stretching-contracting colorless transparent membrane enveloping the lens; **voronkasimon kanal (a funnel channel)** - a crow-shaped canal or dental canal, in particular, a hollow cone-shaped bundle passing down from the hypothalamus to the posterior hemisphere of the hypophysis.

Of course, it is not always possible and easy to carry out such a complete semantic transfer of meaning, then associations by external similarity are more transmitted, for example: **ilmoqsimon barmoq(hook finger)** - flexion contracture in the distal interphalangeal joint of the finger; it occurs when the tendon of the extensor longus of the finger is torn from the base of the nail phalanx; **Duglas cho'ntagi (Douglas pocket)** - rectal-uterine cavity (excavatio rectouterina) - a pit in the parietal peritoneum located between the uterus and rectum and bounded laterally by the rectal-uterine ligaments of the peritoneum; **g'altaksimon nerv –coil shaped nerve (block nerve)** - two-neuronal IV pair of cranial nerves. It innervates the superior oblique muscle of the eyeball, which provides downward movement of the eyeball and its rotation inside. It is a motor nerve,

and, along with the oculomotor nerve, takes part in the innervation of the muscles that provide movement of the eyeballs.

Conceptual (ontological) metaphor is one of the most complex and multifaceted groups, as it is the result of the cognitive analysis of the individual. Semantic analysis of this group of metaphors also showed a distinctive picture with a number of specific properties from other groups. Only in conceptual metaphors we can observe terms formed neither on external nor functional similarities. A conceptual metaphor is formed on the associations and inferences of the medical specialist. For example: **tikanli sim kasalligi, syn. koncentracion lagerlar sindromi, Visher kasalligi (barbed wire disease)** - this term is described in the Great Encyclopedia of Psychiatry, Jmurov, as follows: mental disorders that arise in prisoners of concentration camps due to prolonged mental trauma, constant malnutrition and other deprivation; characterized by depression, hypochondriacal manifestations, increased excitability, weakness, fatigue, headache and dizziness, memory loss, difficulty concentrating, loss of initiative, difficulty in interpersonal contacts, sleep disturbance; **Askar kasalligi (Soldier's Disease)** - this term is an old euphemism that appeared after the First World War. "Soldier's disease" is an addiction to morphine, which was developed in many of the soldiers who were in the infirmaries, due to the rather wide use of the drug to relieve pain after wounds;

“O’qimishli telba” (“educated idiot”) - a person lagging behind in mental development, but capable of doing one or several things very well.

Results of analysis: Based on the aforesaid, we can say that to determine the thematic group of a metaphor, it is not always enough to know the meaning of a word in the source-sphere; the semantic meaning of the metaphor term in the transferred area is also important. If in the transferred area (in this case, the medical one) neither the external nor the functional semantic aspects of the metaphor are preserved, this is a conceptual metaphor, despite the fact that the metaphorical part of the medical term is taken from everyday life or a part of nature. For example: **zanjirsimon refleks (chain reflex)** - the appearance of one reflex under the influence of another reflex. The formation of one reflex under the influence of another causes the association of a chain relationship between them. Although in this process there are no external similarities with the chain or with the functions performing by it. The author of the metaphor has a more and more important association of the interconnection of reflexes, because they appear only thanks to each other. Or the metaphor **yo’ldosh (the placenta)** is formed from the embryonic membranes of the fetus, which adjoin tightly to the wall of the uterus, form outgrowths (villi) protruding into the mucous membrane, and thus establish a close connection between the embryo and the mother's organism, which serves for nutrition and respiration of the embryo. The main purpose of the placenta is to ensure the metabolism between the mother and the fetus. The placenta, together with the membranes of the fetus in a woman, gets out through the genital tract in 5-60 minutes (depending on the tactics of childbearing management) after the birth of a child. From the definition of the term given in the Comprehensive Medical Dictionary, it is clear that the metaphor yo’ldosh appeared as a result of the association of his accompanying the fetus from the moment the embryo appeared in the mother's body until its birth. The meaning of such terms allows you to create a mental image of a concept, which facilitates the learning of the special concepts they call. Apparently, terms such as "pseudolipoma" can also be attributed to this group, the form of which gives an idea of a phenomenon that has common or similar features with a lipoma, but differs significantly from it (similarly, "pseudokarst",

"pseudopodium," "quasi-synonym" and etc.). The property of such terms to create some idea of the corresponding denotations can be called figurative motivation of the term.

The next degree of reflection of a denotatum properties is characterized by the presence in the form of a term of signs that a given concept belong to a certain logical category of concepts and connections of a given concept with some other concepts, which allows one to get some idea about it. Relationships of a concept can be intercategory, that is, with concepts belonging to other logical categories, and intracategory, that is, with concepts belonging to the same category [12. Gushchina: 42].

CONCLUSIONS

On the base of carried out analysis, we can come to the conclusion that metaphoric terms, regardless of the thematic or structure, always retain the status of a scientific term. The main source of the transfer of the term semantics is the common vocabulary, which is the richest linguistic resource. For example, the term **“miya oyoqchasi” (“brain leg”)** is built on the basis of similarities with the anatomical structure of a person (legs) by metaphorical transfer to one of the parts of the brain.

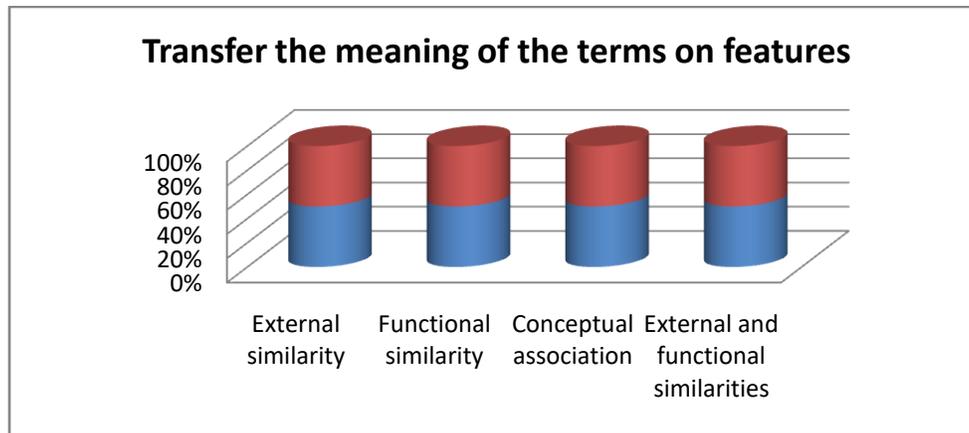
Semantic analysis showed that medical metaphors are formed to denote a new concept based on external, functional or associative similarities between terms from the source sphere and medicine. The most commonly used associations are by external similarity – neck of columns, sink, knee of pipes, shoe, spatula, cup, etc., or by similarity of functions – hairpin, wing of the airplane, leg of a tripod, door peephole, etc., as well as conceptual associations - construction, support, ramming, uniforms, etc.

If in an ordinary scientific term the word is taken strictly from a highly specialized discourse, then the semantics of the metaphor term is formed purely on the associations of the term author. This can be an external similarity, a similarity of the performing functions, or the cognition of a scientist.

The entire term-metaphorical layer of medical vocabulary can be considered as the result of the human cognitive mechanism. After all, the term-metaphor is the result of the mental and intellectual activity of a specialist.

The dominant type in the semantic method of term formation is the appearance of a term as a result of transfer by external similarity and function. In medicine, many terms are metaphors by origin: stones (in the kidneys), cockscomb, two head muscle (biceps muscle), motion sickness, deltoid muscle, drum fingers, saddle nose, etc. By external similarity, the terms elephantiasis, leontiasis, etc. have developed. Terms such as hammer, stirrup, Turkish saddle are formed by transferring meanings according to the similarity of anatomical objects with household items and tools.

Thus, the study of the types of metaphors helps to reveal the general direction of development of metaphorical meanings. Observing the connections between language and culture and the national-cultural specifics of semantics, allows to identify its typological characteristics, which are created using figurative means and allows to see the specifics of a particular language.



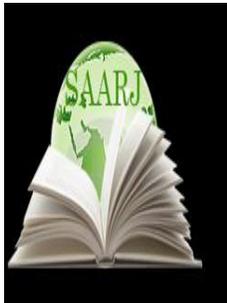
This means that from our research we can conclude about the importance of semantic analysis of terms-metaphors. We have determined that the term-metaphor is a full-fledged scientific term. We can say that the function of metaphorical terms is to transfer the semantics of a new concept in an accessible and "live" form through the prism of different spheres. The emotional perception of the meaning of the term-metaphor from the familiar sphere-source increases significantly. The only nuance that should be taken into account is that the emotional background of the metaphorical transfer of meaning is not always positive and may sound offensive.

REFERENCES

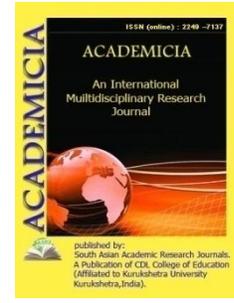
1. Arutyunova, N.D. (1990). Metaphor and discourse // Metaphor theory. / N. D. Arutyunov. M. 5-32
2. Baranov, A.N. (2003). On the types of compatibility of metaphorical models / A.N. Baranov // Questions of linguistics. No. 2. 73-94.
3. Black, M. (1979). "More about Metaphor," In A. Ortony (Ed), Metaphor & Thought.
4. Bickerton, D. (1990). Introduction to the linguistic theory of metaphor / D. Bickerton // Theory of metaphor. M., Progress. 284 - 306.
5. Brown, T. L. (2003). Making Truth. The Roles of Metaphor in Science. Urbana - Chicago: University of Illinois Press. 232.
6. Chudinov, A.P. (2001). Russia in a metaphorical mirror: a cognitive study of political metaphor (1991-2000): monograph/Ural. state ped. un-t. Ekaterinburg.238.
7. Emelyanova, T.A. (2008). Structural and semantic features of French medical terms-phraseological units of Latin origin / T. A. Emelyanova // Culture of the peoples of the Black Sea region. No. 140. 46 - 54.
8. Feierman, S. (1985). 'Struggles for Control: the social roots of health and healing in modern Africa'. African Studies Review, 28 (2&3) June-September. 73-147.
9. Fricke, C: Falsity, ambiguity, and metaphors. www.uqtr.quebec.ca/AE/vol_2/fricke.html (Last accessed May 10, 2008).
10. Geertz, Clifford. (1973). The Interpretation of Cultures. New York: Basic Books.
11. Gak, V.G. (2009). Language transformations: Some aspects of linguistic science at the end of the XX century: From a situation to a statement / V.G. Gack. - M.: Editorial URSS.474.
12. Gushchina, L.N. (2004). "Comparative analysis of medical terms in the field of oncology in Russian and English": Dis. ... Cand. philol. Sciences: 10.02.20: Moscow. 42.

13. Herrmann, J. B. (2013). "Metaphor in academic discourse. Linguistic forms, conceptual structures, communicative functions and cognitive representations." (accessed on 12/06/2020 at http://www.lotpublications.nl/Documents/333_fulltext.pdf).
14. Hermann, J. B., and Sardinha, T.B. 2015. (Eds.). *Metaphor in Specialist Discourse*. John Benjamins Publishing Company.
15. Jmurov, V.A. 2016. *Psychiatrics. Encyclopedia*. Moscow. 3629
16. Karska Katarzyna, Prazmo Ewelina. 2017. «Didactic potential of metaphors used in medical discourse» *Linguistics Beyond And Within* 3. 102-116
17. Kashkan, G., Provalova, V., Sukhalentceva, N., & Bayarjargal, E. 2015. "Medical Metaphor as an Instrument of Increasing Performance of International Students from the Preparatory Department." *Procedia – Social and Behavioral Sciences*. 60–66.
18. Khaidarova, D.A. 2007. *Peculiarities of medical terminology in Tajik and English languages: 02.10.20* .: author. dis. ... Cand. philol. sciences / Dilnoza Askaralievna Khaidarova. – Dushanbe. Access mode: <http://www.dissercat.com> SCIENTIFIC VEDOMOST Series Humanities. 2014. No. 6 (177). Issue 21
19. Kosimov, A. (2003). *Explanatory dictionary of medical terms. I, II, III, IV tomes*. - T.: "Abu Ali ibn Sino" medical editorial office.
20. Kosimov, A. (1984). *Ways of formation of medical terms in the Uzbek language: author. dis. ... Doctor of philol. sciences / Qosimov Azam*. - Tashkent.
21. Kovecses, Z. (2010). *Metaphor: A Practical Introduction*. 2nd ed. New York: Oxford University Press.
22. Lakoff, George. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. Chicago: The University of Chicago Press.
23. Lakoff, G. (1993). *The contemporary theory of metaphor*. In A. Ortony (ed.), *Metaphor and Thought*. Cambridge: Cambridge University Press. 202-251.
24. Lakoff, G. and Johnson, M. (1980). *Metaphors we live by*. Chicago and London: University of Chicago Press. 58
25. Madvaliev, A. (2017). *Uzbek terminologies and lexicography issues*. - T .: " National Encyclopedia of Uzbekistan" the state scientific editorial office, 229-249.
26. Maglie, Rosita (2009). «Understanding the Language of Medicine» Copyright © MMIX ARACNE editrice S.r.l. www.aracneeditrice.it info@aracneeditrice.it 1st edition: October <http://www.aracneeditrice.it/pdf/9788854827745.pdf>
27. Masukume, G., & Zumla, A. (2012). "Analogies and metaphors in clinical medicine." (accessed on 14/05/2020 at https://www.researchgate.net/publication/221868357_Analogies_and_metaphors_in_clinical_medicine).
28. Mukarramov, M. (1976). *Metaphor in the Uzbek language*. - T .: Fan. 88.
29. Ozingin, M. V. (2010). *Role of metaphor in the structuring and functioning of the Russian medical terminology: avtoref. dis. ... PhD: 10.02.01 / M. V. Ozingin ; Saratov State University named after N.G. Chernyshevskiy*. Saratov.
30. Prokhorova, V.N. (1996). *Russian terminology: Lexical and semantic education / V.N. Prokhorov*. - M.: Moscow State University. 126.
31. Ullman, S. (1962). *Semantics: An Introduction to the Science of Meaning*. Oxford: Blackwell.

32. Smirnova, E.V. (2011). Metaphor as the most productive way of forming new terms in cardiological lexicon (on the example of English and Russian languages) [Electronic resource] // Bulletin of the Adyghe State University. Series 2. Philology and art history. No. 1. URL: <http://cyberleninka.ru/article/n/metaforakak-naibolee-produktivnyy-sposob-obrazovaniya-novyh-terminov-v-kardiologicheskoy-leksike-na-primere-angliyskogo-irusskogo>
33. Smirnova, E.V. (2009). Methods for the formation of new terms in the language of medicine // Bulletin of the Faculty of Humanities ISKhTU. №4. 287-290.
34. Telia, V.N. (1977). Secondary nomination and its types / V.N. Telia // Language nomination: Types of titles / otv. ed. B.A. Serebrennikov, A.A. Ufimtseva. - M.: Nauka. 120
35. Tercedor Sanchez, M. Urena Gomez Moreno, J. M. & Prieto Velasco, J. A. (2012). Grasping metaphoric and metonymic processes in terminology. Journal of Specialized Translation, 18. 187-205
36. http://www.jostrans.org/issue18/art_tercedor.pdf
37. Turakulov, Y. (1994). Medical encyclopedic dictionary. T.: "Head editorial office of encyclopedias".
38. Zalevskaya, A.A. (2007). General scientific metaphor "living knowledge" and the problem of word meaning // Bulletin of Tver State University. - Series "Philology". No. 12 [40]. - Issue. 7 "Linguistics and Intercultural Communication". 18 - 33.
39. Zubkova, O.S. (2010). Medical metaphor and medical metaphor-term in the individual lexicon (experimental research) [Electronic resource] // Knowledge. Understanding. Skill. № 1. URL: <http://cyberleninka.ru/article/n/meditsinskaya-metafora-i-meditsinskaya-metafora-termin-v-individualnom-leksikone-eksperimentalnoeissledovanie>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00239.1

ASPECTS OF CREATIVE ABILITY DEVELOPMENT OF MEDICAL UNIVERSITY STUDENTS

Kadirova Munira Rasulovna*

*Docent, PhD,

Head of the Chair of Pedagogy and Physical Culture,
 UZBEKISTAN

E-mail id: munirakadirova84@gmail.com

ABSTRACT

This article examines the development of students' creativity in science and creative activity through history, logic, philosophy, psychology and physiology, the importance of factors such as personal development, individuality, creativity, stages of development of creativity in creative activity, through creative activity. The ability to form researchers' own intellectual, cultural, pedagogical and psychological approaches to the concept of creative activity, a researcher, the formation of creative activity as a result of research conducted by researchers and the stages of development of creative activity and determined by the research of scientists, the stages of the historical development of creative activity, research methods aimed at increasing creative activity of medical students, creative processes, medical education are devoted to the creative abilities and personal characteristics of students, including aspects of the development of the creative activity of the individual, the main aspects of creative research among teachers are the basics of the concept of creative activity and the criteria of creativity, ideas of creative researchers, a creative approach to development of creative activity, pedagogical analysis of creative thinking and creative thinking. The relationship between pedagogical analysis, the concept of creativity and creative activity, technology for the development of knowledge, skills and abilities of students through creative activity in improving the quality of the educational process, theoretical and methodological foundations of medical education in the educational process to bring the creative activity of students to a higher level.

KEYWORDS: *Aspects, Creative Interpretation, Creativity, Motivation, Meson, Methodology, Ability, Intellectual, Individual, Gnoseology, Concept, Ontology*

INTRODUCTION

Creativity is far from a new subject of research. It has a long history and is carried out by representatives of many disciplines: historians, logicians, philosophers, psychologists, physiologists. Each science studies individual aspects of creative activity and seeks to solve issues determined by its specifics. At the turn of the 19th and 20th centuries, the "science of creativity" began to take shape, which was called the "psychology of creativity". The issues of "theory" and "psychology" of creativity in many works of the early 20th century were considered jointly. In the works (F.S. Ismailova, B.A. Lezin, D.N. Ovryaniko-Kulikovsky, M. Ochilov, etc.), a classical standard of psychology of creativity was outlined, its key problems were highlighted. The most prominent place in the chain of these problems was taken by: the nature of creativity and the criteria for creative activity, research methods, creative processes, creative abilities and personality traits. At the center of V.A. Sukhomlinsky's pedagogical system were the child, his activity, individuality and creativity. Relying on his family, educational institutions and the public, V.A. Sukhomlinsky sought to integrate their efforts in the process of teaching and raising a child. He believed that much depends on who led the child by the hand to kindergarten, what entered his mind and heart from the world around him - this determines what kind of person the baby will become. An adult is a reference point for a child. Studying the pedagogical heritage of V.A. Sukhomlinsky, we note the variety of forms and methods of interaction with children, their humane orientation and focus on raising a creative personality in a growing young man. In addition, the essence of creativity was associated with the laws that govern the universe and represent the manifestation of rhythm. The followers of Potebnya, proceeding from his definition of art as a condensation of thought, in the first decade of the 20th century put in the foreground the then fashionable principle called "the law of economy of forces in thinking." Creativity was interpreted in accordance with this principle - as a special kind of economy of thought. It is worth noting the group, centered, that different decisive successes of Ismailova in both her this study of this creative ethnic activity are radically related to the type of certain pedagogical aspects (which Scheme 1)

SCHEME 1. THE MAIN ASPECTS OF THE RESEARCH HAVE BEEN WHERE CREATIVE ACTIVITIES NEWCOMERS WRONG STUDENTS - MEDICAL AUTHORS

Overcoming religious and idealistic views on creativity as a result of the rapid development of science

Awareness of the fact that creative activity is qualitatively different from all other activities

Understanding the enormous social significance of creative activity

In this regard, it is worth emphasizing that "Creativity is a mental and practical activity, the result of which is the creation of original, unique values, the establishment of new facts, properties, patterns, as well as methods of research and transformation of the material world or spiritual culture. It should be emphasized that the novelty is objective and socially significant. If the result is really new, if it is new only for its author, then the novelty is subjective and has no

social significance ”[Spirkin: 3p.34].

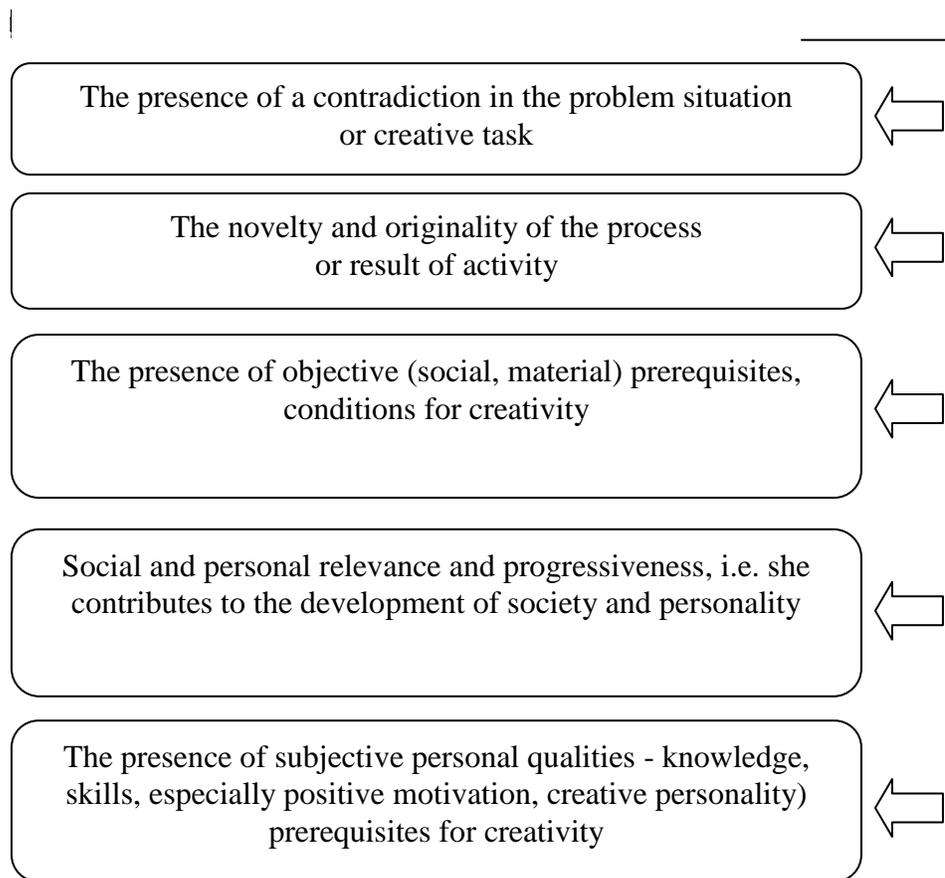
G. Girginov, analyzing the concept of "creativity", rightly, in our opinion, focuses on its various levels and types. "Creativity in the broad sense of the word, or creativity of the first level, is inherently inherent in human thinking and human practice, is an activity in the course of which, first, things and phenomena are formed that do not exist in objective reality, for example, knowledge of reality or material, tangible inventions (tools, machines, etc.); secondly, material or spiritual works already created by man are developed and improved further; thirdly, methods, forms, means of subjective reorganization of cash are being developed.

Creativity in the narrow sense of the word, or creativity of the second level, which represents high requirements for human thinking and human action, we have in those cases when we are talking about the degree or stage of development of existing creativity, immanently inherent in the human attitude to reality. Creativity of the second kind is usually associated with "discovery" and "invention".

Scientific creativity is a search and finding, the discovery of a specific type of connections and relationships. Its specific subject is the law, the regular connection, the tendency of development.

"Creativity - structure is a need for this kind of human communication activity, rich for also which the zharayonid are characterized by strong following life criteria (example Scheme)

2.State Criteria for Spiritual Creativity



For the learning process, the definition of creativity requires adjustments. Students in the overwhelming majority of cases do not create new values for society. They reproduce values already known to society and only in individual cases, at a certain level of their development and depending on the organizing activity of the teacher, can they create new values for society. With regard to the learning process, creativity should be defined as a form of human activity aimed at creating values that are qualitatively new for him and have social significance, i.e. important for the formation of personality as a social subject.

Realization of creativity as an idea is carried out in the creative activity of a person. K.A. Abulkhanova-Slavskaya in her work "Activity and psychology of personality" writes: "... activity is a self-developing system of active relationships of subjects to the object and to each other, mediated by means of influence and programs ..." [1, p.19].

Creative activity is primarily the initiative of students, i.e. here, not only the features of mental activity (novelty, suddenness of guesswork, intuition) are important, but also the features of the internal stimulus to creativity (interest, impulse, enthusiasm, will, purposefulness, joy of creation, inspiration, etc.).

V.N Sagatovskiy singles out three main elements of creative activity: "a subject endowed with activity and directing it to objects or other subjects; the object to which the activity of the subject (subjects) is directed; this activity itself, expressed in one way or another of the subject's mastery of the object or the subject's establishment of communicative influence with others" [4, p.36].

The constant aspiration of a creative person to active activity creates the basis for the development of genetically inherent nature in human qualities, their improvement, the formation and development of new ones acquired in the process of social transformations.

Consequently, creativity, creative activity objectively presupposes the creative activity of the individual. Based on this, we can say that creativity is the highest form of activity: social, cognitive, labor, aesthetic, as well as personal self-improvement.

Creativity can characterize the personality as a whole and its individual abilities. There are various definitions of creativity. The term "creativity" with its roots goes back to the Latin words *creo*- I create, create, generate, and *cresco*- I grow, arise, acquire meaning, transform. These two words of the same root emphasize the two main functions of creativity - the creation of a new one and the transformation of the very personality of the creator. Most often, "creativity" refers to the ability to modify, improve and acquire technical skills, make new, non-standard solutions, and view problems from a new angle.

H.E. Trick [4,15p] believes that in its most general form the concept of creativity includes the past, accompanying and subsequent characteristics of the process as a result of which a person (or a group of people) creates something that did not exist before. Based on this, in the study of creativity, he identifies the following main directions.

SCHEME 3. DIRECTIONS OF CREATIVITY**Creativity as a product****Creativity as a process****Creativity as an ability****Creativity as a personality trait in general**

The study of creativity as a process is a widely developed area. Along with the study of the concept of “creativity”, foreign scientists pay great attention to the characteristics of a creative personality.

The analysis of the evolution of creativity indicates a characteristic shift from epistemology (highlighting the phenomenon of creativity in naming, variety of form description, defining the essence of creativity, etc.), to ontology (creativity as an expression of a holistic personality, generalization of the traits of creative people, identifying psychological mechanisms of creative activity, creativity and individuality, etc.), from understanding creativity as a feature of an individual individual to understanding it as a systemic quality. In the modern sociocultural situation, the formation of creativity can no longer be left to chance. Creativity is the object of purposeful humanistic pedagogical practice, especially in early ontogenesis. Therefore, building a certain row: Theory and methodology (philosophy, historical psychology); Pedagogy; Teaching practice; (methodology, conditions for the formation of creativity).

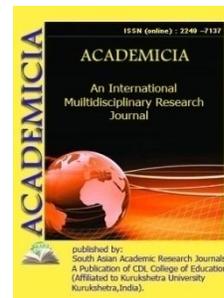
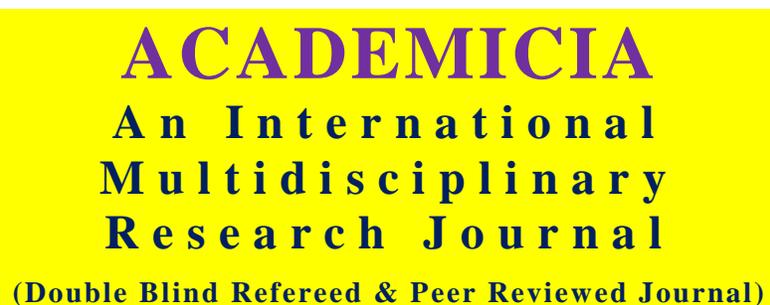
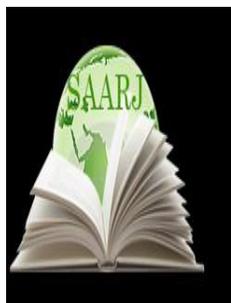
And as we can note, all possible connections and relationships between them are equally important and irreplaceable. For the pedagogical and didactic aspects of our research, the conclusion about the possibility of conceptual definition of the essence of creativity on the basis of an anthropological orientation is also of fundamental importance. The layer of different definitions of the concept of "person" is huge, contains dozens of names and original interpretations.

The theoretical results obtained in this part of the study can be considered as methodological and value criteria necessary for understanding the existing pedagogical practices for the development of creativity in humans, as well as for substantiating specific techniques for the formation of creativity in the conditions of being of a human personality in the world of things.

REFERENCES

1. Abulxanova – Slavskaya K.A. Activity and psychology of personality. - M .: Nauka, 1990., 19 p.
2. Kadirova M.R., ErgashevaSh.P. Modernization of creative competence of students of medical universities. Psychosocial // International Journal of Psychosocial Rehabilitation. Volume 24, Issue No. 1. 2020, 1721-1733 pp. DOI: 10.37200 / IJPR / V2417 / PR200272.

3. Development of creative activity of students, experience, problems, perspectives. / A.P.Dyakov, G.V.Gorenko, A.I.Stetsenko et al. - Voronezh: Voronezh University Publishing House 1991.
4. Spirkin A.G. About the creative power of the human mind. Afterword. - M.: Progress, 1979., 34 p.
5. Creativity and overcoming stereotypes. - SPb., 1994.-15, 36 pp.
6. Shoyimova Sh.S., Bizhanova A.B. Personality in professional activities. Scientific-theoretical journal "Science, Education and Culture" 2017, No. 9 (24), pp.102-104.
7. Guilford J.P. Some theoretical views on creativity. N. Y., 1967. - P 410-412.
8. Maslow A.H. Creativity in self actualizing people. In Anderson H.H. «Creativity and its cultivation», Harper, 1980. - 56 p.



DOI: **10.5958/2249-7137.2021.00238.X**

METHODOLOGICAL CHARACTERISTICS OF FORMATION OF TOLERANCE SKILL PUPILS IN PRIMARY SCHOOL

Gafurova Nodira Ravshanovna*; **Egamberdiyeva Turg'unoy Ahmadjanovna****

*Senior Teacher,
Faculty of Foreign Languages,
Department of Foreign Languages in Natural Sciences,
Fergana State University,
UZBEKISTAN

**Professor,
Doctor of Pedagogical Sciences,
Fergana State University,
UZBEKISTAN

ABSTRACT

The article deals with the philosophical and pedagogical content of the concept of tolerance, the education of tolerance in today's globalized world, its pedagogical goals, the methodological features of the formation of tolerance skills in pupils, especially primary school pupils. This research is based on the fact that tolerance as a factor against various harmful ideas and concepts embodies the modern principles of human involvement in economic, spiritual and ideological, religious relations in society. After all, the future of the world is one of the urgent tasks for educators around the world to study the skills of the culture of tolerance, its components, forms and levels of manifestation in pupils studying in educational institutions today.

KEYWORDS: *Globalization, Tolerance, Education, Upbringing, Tolerance Education, Methodology, Nation, Race, Interethnic Communication, Other Religions, Pupils, Primary School Pupils, Tolerance Skills.*

INTRODUCTION

Conditions for the formation of tolerant thinking in the world, the formation of a set of knowledge and skills, the formation of a set of knowledge and skills based on modern, science-based, national and universal values, the relationship between religion and the state, its characteristics, functionality, efficiency and uniqueness. Scientific research has been launched. At the 28th Session of UNESCO (November 16, 1995, Paris), 185 participating States and officials signed the Declaration on the Principles of Tolerance [1]. The United Nations has also declared 2003 the International Year for Tolerance. November 16 was declared the International Day for Tolerance and began to be celebrated around the world. Therefore, at all levels of the education system, the formation of tolerance in the minds and thinking of young people, who are the future of Uzbekistan, has become a requirement of the times.

In the process of globalization and internationalization of the educational environment in advanced research institutions in developed countries [2] as the most effective means of ensuring an environment of stability in the international community, the concept of scientific-pedagogical, preventive system of tolerance formation of young people research is underway. This research is based on the fact that tolerance as a factor against various harmful ideas and concepts embodies the modern principles of human involvement in economic, spiritual and ideological, religious relations in society. After all, the future of the world is one of the urgent tasks for educators around the world to study the skills of the culture of tolerance, its components, forms and levels of manifestation in pupils studying in educational institutions today.

Literature review: The social encyclopedic dictionary states: "Tolerance is the governing principle of social work, the recognition of cultural, racial and other differences between individuals, groups and social communities, tolerance of people's appearance, behavior, values and differences" [3]. . Tolerance connects people, nations, social groups, peoples and people of different religions, creating a friendly environment in relations between them and ensuring the sustainable development of the country [4].

Philosophers and scholars have also interpreted tolerance differently, including G. Eysenck, who argues that there are three meanings to this concept: tolerance, perseverance, and allowing the other world to come closer to one another and to communicate. [5] According to the medieval Arab historian Ibn Khaldun, an intolerant person is a "dangerous animal." Socially "tolerance" is a kind of tolerance that is tolerance of the existence of others, their way of life, customs, ideas, behavior, thoughts, people, nation, reality.

Sociological research has shown that tolerance is viewed as a philosophical category, and it should not be overlooked that matter finds expression in the mind as a form of objective action, that is, as a concept. Tolerance - being able to capture our own feelings about another person or thing, or a stranger, or a different person - to an event. Self-restraint means having willpower. Tolerance is a will expressed through self-restraint, and it means the ability to look at others with benevolence - tolerance [7].

Psychologically, tolerance is a manifestation or expression of human tolerance, which means the absence or weakness of a firm response to a factor that is unpleasant or unpleasant for a person. No matter how much a person dislikes that situation or factor, he or she will tolerate it, be calm, and adapt if necessary.

According to scholars ZekiySarigil and EkremKarakoch, who study the issue of tolerance, the creation of a high culture of interethnic communication in each country and the failure to create conditions for sincere dialogue can turn ethnic conflicts into political struggles. . Tolerant communication involves the parties:

- pleasantness (sympathetic communication) - G.G.Shpet;
- empathy (empathic communication) - MM Bakhtin;
- Conscious understanding (conscious communication) - V.F. Humboldt, should be based on [10].

Research methodology: In the course of the research were used scientifically-philosophical principles and methods such as systematics,theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

In Uzbekistan, as part of reforms aimed at enhancing the role and place of the country as an equal subject of international relations, ensuring religious tolerance and interethnic harmony in joining the ranks of developed democracies, making young people active participants in reforms, higher education institutions are introducing competent approaches.

At the same time, serious attention should be paid to the upbringing of a spiritually, morally and physically harmoniously developed generation from primary school pupils, measures to raise their education system to a qualitatively new level, "preserving the atmosphere of friendship and harmony, mutual respect and solidarity between different nationalities." and to further strengthen the work we are doing to strengthen it "[11]. Based on the socio-pedagogical necessity of tolerance, the first stage of school education is the development of modern methods of developing tolerance skills in primary school pupils, improving its didactic, axiological and acme logical content, identifying features of pedagogical cooperation and integration factors, optimizing pedagogical activity in the existing system. creates the need.

Tolerance education teaches pupils to be resilient, tolerant, communicative, tolerant in social life.

Measures to build tolerance in pupils in grades 1-4 include:

- To acquaint pupils with the principles of protection of the dignity of all religions and nationalities in society;
- Pedagogical support for each person to realize that nature and society are unique wonders;
- Understanding that the basis of spiritual and cultural differences between nations and religions is the principle of mutual harmony;
- The basis of the cooperation movement is to promote the organization of subject-subject relations. At this point, the pupil should be taught to work together to solve problems that arise while completing the task and to distribute the work correctly. It is advisable for pupils to fully feel that they are complementary elements, each of which is a unique find for this group.

As a result of following these principles, pupils gradually acquire elements of a culture of peace. As a result of cultivating the ability to respect others, to be tolerant of their values, to build peace

in society in the future, the ability to live in harmony with different nationalities and religions, to cultivate tolerance in the educational process:

- To bring up the pupil who carries out interaction and solidarity in school and classroom community;

- To bring up a pupil who resists tolerant attitudes.

Measures to help pupils develop tolerance should be implemented in the following sequence:

1. Fostering feelings of empathy and empathy in pupils in grades 1-4 by engaging them in action based on mutual understanding.

2. Develop 4th grade pupils' skills of debating, debating and resolving disputes peacefully, based on open communication.

3. At the same time, through interactive teaching methods, tolerance education is carried out on the basis of the pupil's interaction with parents, classmates, the environment, teachers.

Tolerance thinking, which should be formed in young people in the process of pedagogical education, means the presence of indicators of tolerance thinking, which includes the following emotional and intellectual states.

INDICATORS OF THE FORMATION OF TOLERANCE SKILLS IN PRIMARY SCHOOL PUPILS

	Indicators	Features
1	Perseverance	In emotional perception of a situation, it is the ability to evaluate it correctly, to behave, to overcome the emotional contradictions associated with the situation, to behave correctly in relation to external situations and influences.
2	Understanding	To know and accept the application of certain human norms in behavior, to clean one's speech from negative expressions, to be constantly prepared for communication, to be able to react on the principles of tolerance to external situations.
3	Independence	Discipline, perseverance, self-confidence, ability to cope independently in conflict situations, to be able to apply the principles of tolerance in such cases, to adhere to them constantly, to behave, to organize the dialogue and relationships in their lives
4	Thinking and intelligence	To be able to express one's thoughts on the basis of tolerance, to always be sincere for communication and influence, to respect the principles of religious, cultural, secular tolerance, to be sensitive, to be critical of one's own views, to accept the good influence of others, to be respected .
5	Kindness	Kindness is a manifestation of tolerance, which is the social support, assistance, material and spiritual support

		of people.
6	Respect for the language, religion, customs, traditions and values of different nations	To be friendly to the representatives of different nationalities living in the vicinity, to establish close neighborly relations with them. Respect for the language, religious customs and traditions of different nations.
7	Being polite	To be able to listen to the opinions of others, to listen carefully to the opinions of others.
8	Being able to listen to someone's opinion	1. Attention, look, thought, memorization to something. 2. To draw attention to someone. 3. Reputation is a manifestation of tolerance in people, which is a reputation gained by a sense of respect from others.
9	Attention to others	The manifestation of religious tolerance, gaining an understanding of the socio-economic, epistemological and psychological roots of different religions.
10	The study of the history of peoples of different nationalities	It is an activity aimed at ensuring tolerance, activity between different nations, unity of aspiration, inseparability.
11	Solidarity between nations	The priceless beauty of human morality, the jewel of virtues, the thought and worldview is to honor a sincere and loyal people.
12	Poets and writers of other nations to arouse interest in learning about the culture of different nations by lovingly reading their works	Acquaintance with poets and writers of other nations, acquaintance with the culture of different nations by increasing the interest in reading their works, enriching their ideas about the way of life, worldview. Forming a tolerant attitude towards the culture of other peoples.

CONCLUSION

In our opinion, the goals of forming the concept of tolerance in pupils of grades 1-4 are:

- develop empathic skills in teachers, parents, people around them and pupils, get used to being tolerant of the opinions and views of others;
- Formation of communicative, ie elements of communication culture in pupils who have some tolerance skills;
- Educate pupils in grades 1-4 in the spirit of combating aggression against nature, members of society and the environment.

As a result of identifying the perceptions of tolerance that have developed in pupils, it is expedient to develop measures to prevent anxiety, inability to adapt to school life, high levels of fear.

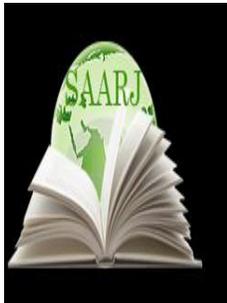
The need to define the content of tolerance education based on the characteristics of the pupil's work, opportunities, daily needs and the social order of society is becoming increasingly important.

Introducing the concepts of tolerance to pupils in grades 1-4 on the basis of a certain coherent system is important for the dynamic development of the pedagogical process, the continuous development of the pupil.

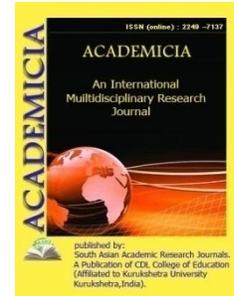
The results of the analysis of events in the life of society show that in cases where the sense of tolerance is not sufficiently formed, the process of fear, apprehension, exposure to various fleshly influences is easier. Therefore, the problem of inculcating the concept of tolerance in pupils on the basis of a coherent system is becoming increasingly important.

REFERENCES

- 1.Бағрикенглик тамойиллари Декларацияси. ЮНЕСКО ваколатхонаси нашри. Нашручунмасъуллар:А.Саидов. К.Жўраев.-Т.: 1999;
- 2.The SMERU Research Institute, Middle Tennessee State University of USA, National Chiao Tung University of Taiwan, AIMT Research Group of UK, Eastern Michigan University of USA, University of Central Florida of USA, Center for Cross-Cultural Studies University of Alaska
- 3.Словарь-справочник по социальной работе. Под ред. проф. Е.И. Холстовой. –Москва. 1997.-С.366.
- 4.Хажиева М. Ўзбекистонда толерантлик жараёни. –Тошкент: ABU-MATBUOT KONSALT. 2008. –Б.3.
- 5.Лукин В.Н.,МусяенкоТ.В. Толерантность в гражданском обществе: проблемы концептуализации, СПб. 2003.-С.13-19.
- 6.Mohammed Talbi. Tolerance et intolerance dans la tradition musulmane / Corporate author: Academieuniverselle des cultures (France). L'intolerance: Forum international sur l'intolerance, (la Sarbonne, 27-28mars 1997). – Paris: Edition Grasset&Fasquelle, 1998. – P. 53. (Бунданкейин: Mohammed Talbi. Tolerance et intolerance...)
- 7.КаримоваЭ. Толерантлик ва ҳозирги замон. // Фалсафа ва ҳуқуқ. – Т., 2008. - №3. – Б.51
- 8.Бардиер Г.Л. Социальная психология толерантности. – СПб.: Изд-во, СПбГУ, 2005. – С.120.
- 9.SarigilZ, Karakoc E. Inter-ethnic (In)tolerance between Turks and Kurds: Implications for Turkish Democratisation, South European Society and Politics.2016<http://dx.doi.org/10.1080/13608746.2016.1164846>. Informa UK Limited, trading as Taylor & Francis Group. –pp.1-20.
- 10.Қўшақова Г. Ёшларда толерантлик тафакқурини шакллантириш йўллари. -Жиззах: 2010, -Б. 62.
- 11.Мирзиёев Ш.М. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. -Тошкент: Ўзбекистон. 2017, 1-том, -Б.37.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00261.5

A STUDY OF PROBLEMS ENCOUNTERED DURING THE IMPLEMENTATION OF THE DONOUGHMORE CONSTITUTION

Miss. Mangalaruby Sivakumar*

*Tutor,
 Department of History,
 University of Jaffna,
 SRI LANKA

ABSTRACT

During the British regime in Sri Lanka they introduced from time to time various political schemes both to satisfy the people as well as to achieve their own ends. One of these, VIZ; The Donoughmore constitution introduced in 1931, though claimed to be of immense benefits, contemporarily it was not found to be so. In other words it needed more modifications. Many problems were encountered while trying to implement each and every recommendation of the commission. At that time this was found to be a scheme rejected by the minorities and particularly by the Tamils in this country. It is worth mentioning here that the elections held on the basis of this scheme were boycotted by the people of Jaffna. Thus the purpose of this study is to examine the various problems and challenges faced during the implementation of the Donoughmore with particular attention to problems faced by minority societies. The primary data for this study which is based on a historical basis, include the report on the Donoughmore constitution and the references available in contemporary newspapers. The secondary data include books and articles written by scholars on the basis of the primary data as well as data obtained from websites.

KEYWORDS: *State Council, Manning Constitution, Territorial Representation, Sinhala Only.*

INTRODUCTION

Sri Lanka had remained one of the colonies of various European nations. In a chronological order it was under the domination of the Portuguese, the Dutch and British rulers. Quite different from the rules of their predecessors, the British regime exhibited distinct characteristics in their attitudes towards the political, social, religious and cultural affairs of the country. In 1796, the

British first captured the coastal areas of Sri Lanka. Later they brought the kingdom of Kandy in 1815, also under their control. Their dominance prevailed over the whole of Sri Lanka till 1948 when this country gained its independence.

After they had brought the whole of Sri Lanka during the 19th century under their rule the British had been from time to time introducing new political constitution of administration in keeping with the political and environmental set up that prevailed in Sri Lanka (Weerawardana, M.I, 1956). One such reform was the introduction of the Manning constitutional reforms by Lord Manning who was the governor of Sri Lanka in 1920. These reforms had been drafted only for temporary use and were not meant to be of permanent political utility in Sri Lanka. Though a legislative council with public representation was established, the representatives were mere figureheads with no responsibility for the activities of the government. The members of the legislative council had no powers to implement the decision they made. On the other hand, the governor who was supposed to be the head of the Executive legislative council did not have the authority to exercise his powers without the consent of the legislative council (http://en.wikipedia.org/wiki/Donoughmore_Commission). It at all he had to exercise any special powers, he could do so only with the sanction of the legislative council which again was an impossibility because the majority of the members were elected representatives who always backed the government in its activities.

As the Sinhalese formed the majority of the population, they had a larger representation in the legislative council. The national assembly was also in favour of reforms. The British agreed to the introduction of a new system whereby the Sri Lankans could bear more responsibilities unlike as in the earlier systems. It is worth mentioning here that at this stage Sir Ponnambalam Ramanathan also placed his suggestions for an autonomous rule. Under these circumstances Sir Hugh Clifford requested the minister for colonial affairs, to send a commission to examine and rectify the shortcomings that prevailed in the governmental system at that time. Accordingly in November 1927, a commission was sent to Sri Lanka for this purpose under the leadership of Lord Donoughmore. The recommendations of this commission were put forward in 1931. They recommended a constitution that devolved more responsibilities to the people. In other words, this constitution was introduced for the purpose of granting complete responsibility to people's representatives in matters related to local government affairs.

The following were the recommendations made by the commission.

- State Council
- Committee system.
- Territorial representation
- A cabinet of ministers
- Public officers.

Some practical difficulties cropped up when these recommendations were implemented. The effects of some of these recommendations have up to now been creating various implications in the history of Sri Lanka. These could be better understood by examining each briefly (http://en.wikipedia.org/wiki/Donoughmore_Commission).

One of the recommendations made by the Donoughmore commission was the establishment of a State Council which now became responsible for the functions that were hither to performed both by the legislative council and the judicial administrative assembly separately. In other words it performed the enactment and the execution of law together. There were 61 members in this assembly. Out of them 50 were elected through public franchise, while 8 were selected by the government to look in to the interests of the minorities. The other three were appointed members including the Chief secretary, the Judicial secretary and the Financial secretary.

The Donoughmore commission recommended the State Council, with the view to grant responsibility as well as certain amount of powers. However, it has to be noted here, that the State council had not been empowered to enact laws in all fields of activity as purported by the constitution (Colvin.R.De.Silva,1962). This council lacked powers to enact laws particularly in such important matters, as related to foreign affairs. Besides, financial and judicial activities had been entrusted to public officers. Furthermore, though local government affairs had been assigned to the council, here too certain matters were under the control of public officers. The State Council was formed twice under the Donoughmore reforms. 1936 when formed for a second time, the assembly revealed its tendency to harass minorities and thereby created a shock among the minorities. This was mooted by the appearance of a "Sinhala only" cabinet.

Another recommendation made by the Donoughmore commission was the establishment of an administrative committee system. The government divided itself and functioned under 7 committees. Each of these committees had not less than 7 members or not more 8 members out of the total number of 58 members. They functioned as committees in charge of.

- Local Affairs.
- Local government affairs
- Land and agriculture.
- Education.
- Health.
- Industries and commerce.
- Transport and public construction

The chief functions of these committees were supervising and controlling the departments pertaining to the works assigned to the respective group. It was hoped that the ability of minority members, might lead to the participation of back benchers in legislative and administrative matters and that the opinions of various parties would be taken into consideration, while trying to implement something (Amills, Lenrox,1933). It was also anticipated that it would help to develop a giving in mentality among the majority and minority members. Though the committee was formed with much expectation, there were some problems cropping up at the implementation stage.

These committee took too much of time to decide on, and implement every matter. Unnecessary debates caused delay in administrative matters. They wasted time in arguing over even trivial matters. As a result they could not decide on very useful and important matters. For example much time was spent on liquor shops and the appointment of grama officers, which could have

been impartially and quickly decided by an administrative officer. In Britain such decisions were normally taken by a civil officer and where the matter was considered too important it was left to the decision of the minister responsible to that field.

In the administrative committee system, responsibilities were found scattered and overlapping. These were not regularised. Officers were able to shirk off their responsibilities to others and escape from any allegations made against them. An allegation over the cabinet was passed over to a minister among them. Where a minister was accused of some offence, it would be passed over to an officer working under him. Above all, it was impossible to pass a vote of no confidence and liquidate an administrative committee for irresponsible activities as done by the British cabinet. There were also situations where an administrative committee responsible for one field of activity, could interfere and control the activities of another Executive committee. For example, the public works department was able to interfere into and control the activities of the department of transport and public constructions. All committees needed action. Because of this, a committee could use its discretion in deciding what to delay, what to do or what to avoid.

While introducing these constitution, Lord Donoughmore said that the basic idea behind the recommendations was to see that no political party or racial group should use these as tools favourable to themselves (Board of Scholars.ed,1959). But what is worth noticing here is that, when the second government assembly was divided into committees, it so happened that each committee had a Sinhala majority and the leaders of all committees were Sinhalese. Thus the Executive committee system served only to promote racialism, whereas it was intended to be a tool to eradicate racialism.

In the Executive committee system there was no proper planning or coordination among the various committees. Each had its own way. Some followed the same patterns as others did while others followed entirely different patterns. There were also differences of opinions among the leaders of the committees. As a result, there was no joint responsibility or unanimity in the cabinet. Certain amount of concord prevailed only where budget proposals were concerned.

Members of the government assembly insisted on their constituents being offered employments even if they were not suitably qualified. Thus they wielded immense power and influence in their constituencies.

Generally it is true that the Executive systems abounded with various short comings. Yet there is also evidence to the fact that all blind allegations against them were not always true. Particularly during the time of the Second World War as there were close ties between public officers and other members, Executive committees functioned somewhat better. Out of the recommendations proposed by the Donoughmore committee, what appears to be more democratic in nature is that which refers to the granting of the universal franchise. This recommendation is an important milestone in the political development of this country. Voting right which was earlier limited to only 4% of the population was extended to all males and females over 21 years of age under the name "Universal Franchise" (Blaze, L.E, 1995).

Several benefits occurred from the granting of the universal franchise. Ordinary people were able to elect members of their choice, while contestants in order to win their seats, made alluring promises and tried to fulfil them to the best of their ability. A democratic system thus developed. Common people directly entered into politics (Silva,K.M.De,1973). Several laws were enacted

for social development. A number of ordinances were also enacted for the welfare of the labour classes.

Under the circumstance that prevailed at that time, universal franchise was opposed not only by the congress leadership, but also by all the minorities. Commenting on this Sir Ponnabalam Ramanathan said that if universal franchise was granted to the people of Jaffna, there would be chaos and that it would be a curse to the Hindu life style prevailing here. Newspapers and magazines vehemently criticised the granting of voting rights to females. Universal franchise did indeed create some problems at that time. A large number of people who gained voting rights were illiterate. They lacked political knowledge and education. Nevertheless, the Donoughmore committee wins away the pride of involving them into the political administration of the country (http://en.wikipedia.org/wiki/Donou_ghmore_Commission).

It was the majority community that gained maximum benefits through universal franchise in the multi racial society of Sri Lanka. The number of their representatives increased according to the percentage of their population politicians employed a variety of strategies to win over the votes of the illiterate masses. Their language and racial feelings were aroused. The Sinhala majority governments formed under the context of democracy functioned with keen interest in suppressing and ruling the minorities political policies kept aside, racial, linguistic, caste and religious feelings were kindled to extreme levels.

The universal franchise, in fact had created a feeling of fear and insecurity in the minds of the minorities. The Tamils of Indian origin who lived in the hill country were also affected by the majority people. The Sinhalese did not like the names of the Indian Tamils being included into a general voters' list. The close relationship that existed between south India and the Tamils was a threat not only to the Sinhalese but also to the British.

Many people who gave evidence before the soul bury commission had mentioned about various malpractices including bribery, corruption, impersonation and threat abounding at that time. At the same time it has to be noted that the Donoughmore committee was hopeful that such things as impersonation or any other dishonest deeds couldn't happen when the electoral districts were large in extent (Silva,K.M.De(ed), 1965).

Though a larger section of the people had gained voting rights and the country's politics had reached the hands of the people at low levels, it cannot be said that the political leadership of the higher classes had any concern over the problems faced by the ordinary people. Even after the people had been granted universal franchise, neither political parties, nor government groups nor the media bothered to voice the opinions of the people in any way. Even after the grant of voting rights, the parliament which emerged later had its seats filled with higher class people including land owners and businessmen (Mendis, G.C,1945). This turned out to be the main cause for the majority race get more votes and gain a higher political status in a multiracial country like Sri Lanka.

Another recommendation of the Donoughmore commission was the expansion of territorial representation. When this system was introduced by lord manning communal representation was also entwined in it. If communal representation were to continue, the commission thought that it might jeopardise the development of a national falling among races. Thus it would be seen that even though there was equality on a territorial basis, there was no equality among the people who lived in the electorates.

Vast discrepancies were found between the Sinhalese and the Tamils as far as representation was concerned. As the Sinhalese formed the majority race, and as the regions occupied by them were more in number than those occupied by the Tamils, a very much larger representation of the Sinhalese in the parliament became an inevitable feature (Facksman, S.A,1963).

The ratio of Sinhala Tamil changed from 2:1 to 5:1 in the course of time. This had the tendency to arouse racial feelings with the advantages availed through the Donoughmore constitution, it was apparent that the majority race was trying to harvest maximum benefits through their larger representation. In a multiracial country where majority and minority problems were always rife, it would appear that the introduction of a territorial representation system would turn detrimental (Silva,K.M.De, 1973). Though the Donoughmore commission might have implemented this with a good intention, it finally served only to fan up racialism instead of reducing it.

The introduction of a cabinet system was another recommendation of the Donoughmore commission. To date, this has grown up on a good foundation. The cabinet had a total membership of ten members including the heads of the seven Executive committees and three public officers. Every Executive committee would attend to the duties assigned to it. The cabinet was to regularise the meeting of the State Council. It would also be responsible for the preparation of the general and special budgets pertaining to all activities of the government.

The ministers in the cabinet had differences of opinion among them. They were not unanimous in their policies. Some ministers spoke tactfully and got the funds needed for the activities of their ministers, while the inefficient ministers were unable to fulfil the duties assigned to them. Even the three public officers created a lot of nuisance to the other seven ministers. They were in fact a stumbling block to the activities of the ministers (Facksman, S.A,1963). For example when some ministers requested for the return of their competent officers, the chief secretary refused to accede. Whenever funds were required for constructional purpose, the requests were turned down under various pretexts. Those committees had no authority to take any action against these officers.

The State council elections took place in 1936. The cabinet formed at the end of these elections turned out to be an institution that completely kept off one race from the politics of a multiracial country. It also turned out to be the main cause for breeding hatred among the societies that lived here. It was the "Sinhala only" cabinet, also known as "All Sinhala" cabinet. D.B Jayatilleke mentioned that this was a "well planned activity". This statement very clearly illustrates his backwardness, selfishness and blatant tendency towards subduing other races. It also exhibits his hatred towards other races, languages and religions.

Furthermore, this cabinet was not responsible for the decision made by the various Executive committees. As a result the cabinet was found to be incapable of controlling the Executive committees. In addition, as mentioned earlier the cabinet completely lacked any sort of joint responsibility.

It could be observed that the three public officers had been given prominence as per recommendations of the Donoughmore commission. They are the chief secretary, judicial secretary and the Financial secretary. They were appointed to advise the State council on various matters. As the departments that functioned under them were strong and important, the ministers could not fulfill their duties without the cooperation of these secretaries. Since they were not answerable to the people in any way, they acted as the watch dogs of imperialism.

The Donoughmore commission obviously made some changes in the powers of the governor also. Accordingly, some powers were reduced while new powers were added. According to the recommendation of the Donoughmore commission, the governor was to be the British king's representative, who would look into the interests of the British king in Sri Lanka. He was also responsible for the civil and judicial administration of the country. As the Donoughmore commission assigned all administrative functions to Executive committee, the governor's powers were reduced to some extent (Amills, Lenrox,1933). However the governor had the authority to enact laws he deemed necessary for the welfare of the country.

Any law passed by the State council must meet with the governor's approval. Otherwise it shall not be law. The governor had the power to prevent any law that was under review of the State council. In times of emergency or in instances where the assembly fails to make laws as desired by him, the governor had been empowered to use his special powers and pass any such laws. The governor had also been empowered to handle certain matters assigned to public officers. He could show interest over a judgement mad by a court of law. The leader of the Executive committee was to be appointed by him. He could examine any authoritative documents pertaining to government departments. The governor had also been granted several other special powers such as handling unexpected disturbances and natural disaster situation, and also the dismissal of officers, and disciplinary control. All these reveal that the governor had limitless powers.

An attempt to analyse the causes for minority problems and racial politics would lead us straight to the time when the Donoughmore recommendations were implemented. In fact the seeds of racialism were sown during this time. Sinhalese leaders like Baron Jayatilleke and S.W.R.D.Bandaranayake were among those responsible for fanning up racialism in this country. Several problems cropped up as Tamil leaders lie G.G.Ponnambalam tried to counteract Sinhala racialism (Jothilingam, S.A.2008).

The Donoughmore constitution was opposed by several sections of the people including Sri Lanka Tamils, Indian labourers and the Muslims. The Donoughmore recommendations nullified even the little influence the minorities had. The tussle which existed with only the coastal area Sinhalese with regard to representation, turned out to be a competition with the whole Sinhala race, and finally resulted in Tamils being converted to a miserable race with no political influence. This made the situation of the Tamils change from bad to worse. In the elections that took place in 1931, no voting took place in four electoral districts. This election was boycotted by such institutions as Jaffna Mahasabha, the Tamils' Mahasabha and the Jaffna Youth congress. Following this the "Sinhala only" cabinet was formed in 1936. It was at this time that the 50:50 demands was placed by the Tamil congress.

The condition of the Indian labour class was also very pathetic. The rejection of their rights had been one of the causes for a crisis between India and Sri Lanka during the latter 25 years of political history. When voting rights were given only those who had lived continuously for five years stood the chance to gain it. Because of this, a large number of them were deprived of their voting rights. Although electoral districts were divided on the basis of population, as control was imposed on the granting of voting rights, the hill country Sinhalese were able to get more representation than did the hill country Tamils. The universal franchise and territorial representation had also had their impacts on the political life of the Muslim population in Sri

Lanka. Only two seats were available to the Muslims in the state council which had 60 members in all.

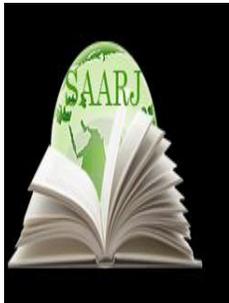
In fact the Donoughmore constitution was expected to stay longer and introduce further reforms. The lack of a well developed party system is one of the causes attributed to the failure of the Donoughmore constitution. Though three general elections took place after the granting of universal franchise and before the independence, there was no contest on a party basis.

CONCLUSION

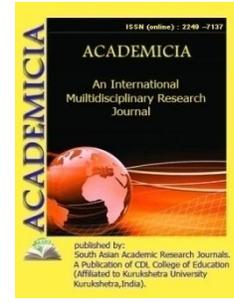
It is true that for the first time the Donoughmore constitution devolved powers and responsibilities to the people. Earlier the members of the Legislative council as people's representatives had the rights only to discuss matters with no executive powers in their hands. It was only after the recommendations of the Donoughmore commission, that they become more important members with responsibilities. However, it has to be admitted that the benefits occurring to the people by the progress of the Donoughmore constitution were curtailed by the in numerous powers held by the three aforementioned public officers and also by the undue powers of the governor who could reject any decisions taken by the State council. In addition, the various short comings in the universal franchise as well as in the Executive committee system were obstructing the efficient functioning of the recommendations. As such, it has to be concluded that though this plan was a step forward in the political freedom, it was not altogether sufficient for the development of the country.

REFERENCES

1. Amills, Lennox. (1933). Ceylon under the British Rule 1795-1935), Frankcass, London.
2. Blaze, L.E. (1995). The History of Sri Lanka, Asian Educational Services, New Delhi.
3. Board of Scholars. (ed). (1959). Ceylon its History (People, Commerce Industries and Resources), Srisatguru, Delhi.
4. Facksman, S.A. (1963). Our Heritage, Apostles, Company, Colombo.
5. Jothilingam, S.A. (2008). Sri Lankan Constitution, (Tamil), Kumaran Book House, Colombo.
6. Kularatnam, K.C. (2004). From North to Gopallawa, (Tamil) Kumaran Book House, Colombo.
7. Mendis, G.C. (1945). History of Ceylon, A Colombo Publication, Colombo.
8. Silva, K.M.De. (Ed). (1973). History of Ceylon, University of Ceylon, Colombo.
9. Silva, K.M.De. (Ed). (1965). The Rebellion of 1848, K.V.G Silva & Sons, Colombo.
10. Sivarasa, A. (2001). Sri Lankan Politics, (Tamil), Kumaran Book House, Colombo, 2001.
11. Thanaraj, D. (2007). The Modern History of Sri Lanka, A publication of the Open University of Sri Lanka.



ACADEMICIA
**An International
Multidisciplinary
Research Journal**
(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00237.8**

USE OF INTERACTIVE METHODS FOR STUDENTS IN TEACHING DRAWING LESSONS (ON THE EXAMPLE OF VIEWS)

Nozima Gulomova*

*Teacher,

Tashkent State Pedagogical University named after Nizami,
Tashkent, UZBEKISTAN

ABSTRACT

In our country, when there is a reform and restructuring of all types of education, it is important to train young specialists in all disciplines, as well as in the subject of drawing, who will have in-depth theoretical and practical knowledge and skills. This article provides a unique methodology for teaching the topic "Views" of one of the sections of the subject of drawing. It aims to increase the spatial literacy of students by shaping their spatial thinking. The topic "Views" is explained using interesting examples aimed at the formation of spatial representations and graphic literacy of students.

KEYWORDS: *Views, Technology, Teacher, Drawing, Didactics, Graphics, Effective, Training, Teaching, Education, Method.*

INTRODUCTION

The basic premise of the science of drawing is to form in students a spatial perception of graphic education and to impart the knowledge set out in the guiding standard for its development. One of the most important forms of spatial perception is the theme of "Scenes", from which interesting didactic examples can be developed. An image of the appearance of a detail is called a view. To reduce the number of views, the invisible parts of the detail are indicated by a dashed line. Views are divided into main, additional, and local views, depending on the content and the context in which they are performed. Basic views. In the main view, the six sides of the cube are accepted for the projection planes.

The rules of the "E" system have been adopted in Uzbekistan, Russia and many European countries. In system E, the object is located between the observer and the projection plane, ie the

side of the object visible to the observer is represented in the plane behind the object. In other words, the drawing is done in the first octant. (Figure 1).

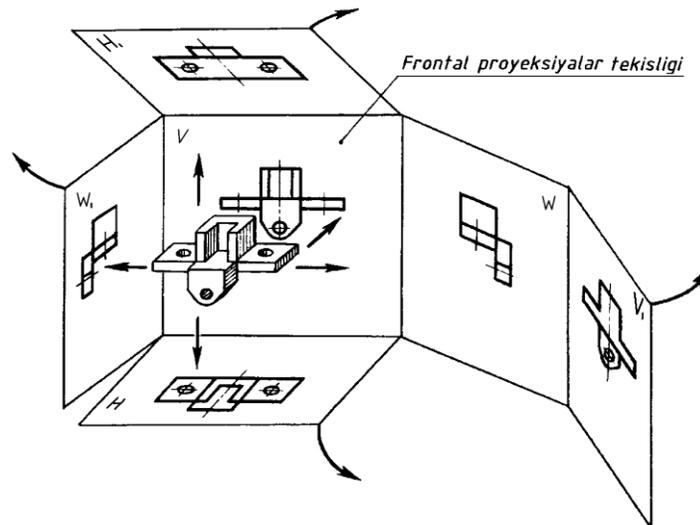


FIGURE 1

In the USA, England, the Netherlands, drawings are made on the basis of the "American" system. This system is denoted by the letter "A". In this case, the plane of projections is considered transparent, that is, light-transmitting. In system "A", the plane of projections is located between the observer and the projected object.

Through the points of the object inside the cube, the projected light crosses the plane of projections and is directed towards the observer (Figure 1, a). Then, when the sides of the cube are spread out in a single plane, the top and bottom views shift relative to the "E" system. The left and right views also alternate. Only the top and back views are the same in both systems and retain their positions (Figure 1, b). We can assume that the drawing in the 'A' system is done in the seventh octant.

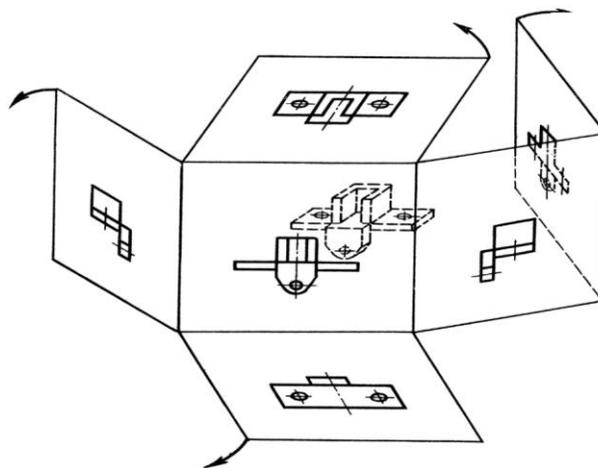


FIGURE - 2

The detail idea is placed inside the cube, its image is drawn on each side, and then the cube is spread out as shown and aligned with the drawing plane. The result is six images of the detail in the projection planes. This arrangement of views in the drawing area is called a projection relationship. Views are called by the following names: front view or main view (1., V), top view (2., H), left view (3., W), right view view (4., W1), bottom view (5., H1), rear view (6., V1) (Figure 3).

There are three types of detail: head view, top view, and left view. The overall look is chosen so that it gives a complete picture of the interior and exterior of the detail. The rest of the views are projected relative to the main view. Teaching students to make the above representations of a cube on plain cardboard is also effective. As shown in Figure 1, we draw the corresponding views for each piece of paper, which is divided into six equal parts, and draw the corresponding view of the detail on each piece so that the paper is folded and It is possible to increase students' imagination by showing them in sequence (Figure 2).

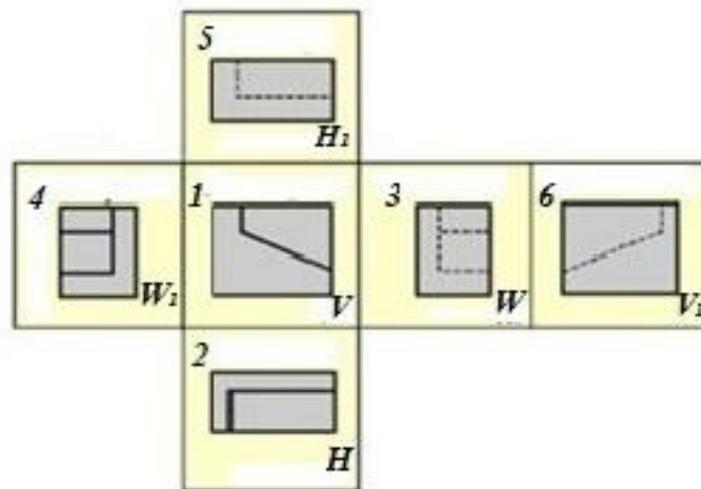


FIGURE 3.

After these processes, students will gain a better understanding of the topic of appearances. Now (Figure 4) these diagrams are used to teach students to visualize different situations of detail.

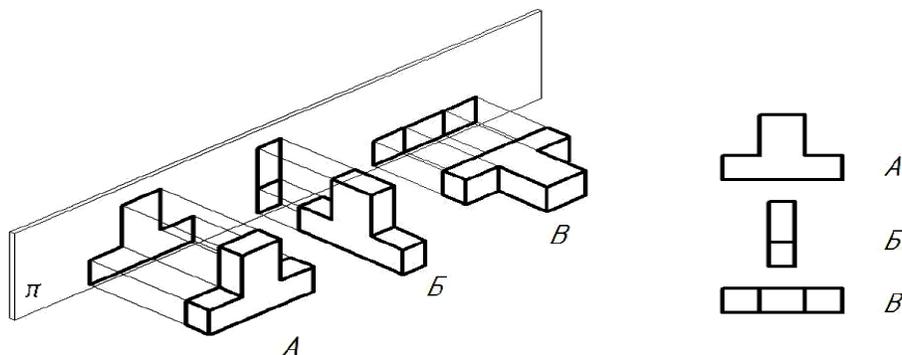


FIGURE 4

In particular, in order to increase the effectiveness of the lesson, it is advisable to organize a variety of tasks to increase students' interest in the lesson. The following diagram shows an example of defining a head view (Figure 4). This is the first step in forming a spatial image.

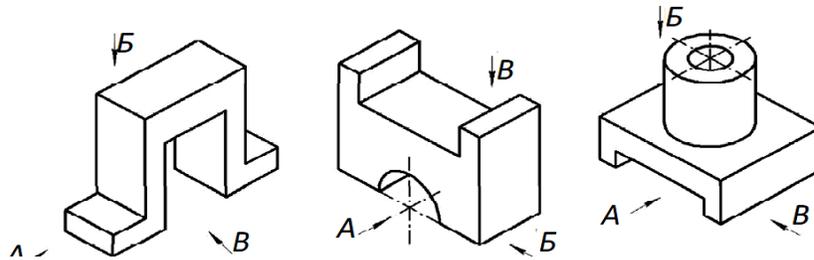


FIGURE 5

After these processes, we begin to give one problem after another in order to sharpen the imagination of students. Depending on the detail in Figure 5, it will be possible to determine which of the views in Figure 6 corresponds to it.

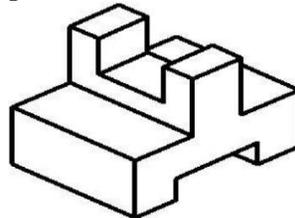


FIGURE 6

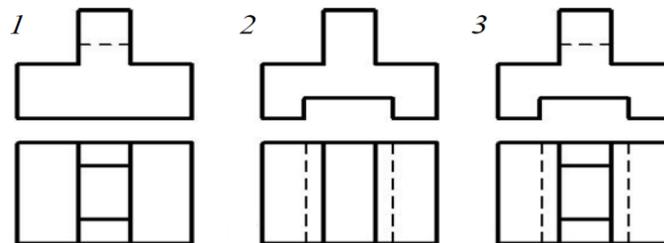


FIGURE 7

Once students have mastered the theoretical knowledge of the subject of scenes, they are required to review the rules of practical drawing. There will also be a number of practical assignments on the topic. Examples of drawing the right view of an object based on a clear image (Figure 7).

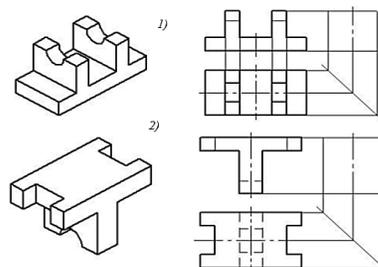


FIGURE 7

As a homework assignment, students are given exercises to identify and perform a clear image of a detail that corresponds to the given view based on the two given representations. (Figure 8).

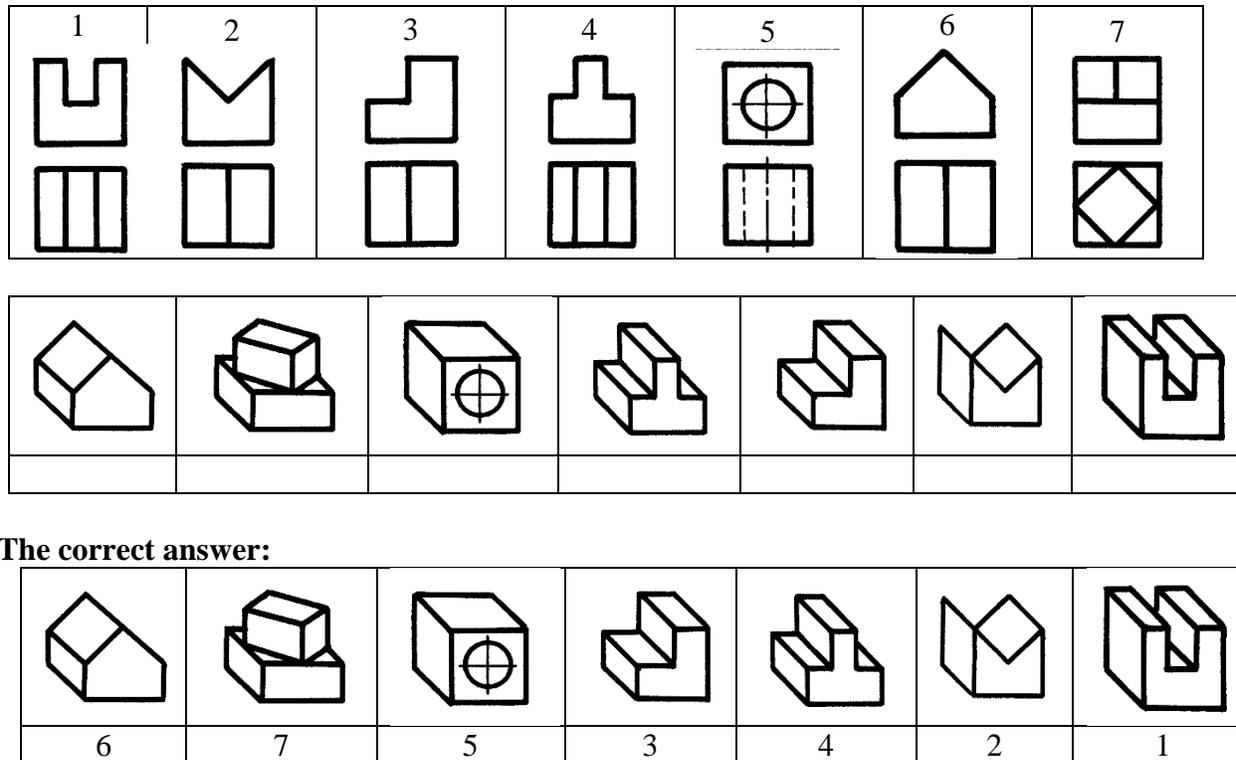


FIGURE 9

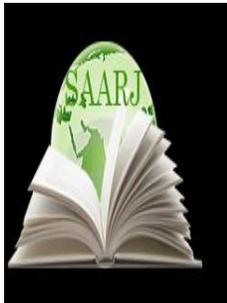
The above exercises are effective enough for students to study this topic thoroughly. In general, a student who has studied the subject of scenes well shows that he or she is mastering the art of drawing.

Projection techniques are repeated and reinforced to convey the theme of the scene. Practical assignments during the lesson will help students memorize the names of each scene and develop their spatial imagination and graphic literacy. Consequently, such qualities are formed in the process of spatial exchanges at different levels. Accordingly, the effective organization of the teaching process by students also plays an important role in the development of students' cognitive activity.

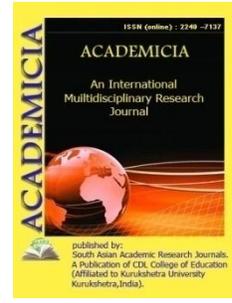
REFERENCES

1. Rakhmonov I., Abdurahmonov A .. "Reference from the drawing". Tashkent, "A. Navoi National Library Publishing House", 2005.
2. Sidorovskaya L. L. "DRAWING" Tutorial. Ulyanovsk UISTU. 2016.
3. Saydaliev S. "Drawing geometry and engineering graphics" TDPU. Rhizographs. 2017.
4. Gulomova N.X. Drawing (textbook) - T .: "Science and Technology" Center Publishing House, 2019

5. Valiev A., Rikhsiboeva H. Otabekov U. Development of students' spatial thinking in teaching drawing (on the example of the topic "Views"), "Young scientist". International scientific journal. 2017 No. 13, part VI. Kazan, LLC "Young Scientist Publishing House».
6. Gulomova N.X. Risography of TDPU "Cutting and cutting"; 2012.
7. Valiev A.N., Tulanova D.Zh., Gulomova N.Kh., Modern pedagogical and innovative teaching technologies in drawing lessons // Young Scientist 2018. No. 3. S. 183-189 p.
8. Tulanova D.Zh., Gulomova N.Kh. The technology and conditions for conducting didactic games in the process of teaching drawing at the university. "Education as a factor in the development of the intellectual and moral potential of the individual and modern society." Materials of the VIII International Scientific Conference on November 8-9, 2018. <https://www.elibrary.ru/item.asp?id=36467600>



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00236.6

CHARACTERIZING FEATURES OF THE CREATIVE POTENTIAL DEVELOPMENT OF STUDENTS

Berdiyorova Mehriniso Xolmatovna*

Tashkent State Pedagogical University named after Nizami,
 Tashkent, UZBEKISTAN

ABSTRACT

This article gives a definition of the creative potential of an individual, the essence and content of the concept of creative potential, provides information about the main indicators characterizing the development of the creative potential of students: value, creativity and ability to active creative activity, the formation of creative activity, creative abilities, and accordingly - realizing the creative potential of medical students.

KEYWORDS: *Self-Actualization, Potential, Creativity, Creativity, Non-Stereotypical, Originality, Integrative Personal Property, Self-Realization, Self-Determination Of The Individual.*

ABSTRACT

In the modern developing world, the highest requirements are imposed on the activities of each person in the most diverse areas of our society. That is why a modern specialist today needs to possess the highest possible creative potential in order to successfully solve all kinds of problems in the context of society's globalization. In connection with this situation, the special role and importance of professional higher education in the formation of creative activity, creative abilities, and, accordingly, the realization of the creative potential of students is increasing. At the same time, a qualitatively new level of the pedagogical process in modern education is impossible without innovative methods with the identification and development of students' creativity.

The essence of the creative potential of medical students in our study is considered in the context of an inalienable pedagogical phenomenon, which is the desired creative potential of a person. It should be noted right away that "potential" is a general scientific concept, which is widely used in both natural and humanitarian scientific disciplines. The concept "potential" comes from the

Latin word "potential", meaning strength, power, opportunity. Referring to the reference literature, we can find the interpretation of "potential" as follows:

- firstly, as a latent possibility that has sufficient power for manifestation; [4;1048]
- secondly, as a force, source, opportunity, means, stock that can be used to solve a problem, to achieve a certain goal; [4; 1048]
- thirdly, as the possibilities of an individual, society, state in a certain area.

Many researchers present the essence and content of the concept of "personality's creative potential" from various points of view, such as:

- this is a set of real abilities, skills and capabilities that determine the level of development of the personality itself (L.N. Moskvicheva, G.L. Pikhtov-nikov);
- this is a socio-psychological attitude towards an unusual resolution of any contradictions in objective reality (E.V. Kolesnikova);
- this is an integrative personal property, which is expressed in relation to a certain position, orientation or attitude of a person to creative activity (A.M. Matyushkin);
- This is a characteristic property of a person, which is able to determine the necessary measure of his capabilities in creative self-realization (M.V. Kuposova);
- This is a kind of synthetic quality that characterizes the measure of the personality's capabilities in the implementation of creative activity (V.F. Ovchinnikov, B.L. Farberman);
- It is synonymous with the concepts of "giftedness" and "personality creativity". These qualities can be considered as a set of potential capabilities of a human personality, which are capable of developing, while receiving their practical application in the process of creative development (I.O. Martynyuk and others).

Analysis of the research of famous teachers and psychologists such as O.A. Abdulina, [1; 26] N. N. Azizkhodzhaeva, [3; 64] V. I. Andreev, [2; 65-70] D.B. Bogoyavlenskaya, [5; 94] MG Davletshin, [9; 124-225] VN Druzhinin, [6; 97-103] allows us to state that in their works serious attention is paid to issues of both creativity itself and the full development of creative potential, while considering the creative potential of students as their psychological characteristic.

Modern literature interprets the content of such a concept as "development of creative potential" from various psychological and pedagogical positions. For example, the researcher N.V. Klopova notes that "to develop the creative potential of an individual means to create "I", to help the realization of opportunities, abilities for creativity in practical activity. In this sense, the development of creative potential is the same as self-actualization of a person, i.e. the maximum development of inclinations and abilities and their implementation in practical matters. Consequently, the development of creative potential is both a process and a result of personality development at the same time." [10; 2] In turn, the development of the "creative potential of a personality" has a close connection with the general development of a personality, but it also has its own features. So, for example, in the dictionary of SI Ozhegov and N.Yu.Shvedova development is interpreted "as a process of regular change, transition from one state to another,

more perfect; transition from an old qualitative state to a new one, from simple to complex, from lower to higher.”

It should also be noted that creative potential can also act “as an integrative personality trait, which is a prerequisite and result of creative activity, determining the orientation, readiness and ability of a person to self-realization.” [11; 182] Modern psychological and pedagogical literature also allows us to find and various options for defining the concept of "personality's creative potential", such as:

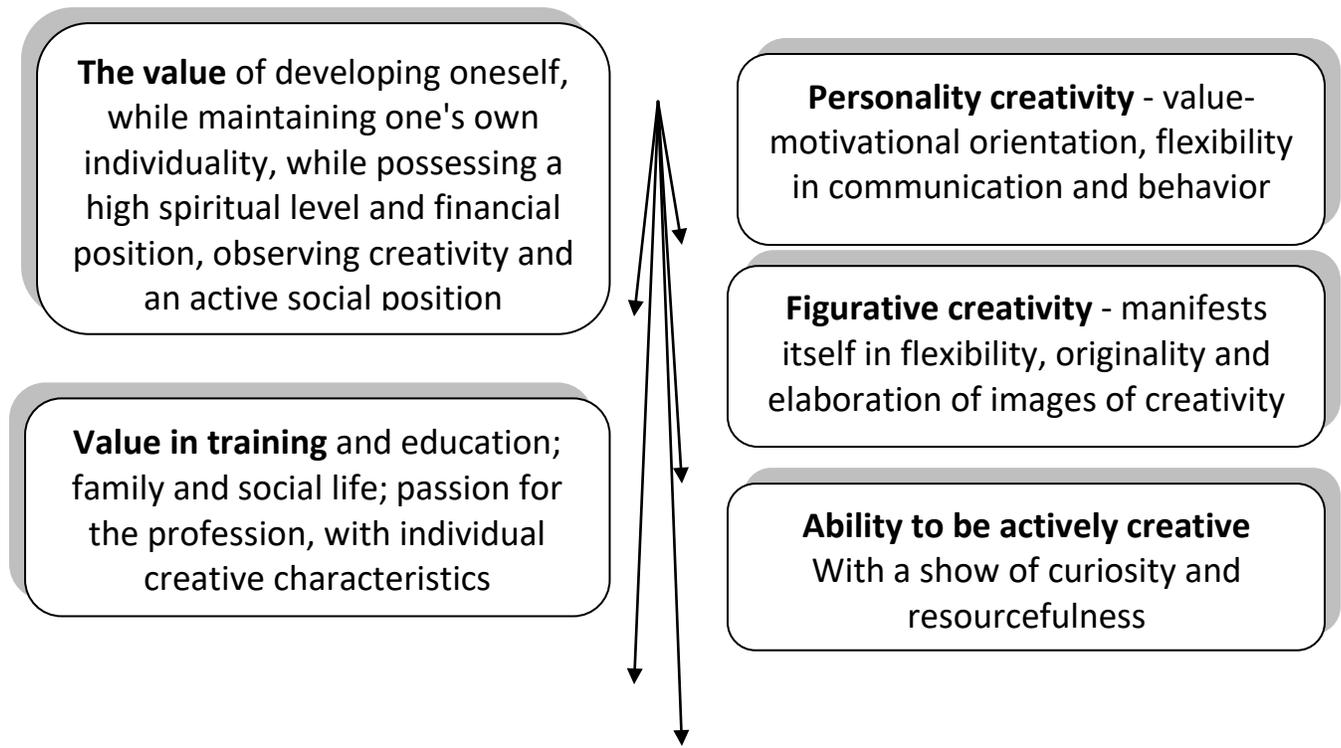
– it is "a high degree of development of thinking, its flexibility, non-stereotype and originality, the ability to quickly change methods of action in accordance with new conditions of activity"; [7; 207]

- It is also "opportunities and abilities, which are subjective conditions for the successful implementation of innovative activities and behavior"; [7; 207]

Researcher N.A. Tokareva, in turn, claims that the basis of the process of forming a student's readiness for creative activity should be based on the self-determination of the individual, creative potential and corresponding creative activity. All this should create a productive process of fulfilling educational tasks for the properties of personally-professionally significant activity, which will certainly lead to a state of motivational readiness of the individual, his emotional-volitional stability, as well as the ability to self-rule, etc. [12; 21] And as the researcher V. Andreev confirms, “a creative personality is characterized by motivational and creative activity, which manifests itself in organic unity with a high level of creative abilities, which allows her to achieve socially and personally significant creative results in one or several types activities ". [2; 65 -70]

Giving priority to genius in human nature, J. Guilford, in turn, emphasizes that "every person is creative, creative potential is distributed continuously among the entire human race, but geniuses are endowed with this quality to a much greater extent than others." [14; 410-412] Analysis of many existing approaches in relation to the concept of "creative potential of the individual" allows us to make a number of generalizing definitions (Scheme 1) concerning a clear understanding of its essence with possible ways of its further development. With the help of these generalizations, it is possible to characterize many features of the development of the creative potential of students.

SCHEME 1 MAIN INDICATOR CHARACTERIZING THE FEATURES OF THE DEVELOPMENT OF STUDENTS' CREATIVE POTENTIAL



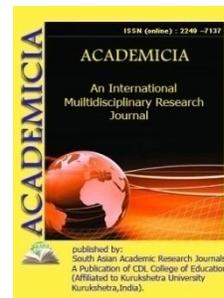
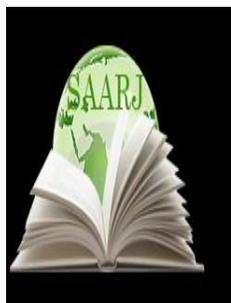
CONCLUSION

As we can see, in various scientific studies, creativity appears as a mandatory property and quality of a person, and a system of personal abilities. The corresponding systematization of the available theoretical material shows us that the considered creative potential of the individual is a complex formation.

REFERENCES

1. Abdulina O.A. General pedagogical training of teachers in the system of higher pedagogical education - M., 1990.- P.26.
2. Andreev V.I. Dialectics of education and self-education of a creative personality: Fundamentals of creativity pedagogy - Kazan, 1988. - pp. 65-70.
3. Azizkhodzhaeva N.N. Questions of teacher training in the system of continuous pedagogical education - Tashkent: TSPU, 1995. –64 p.
4. Big encyclopedic dictionary. // under. ed. A.M. Prokhorov - M.: Sov. Enz, 1993.- S. 1048.
5. Bogoyavlenskaya D.B. Psychology of creative abilities - M., 2002. - C.94
6. Druzhinin V.N. The psychology of general abilities - SPb., 1999. - S. 97-103.
7. Kapitonov E.A., Zinchenko G.P., Kapitonov A.E. Corporate culture: theory and practice - M., 2005. -- P. 207.
8. Ozhegov S.I. Explanatory dictionary of the Russian language / S. I. Ozhegov, N. Yu. Shvedova. 4th ed., Add. - M., 1999. -- S. 643.
9. Psychological aspects of improving the training of teachers in pedagogical universities and universities in the context of continuous education: Abstracts of reports. rep. scientific and

- practical conf. / Ed. MG Davletshina, G.B.Shaumarova, F.S. Ismailova - Tashkent: TSPI, 1991. Part I. - 124 p .; Part II. -225
10. Development of the creative potential of the individual through the system of work in the training-seminar on self-development / Ed. N.P. Anikieva; comp. N.V. Klopova-Berdsck, 1998 .-- S. 2.
 11. Smolyarchuk I.V., Drobysheva O.A. Features of the development of the creative potential of students of the pedagogical college // Bulletin of the Tambov University. Series Humanities - Tambov, 2010. Vol. 8 (88). - S. 185.
 12. Tokareva N.A. Pedagogical conditions for the formation of the future teacher's readiness for creativity in professional activity: Author's abstract. dis. ... Cand. ped. Sciences: 13.00.08 / N.A. Tokareva - Astrakhan, 2009 .-- 21 p.
 13. Tsapok V.A. Creativity: Philosophical aspect of the problem - Chisinau: Shtinitza, 1989. - 150 p.
 14. Guilford J.P. Some theoretical views on creativity. N. Y. 1967. - P 410-412.



DOI: **10.5958/2249-7137.2021.00235.4**

RECREATIONAL ZONING OF THE TERRITORY OF UZBEKISTAN

Xunarov Abduvahob Mamatovich*; Ryskulov Hashim Artykbaevich**

*Senior Lecturer,
Almalyk branch of the I.A.Karimov,
Tashkent State Technical University,
UZBEKISTAN

**Associate Professor,
Candidate of Technical Sciences,
I.A.Karimov Tashkent State Technical University,
UZBEKISTAN

ABSTRACT

Zoning for recreational purposes is understood as the division of territories into landscape complexes (natural and geographical zones, zones, districts) that make up their integral structure. For this purpose, the territory of the region is divided into recreational provinces, districts and micro districts, and a cartographic scheme has been created. According to the cartographic scheme, plans for the development of sanatoriums, health resorts and tourist facilities will be developed.

KEYWORDS: *Recreation, Zoning, Recreational Principles: Complexity, Local History, Mapping. Taxonomic Units: Natural Recreational Zone, Natural Recreational Province, Natural Recreational Zone, Natural Recreational Territory.*

INTRODUCTION

Zoning is the systematization on a scientific basis of events and phenomena located in a given territory, according to certain laws and depending on their geographical location. Zoning can be different. For example, natural-geographical zoning, climatic zoning, ecological zoning, and so on.

Natural-geographical zoning is the division of the earth's surface into a landscape complex (or natural-geographical area, zone, districts), which is geographically and internally integrated.

When zoning for recreational purposes, regions are considered from a natural, economic and geographical point of view, the state of natural factors and recreational resources is studied and evaluated.

It also takes into account the urbanization of the scientifically and technologically developed population and the availability of labor resources, the location of farms and the availability of agricultural products, the convenience of vehicles.

The value of the system

In the recreational zoning of the territory, scientific development of plans for the construction of sanatoriums, holiday homes and tourist facilities is necessary.

Construction of recreation facilities has expanded, especially since the independence of the Republic of Uzbekistan. Because to familiarize tourists from abroad with recreational facilities, climate and sights of Uzbekistan, work is underway on their reconstruction and construction of new ones.

METHODOLOGY

As for recreational zoning, first of all it is necessary to develop zoning rules and recreation methods, because scientific methods determine the tactics of each science and research, and scientific approaches based on zoning rules determine the strategy of science. When zoning territories from the point of view of recreation, the following principles apply.

1. The principle of complexity. This is a basic rule that includes natural and economic factors in zoning from the point of view of recreation, as well as the location of recreational facilities in addition to tourism, nature, economy and everyday life of the population. modes of transport, such as providing the population with agricultural products.

2. The principle of local history. The nature, economy and location of the population are very complex and diverse. First of all, we need to study it from a familiar country, that is, from our place of residence, district, region, valley and oasis, and more broadly from Uzbekistan and Turkestan, in order to know the natural, economic and recreational features.

3. The principle of display. You need to create a map to track the regional location of recreational resources. Recreational or ecological maps reflect the geographical location of climatic and landscape features, addresses, location of resources, transport routes, and the location of cultural and historical sites.

The convenience of dividing the recreational zone and microdistricts in the recreational zoning of the territory is that it does not take into account the entire natural complex, but the main recreational units. For example, the allocation of natural and recreational districts, little attention is paid to the soil, vegetation, location and factors leading recreational resources include climate, mineral water or mud and their impact on the human body and restore health.

The scheme of natural and geographical zoning of Central Asia and Uzbekistan can be used as a basis for recreational zoning and the use of taxonomic units in the context of the Republic of Uzbekistan.

Taxonomic units: natural and recreational region (Republic of Uzbekistan), natural and recreational province (Chirchik-Akhangaran), natural and recreational area (Piskom-Ugom,

Chatkal-Kurama Mountains), natural and recreational microdistrict (Chirchik and Akhangaran Rivers).

Natural and recreational lands (Republic of Uzbekistan)

It is a country with a well-studied geographical position, geological structure, climatic conditions, rich in recreational resources, a high level of agricultural production, natural and economic factors.

Results of the study

In all existing health facilities in the country, citizens of foreign countries can rest and be treated. For example, many recreational areas in Uzbekistan include Chimgan, Chartak, Aktashsay, Humson, Beldersay, Amirsay, Jaironkhana, Kumushkon and others.

Natural and recreational province

A recreational province is a large part of the country. Depending on the listed natural and geographical complexes, it is divided into mountain and lowland provinces. In the mountainous province, the vegetation cover is dense and varied due to moderate heat and humidity. Therefore, these lands have long been considered summer camps for the population. Recreational provinces are divided into recreation areas depending on natural recreational factors and resources.

Natural recreational area

Natural recreational zones are territories that differ from others in orographic and geomorphological features, the climatic conditions are almost the same, for example, the division of underground recreational resources into groups.

Depending on the recreational resources, the natural recreational zone is divided into several natural recreational micro districts.

There may be general similarities between districts and recreation areas. Recreational resources create a unique landscape complex depending on the state of health of the population.

Natural recreational micro district

A natural recreation area may not have part or all of the natural recreation area. The microdistrict has its own characteristics with geomorphological structure, microclimate, surface and ground water and landscape complex. Often, health and wellness facilities are built in the neighborhood, depending on natural and recreational resources.

The territory of the region is divided into recreational provinces, recreational zones and microdistricts, and a cartographic scheme has been drawn up. According to the cartographic scheme, plans for the development of sanatoriums, health resorts and tourist facilities will be developed.

The territory of Uzbekistan is divided into the following recreational zones: Chirchik-Akhangaran, Ferghana, Zarafshan, Kashkadarya, Surkhandarya, Lower Amu Darya, Chirchik-Mirzachul. In turn, each district is divided into recreational blocks.

Scheme of recreational zoning of the territory of Uzbekistan

Recreational areas	Recreational neighborhoods
Ferghana	Chartak, Chimgen, Shakhimardan, Kasansay, Southern Olamushuk, Polvontash, Kyzyltepa, Fergana, Nanay, Govou, Chadak, Nikhol, Markhamat.
Chirchik-Ahangaran	Aktash, Humson, Tovaksay, Beldersay, Amirsay, Gazalkent-Chatkal, Charvak, Chimgan, Kumushkan, Sukok, Akhangaran, Ertosh, Kyzylcha, Kuksaray.
Zarafshan	Sitorai moxie-Hossa, Agalyk, Samarkand, kennel Giron.
Kashkadarya	Langar, Khodgaipak, Markhamat, Shakhrisabz, Kashkadarya coast, Miraki.
Surkhandarya	Djayranhana, Uchkizil, Khandise, Boysun, Darbent.
The Lower Amu Darya	Shackal-Tukay, Khiva, Khozarp.
Chirchik-Mirzachul	Botany, Chinabad, Turan, March 8, Ahmad-Yasavi, Buston, Havotag, Gallaral, Arnasay, Zamin, Zangiota.

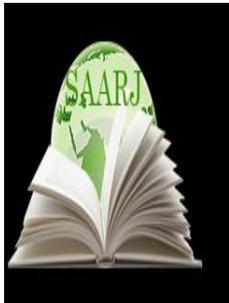
In short, in the recreational zoning of Uzbekistan, natural and recreational factors, resources, historical, cultural, economic and other features are calculated and zoning is carried out. In carrying out such work, geographical zoning is applied on a scientific and practical basis.

When placing recreation centers, sanatoriums, sports facilities, the main recreational resources (climate, therapeutic waters, fresh air, mud, etc.) are taken into account. Because the organization and construction of recreation centers, sanatoriums, sports facilities depends on natural and medical resources. It is necessary to take into account their reserves, medicinal properties, favorable hydrographic conditions, transport routes, etc.

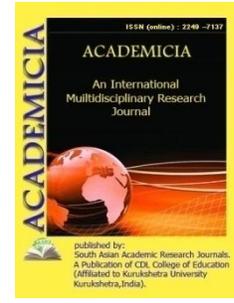
Zoning of recreational facilities requires its comprehensive, i.e. natural, economic and social study. Thanks to a comprehensive assessment, the internal and external tourism potential of Uzbekistan will develop rapidly. To do this, it is necessary to study the geological and geomorphological structure, topography and terrain, features of its natural resources, because otherwise, when placing recreational facilities with insufficiently studied local, natural and geographical conditions of the area, very large destruction may occur.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan No. UP-5611 dated January 5, 2019 "On additional measures to accelerate the development of tourism in the Republic of Uzbekistan"
2. Khasanov I.A., Gulomov P.N., Kayumov A.A. "Natural Geography of Uzbekistan" - T. 2010.
3. Riskulov X.A., Adilov T.T., Fidaev J.T., Khunarov A.M., Kuchkarova N.X. The American journal of engineering and technology The USA Journals, USA www.usajournalshub.com/index.php/tajet
4. Fidaev D.T., Isomatov Yu.P., The American journal of engineering and technology The USA Journals, USA www.usajournalshub.com/index.php/tajet



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00234.2**

**IMPROVING INNOVATIVE TRAINING AND NATIONAL SPIRITUALTY
 FOR TOURISM EDUCATION: DEVELOPING HOSPITALITY
 PROSPECTS IN UZBEKISTAN**

Khamrayev Siroj*: Mukhammadmurod Yorkulov**

*Master Student,
 “Silk Road” International University of Tourism,
 UZBEKISTAN
 Email id: sirojbek84@mail.ru

**Master student,
 “Silk Road” International University of Tourism,
 UZBEKISTAN
 Email id: mukhammadmurod@mail.ru

ABSTRACT

The education system is forever changing, with the purpose of improving young people’s chances of employment, supplying the market with sufficient quantities of competitive, skilled workers of quality [Zsarnoczky, 2015]. This is especially true for the field of tourism and hospitality, for this industry has become one of the most dynamically growing segments of today’s economy, in quantitative terms [Forgács and Loboda, 2003]. In order to make it an important part of the national economy, the quality of innovative training and ensuring that there will be new generations of professionals is just as important as making use of natural resources and advantages and innovative training gives us opportunity to teach and prepare tourism experts and they are trained for finding new prospects of tourism. The aims of this research paper are to explore the actual effect of innovative training in tourism education and hospitality, to investigate current quality of teaching tourism as a subject in higher education system: colleges, institutions and universities of Uzbekistan and analyze the importance of innovative training in tourism education and developing hospitality prospects in Uzbekistan.

KEYWORDS: *Innovative Training, Tourism Education, Hospitality Prospects, State Law System On Tourism, National Spirituality For Tourism.*

INTRODUCTION

Tourism education has received relatively little attention since the publication of a number of seminal papers produced in the mid to late 1990's and in the last decade (Goodenough and Page (1993), Koh (1995) Tribe (1997, 1999) and Johnson and Airey (1999) and Airey (2002). Their researches identify how tourism education has developed and become a major subject of academic and scholarly activity taught in a wide variety of educational institutions. Furthermore, the writers seek to evaluate what programs aim to achieve in terms of knowledge, skills development and preparing students to meet the labor needs of the tourism industry. However, at present innovative training has become the utmost part of education system in the world and in order to integrate it is compulsory step which developing countries should adopt and improve.

As the title of research encompasses two parts, it is preferable to do the research separately according to 1. Innovative training in tourism education; 2. Developing hospitality prospects in Uzbekistan; and the importance of national spirituality for developing tourism.

As the history of the world is witness that during the development of every sphere of life there have been big changes and because of these changes to keep national spirituality and mentalities is very important. So, the significance of this research question is to keep the national principles while developing tourism entrepreneurship. This research is new and there has not been done any investigations in the relationship between national spirituality and tourism entrepreneurship.

Innovative training in tourism education

There are various definitions of the term "innovation", which derives from the Latin "innovatio" which means the creation of something new. The diversity of definitions lies in the different purposes for examining this phenomenon [JOHANNESSEN et al., 2001]. Probably the most useful definition is that provided by the late Schumpeter [Schumpeter, 1997] who distinguished several areas in which tourism education can introduce innovation:

1. Generation of new or improved products
2. Introduction of new production processes
3. Reorganization and/or restructuring of the company

Aspects of innovative training of tourism were thoroughly researched by numerous scientists who comprehensively covered the global trends in innovative developments. So E. Anderson (2005), D. Baglieri, R. Consoli (2009), E. Anderson (2005) and others carried on researches on how innovative training influence on tourism education and types of tourism. For example, the part of scientific tourism is growing that will eventually complete the process of tourism transformation in the leading complex of world, scientific and cultural development or in the field of restaurant tourism, restaurants are beginning to experiment with specialization (different national types of cuisine), specifically to focus on style, introduce additional services, cooperate, organize shows and workshops, actively engage the media and so on.

Scientists Ali, Frew, (2014); Clausen, Madsen, (2014); Maklashina, (2012); Martin, (2013); Pechlaner, Fischer & Hammann, (2006); Sorensen & Sundbo, (2014) learnt innovative training dividing into two factors: Internal and External factors. Through learning internal factors they identified the demand, supply and contribution of tourism education, the role of media in promotion, advertising and sale of tourism products, the number of employees, professional and

qualification structure, the increase of professional training importance, improvement of organization work and others. They found out external factors effect on territorial –geographical, climatic and cultural elements of tourism.

Developing hospitality prospects in Uzbekistan

If we compare the development of tourism education between European developed countries it is visible that there is a significant difference of periods of the beginning tourism education. Hall (2005) notes a well-established presence of tourism programs in colleges and universities overseas. These date from the 1920s and include institutions in Austria and Switzerland. The first programs in Australia (at Gatton and Footscray Colleges of Advanced Education) were developed in the late 1970s and were strongly influenced by developments in Europe. By 1997 tourism was being offered as a first degree in three tertiary institutions and twenty three universities (Hall, 2005). In Uzbekistan most developments of tourism education began after 1990s. Daurenov E.Yu states that developing hospitality prospects in Uzbekistan is based on approving and creating state laws by the government and these laws are initial key factors to develop hospitality. For instance, “Laws and law codes of Tourism” approved in April 24, 1997 by Oliy Majlis, “Law of Tourism” approved in August 20, 1999, “State regulation of developing tourism in Uzbekistan till 2005” approved in April 15, 1999, “Teaching and training qualified personnel in Tourism sphere” approved in June 30, 1999 are first steps to develop hospitality prospects in Uzbekistan and they help not only develop hospitality prospects but also improve innovative teaching tourism education in Uzbekistan.

In general there have not been many researches on developing hospitality prospects in Uzbekistan, but a few scientists whose names are Rakhimbaev A.O., Khudatberganov D.T., Abdullaev F.O., Kholdorov T., Tulyenova X.B., Abdumalikov R., and Daurenov E.Yu. have done researches on hospitality and the development ways of this industry.

According to Abdullaev F.O. and Kholdorov T. hospitality industry is the strongest system of local and central tourist economy. They investigated hospitality industry according to group and individual development that is improving service quality of hotels and restaurants, training experienced youths to work for hospitality and providing youths with enough job positions.

The research methods

1. Comparative analysis of the researches which have been done, state law system and curricular for innovative training in tourism education in Uzbekistan and some developed countries;
2. Troubleshooting analysis of the quality of tourism education in Uzbekistan, identification of main challenges;

Results

As it can be seen above the development of innovative training in tourism education in Uzbekistan is mostly based on state law system and old concepts of education and teaching methods that is most tourism faculties and institutions behind are still using the traditional teaching methods, the teacher tells, the main students record.

Recently development stage of education system has been changed and a lot of implementations of laws have been approved by the government of Uzbekistan, however, most educational establishments cannot adopt new innovation in teaching system. Because innovation can develop

education system in tourism and preparing qualified personnel in tourism industry and hospitality. It means innovation is crucial point to develop teaching tourism in Uzbekistan.

Suggested ways and approaches to enhance innovative training in tourism education are followings:

- Establishment of modern curriculum for innovative teaching and optimizing the course structure – rearranging tourism subjects and establishing them according to modern curriculum and optimizing course structure are the core to carry out the training goal and to improve the quality of personnel training.
- The unity of theoretical knowledge and practical training and strengthening students' practice - a four-year bachelor's degree regarding tourism education should be divided into **“theory + practice + theory”**. It means after two year training and gaining knowledge about tourism students are directed to carry out practice. After a-year-practice they are again directed to gaining knowledge. So in the middle of the bachelor degree there is a practice and it helps students identify weak and strong sites in their major. It is the most effective way to develop tourism education and hospitality in Uzbekistan. As well as it is the initial pathway to Master's degree.
- Supplement of the latest technologies to improve teaching process – to create a real atmosphere during the classes it is required to provide with modern technologies.
- Establishment of research organization to do scientific research on training tourism and hospitality – it is an organic unity of innovative teaching and research in the areas of tourism and hospitality. This organization aims to take the training of students and researchers with the emphasis on "knowing", the "know how" and "how to be" stimulating regional development.

CONCLUSION

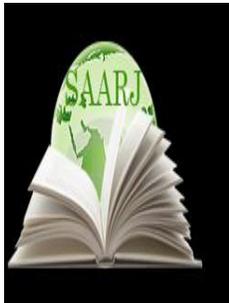
A thorough review of the literature has revealed that innovation in tourism and hospitality has a great impact on firstly teaching tourism as a subject in educational establishments, secondly generation of new or improved products and reorganization and/or restructuring of the company. Furthermore, developing state law system is also considered one of the key factors to enhance hospitality prospects in Uzbekistan.

Summary of my literature review, based on the current researches, has led following findings and suggestions given below:

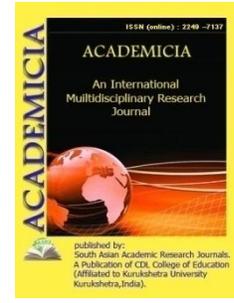
1. Importance of internal factor [Ali, Frew, et all] leads to improvement of the quality of tourist services, attracting new resources, the growing use of new technologies (introduction of the possibility of virtual visits to places in 3-D and 5-D formats),
2. Computerization, automation of production processes (including QR codes, GPS navigation, scanners, sensors, tourist equipment, arranging means of transport), the greening of technology services
3. Through using group and individual development suggested by Abdullaev F.O. and Kholdorov T. preparing well-qualified personnel will help create development basements of hospitality prospects and innovative teaching of tourism education.

REFERENCES

- Abdumalikov, R., Dauryenov, E.Yu. **Establishing tourism education**. Jizzakh. 1996
- Abdumalikov, R., Kholdorov, T. **Tourism T.: O`qituvchi**. 1999.
- Airey, D. (1979) **Tourism education in the United Kingdom**. *Revue de Tourisme*, 2(79), p.13-15.
- Airey, D. and Johnson, S. (1999) **The content of tourism degree courses in the UK**, *Tourism Management*,20, p.229-235
- Airey, D. and Tribe, J. (eds.) (2005) **An international handbook of tourism education**. Oxford: Elsevier
- Ali, Alisha and Frew, Andrew J. (2014). **Technology innovation and applications in sustainable destination development**, *Information Technology & Tourism*, 14(4), pp. 265-290.
- Baglieri, D., Consoli, R. (2009). **Collaborative innovation in tourism: managing virtual communities**, *The TQM Journal*, 21(4), pp. 353-364.
- Clausen, T.H. & Madsen, E.L. (2014). **Innovations, their knowledge sources and their effects in experience-base tourism**.
- Forgács A. - Loboda Z. [2003]: **Az Európai Unió és az oktatás. (The European Union and Education)** Press Publica, Budapest.
- G.A. Alsos, D. Eide, & E.L. Madson (Eds.), **Handbook of research on innovation in tourism industries**, pp. 113-131.
- Goodenough, R.A. and Page, S.J. (1993) **Planning for tourism education and training in the 1990's: bridging the gap between industry and education**. *Journal of Geography in Higher Education*, 17(1), p. 57-72.
- Hall C.M. (2005) **Tourism: rethinking the social science of mobility**. Harlow: Prentice Hall.
- Hall, C.M. (2008) **Tourism planning: policies processes and relationships**. 2nd ed. Hounslow: Prentice-Hall. Harlow.
- JOHANNESSEN, J. A. et al. (2001) **Innovation as newness: what is new, how new, and new to whom?**
- Koh, K. (1995) **Designing the four-year tourism management curriculum: a marketing approach**. *Journal of Travel Research*,33(1) p. 68-72.
- Martin Zsarnoczka, (2015). **Innovative Techniques in Tourism Education**. Conference Paper- June 2015
- Schumpeter, J. (1997) **Theorie der wirtschaftlichen Entwicklung. Eine Untersuchung über Unternehmervorteil, Kapital, Kredit, Zins und Konjunkturzyklus**.
- Kholdorov, T., Tulyenova, X.B. (2007) **Tourism and teaching methods**.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00233.0**

IMPROVING THE POSSIBILITIES AND CHALLENGES OF INCLUSIVE ECONOMIC GROWTH IN COUNTRIES

Isokhudjaeva Munira Yashnarova*

*Associate Professor,

Tashkent Branch of the Russian Economic University named after G.V. Plekhanov,
 UZBEKISTAN

ABSTRACT

This article provides detailed information on inclusive growth and inclusive economic growth. The analytical results of the developed countries of the world, as well as the economies of Central Asia, in particular, Uzbekistan, were addressed. The impact of inclusive economic growth on the living standards and well-being of the world's population is also discussed in detail. Information is provided on the impact of the global economic and financial crisis, which began in 2019, on the economy of Uzbekistan and its impact on inclusive economic growth.

KEYWORDS: *Inclusive, Inclusive Economic Growth, Government, International Organizations, Asian Development Bank, International Poverty Center, International Policy Center, Living Standards, Annual Interest Rates, Households, Annual Income, Global Finance Crisis (GFC), One - Time Income, Self - Employment, Economic Opportunity.*

INTRODUCTION

The global crisis and its tragic human legacy followed a long period of global prosperity, the so-called Great Moderation. During that time, sustained economic growth led to a substantial increase in average living standards worldwide and a reduction in poverty in the developing world. **Society continues to feel the effects of the crisis.** More than 200 million people worldwide are out of work, there are 15 million more people in OECD countries that are unemployed today than when the crisis began in 2007, and millions more people in developing countries have fallen in poverty. Weak global growth prospect is expected to push unemployment beyond today's already high levels, leaving an additional 5.1 million unemployed in 2013 and 3 million in 2014. The risk of entrenched unemployment is high – a condition that further aggravates poverty and inequalities. Slowdown in emerging economies and developing

countries is taking its toll on social spending, and in certain countries it threatens the sustainability of nascent safety net schemes in the context of already higher poverty levels.

Social tensions are visible across the globe. Citizens throughout the world are taking to the streets to voice their concerns and demands: from the initial “flash-point” social movements in the Arab countries, Los Indignados in Spain, Occupy Wall Street-London-Davos, labour protests in South-East Asia, student protests in Santiago de Chile and Montreal, to political demonstrations across Europe. It is **imperative to find solutions that foster economic growth in a more inclusive manner**, where the gaps between the rich and the poor – not only in terms of income, but also in other dimensions that matter for people – are less pronounced, and opportunities, as well as the “growth dividend”, are shared more equally.

LITERATURE REVIEW

Various aspects of Inclusive economic growth have been studied and researched by many scientists, as well as many projects have been implemented in this field. Including G.Bolotaulo, E.Hyop and L.Donghyun (Fiscal Policy for Inclusive Growth, 2014); C.Adamba, K.Alatinga (Social and Health Policies for Inclusive Growth, 2015); Dev, S.M. (Inclusive Growth in India. Agriculture, Poverty, and Human Development, 2008); Dollar, D. and Kraay, A. (Growth is good for the poor, 2002); Heintz, J. (Informality, inclusiveness and economic growth, 2012) discuss the advantages and disadvantages of inclusive growth. K.P. Kannan (How inclusive is inclusive growth in India?, 2012); T. and Tabellini, G. (Is inequality harmful to growth?, 1994); Thomas, V. (Inclusive growth: From desirable to essential, 2011) discusses the possibilities of development and inclusive growth. In this article highlights the opportunities and challenges of inclusive economic growth in countries.

The issues concerning theoretical foundations of formation of e-commerce system and entrepreneurship in the sphere of information and communication technologies have been studied in the works of such foreign scientists and economists as N. Vulkan, G. Duncan, D. Kozie, M. McCartney, L. Mitchell, A. Sammer, T. Wilson and others.

These problems, organizational and economic issues in e-commerce have been studied in the works of the following scientists as I.T. Balabanov, L.E. Varakin, N.I. Gerashchenko, A. A. Kantarovich, O. A. Kobelev, G. Ya. Rezgo, L. D. Reiman, V. I. Skiba, I.V. Uspensky, V.V. Tsaryov in near-abroad countries.

In the Republic of Uzbekistan the issues of structural transformations and development of the sphere of information and communication technologies have been investigated by A.N. Aripov, R.I. Isaev, A.A. Dzhurabaev, Kh.A. Mukhitdinov and L.I. Shibarshova. The issues of theory and practice in e-commerce have been researched in the works of R.I. Isaev, T.K. Iminov, Kh.A. Mukhitdinov. M.M. Yuldashev considered conceptual instrument of the essence of e-commerce system as well. The questions of electronic documents circulation and digital subscription are investigated in the works of R.I. Isaev, P.F. Khasanov, Kh.P. Khasanov and others. Practical examples of econometric analysis in the sphere of ICT have been studied and suggested in the works of S.V. Chepel and L.I. Shibarshova. The works of R.I. Isaev, M.M. Karimov, R.Kh. Khamdamov, Kh.P. Khasanov and others can be marked out among special studies devoted to the information security.

RESEARCH METHODOLOGY

Definition of inclusive growth in the activities of other international organizations. The World Bank has been working for many years on the concept of inclusive growth. [1] In the previous approach, inclusive growth implied the pace and form of economic growth, and economic growth led to rapid growth, which is necessary to reduce absolute poverty and reduce the wide range of needs across sectors. In the long run, part of the country's workforce has focused on inclusive growth in this perspective as follows: effective employment has been achieved instead of employment or income distribution. Increasing employment, creating new jobs and incomes, increasing productivity, raising the wages of workers and the incomes of the self-employed, and so on. Recently, the World Bank developed the Framework for Common Welfare. The concept of overall well-being encompasses the two elements of economic growth and equality through a new indicator that tracks income growth, and the Asian Development Bank (ADB) has developed a corporate strategy (Strategy 2020) to promote it among the lower 40 percent of the population. chose inclusive economic growth as one of its main goals. In this context, the concept of continued inclusive growth, in addition to broad growth, is that "growth not only creates new economic opportunities, but also provides them with equal access to opportunities created for all segments of society, especially the poor. includes ".

An episode of revenue growth is considered "inclusive" if it:

- focusing on the ability of all members of society to participate, the poor and the poor to participate in growth (the 'non-discriminatory' side of growth). This means that the "process" of growth will be the focus;

-this is particularly important for the development of economic opportunities, including education, health, nutrition and social integration, associated with a reduction in inequality in uncertain measures of well-being. The "gap reduction" side of inclusive growth. This means focusing on the "results" of growth.

The UN recently changed the name of the International Poverty Center in Brazil to the Center for International Politics. On Inclusive Growth (IPC-IG), its work is based on better performance by equal societies. development In the perspective of UNDP, inclusive growth is seen as both a result and a process. On the one hand, this ensures that everyone is involved in the growth process, both in terms of decision-making. Inclusive growth, on the other hand, is growth whose benefits are evenly distributed. Inclusive growth implies participation and profit sharing. The Europe 2020 Strategy includes the concept of "Inclusive Growth". Inclusive growth in this strategy is the modernization, transformation and integration of labor markets, training and social protection systems to provide people with high levels of employment, invest in their skills, fight poverty and help people expect and manage. concepts such as community building. It is also important that the benefits of economic growth spread to all sectors. The Alliance, including its external regions, will thus strengthen regional solidarity. Ensuring that growth and life cycle opens up opportunities for everyone.

Over the past thirty years, the development of the world economy has been marked by broad regulation of markets - especially financial and foreign exchange markets - in both rich and poor countries, the outdated public sector and the expansion of creative opportunities are among the growing sectors. social, cultural and political life. .This is the period described as "Hyperglobalization".[2]

Hyperglobalization has resulted in a major change of government, with more capital being used than labor. This has led to more and more asymmetries, through which more concentrated and strong transnational units working through international trade and financial relations and, in many cases, weakened governments, have occurred in countries. Other features of globalization include financial financing. The economy, growing inequality, high market concentration, rent-seeking and ever-increasing debt, and more. The global financial crisis of 2008-2009 (GFC) to some extent slowed down this process of hyperglobalization, which did not negate any of them. Governments have embraced saving private investors with taxpayers' money and net economic savings, and have violated the social policy envisaged by this: they continued with "business as usual" to help the most vulnerable. Hyperglobalization has intensified the political and technocratic grievances of the people, as well as provoked a backlash. Since Brexit, the choice in various forms and at different levels, through the "yellow vests" and "trade wars" in France, to mention a few of the school strikes, as well as the movement for appropriate climate action is the most comprehensive project and universal in history.

"Companies to company" (B2B), "Companies to consumer" (B2C), "Government to companies" (G2B), "Government to Consumers" (G2C) and "Government to Foreign Citizens" (G2F) [4]. Inclusion of important categories "Government to Government", "Government to Business", and "Business to Business" in the theory stipulates that they are today priority for the republic, because they facilitate foreign currency inflow and development of exports of resources, goods and services. There produce the greatest interest categories "State to business", "Business to business", "Business to consumers" in connection with the declaration of 2019 year as the "Year of Active Investment and Social Development" in Uzbekistan.

Obstacles to the development of electronic transactions, including regulatory, economic, organizational, technological, social, personnel and security issues are identified in the study along with the known classification of main types of electronic transactions as models of relationships between participants in e-commerce market. For each factor there assessed reasons that facilitate and refrain the development of e-commerce.

ANALYSIS AND RESULTS

The issue of inclusive growth is relevant for the Eurasian economy. Member States of the Union (EAEU) (Republic of Armenia, Belarus, Republic of Kazakhstan, Kyrgyz Republic and Russian Federation). According to Article 4 of the Treaty on Eurasia, the economic union, one of the main objectives of the union is to improve the living standards of the population, the conditions for sustainable economic development of these member states. The responsibility to the supervisory authorities of the EU Member States for these additional areas applies to all citizens of each country. This is because the EU's commitment to implement long-term scenarios of economic development could lead to a deterioration in the current quality of life. In addition, the external economic environment has generally been unfavorable for EU member states in recent years. In the past, there was a need to create more fully, the vision of the problems facing the population in the global context, the turmoil of the economy and the intensification of internal problems focused on the development and implementation of integration measures and actions.

Problems of achieving more financial inclusion and future research directions. The evidence suggests, [3] financial inclusion is the ability to manage operations through the use of a formal financial system to enable people to create day-to-day financial opportunities to conduct

operations more efficiently and securely and to expand their investment and financial risk. This is especially true for people: the poorest 40 percent of the population needs help in the household. However, not all financial products are equally effective in achieving development goals such as poverty reduction and inequality. Current evidence suggests that the biggest impact comes from the savings account - if they exist, they are cheap and serve a clear purpose. The impact of microcredit research shows mixed and rare effects, some research shows that insured people have invested in risky and high-yield technologies, but little is known about its impact on well-being. there is.

Over the past two years, the number of publications on measuring the impact of financial inclusion has been growing rapidly. However, the study of the impact of different dimensions of financial inclusion on economic development still has a long way to go. In particular, there are currently several studies on payments, savings, and insurance, and it is suggested that they should be even better.

The results of randomized controlled trials are somewhat ambiguous. Positive conclusions may apply to other countries and groups of people. For example, it is not known whether a savings product that benefits women in the Kenyan market will benefit a male farmer. Repetition of successful interventions in a variety of activities answers such questions and leads to clarification of situations that improve financial inclusive living conditions. Similarly, research is needed to understand why more financial inclusion may have a beneficial effect on some. For example, available evidence of financial inclusion can have a significant impact on product design, including prices, demand and development outcomes.

Our analysis shows that,[4] According to Professor Tursin Shodiyev, the development of the economies of small countries, including Uzbekistan, will cover economic losses in 5 or 6 months, this year's GDP growth rate will be 1.2-1.5%, and next year - 7%. , Increases by 0-7.2 percent. The global crisis resulted from the global spread of the coronavirus pandemic that erupted in late 2019 in the city of Uwan in the People's Republic of China. It differs from the world crises in various respects and its negative impact on the economy is becoming very strong. In economic terms, this pandemic is an external "shock" to aggregate demand (AD) and Forecasts and aggregate supply (AS), macroeconomic stability (external shock), which outperform previous economic indicators in terms of scale and damage. much different. crises.This crisis occurred suddenly in 185 countries around the world. This affected both aggregate supply and aggregate demand at the same time. The emerging open global economy and national economy have been in a closed form for several months. In the world economic literature, little experience has been gained in identifying and mitigating the negative impact of the coronavirus pandemic on the world and regional economies, and the topic has not been studied systematically. The purpose of this article was to partially study the effects of the spread of the coronavirus pandemic on global and regional skills and to predict the effectiveness of measures to mitigate its effects in our country. and positive silences in the national economy, signs of sustainable development. Its high rates are observed in China, Tajikistan, Armenia and Uzbekistan, low rates are observed in the United States, Great Britain and the Russian Federation, and in recent years the economic growth rate in the world economy has averaged around 3 percent. The gross income of the world economy in 2019 was \$ 84.5 trillion, including \$ 20.6 (share 24.4%), the People's Republic of China 13.1 (share 15.6%), Germany 3.9 (4.6%), 2.8 (3.3%)) of the United Kingdom, 1.5 (1.9%) of Russia and South Korea (Table 1)

TABLE 1. THE STATE OF THE WORLD ECONOMY AND ECONOMIC COOPERATION WITH UZBEKISTAN IN 2020

Countries	Area, thousand sq.km	Population the number (mln. man)	GNP (bln.fertilized)	Population per capita income (fertilized)
Usa	9831,6	327,2	20636,3	63080
Great British	243,6	68,5	2777,4	41770
Germany	357,6	82,9	3905,3	47090
Russia	17098,3	144,5	1501,7	10230
China XR	9562,9	1392,7	13181,4	9460
South Korea	100,3	51,6	1580,1	30600
Kazakhstan	2724,9	18,3	147,6	8070
Uzbekistan	447,4	33,0	66,5	2020
Kyrgyzstan	200,0	6,3	7,7	1220
Tajikistan	141,4	9,1	9,2	1010
Turkmenistan	488,1	5,9	39,4	6740
Belarus	207,6	9,5	53,8	5670
Armenia	29,7	3,0	12,5	4230
Turkey	785,4	82,3	858,1	10420
World on	132025,2	7594,3	84478,9	11124

Looking at the table, per capita income declines are projected in the United States (\$ 1892), followed by Germany (1413), the United Kingdom (1216), South Korea (\$ 918), Russia (311) and China. (284dol). The total damage in the Republic of Uzbekistan amounted to 2.1 billion soums. That's in U.S. dollars and \$ 60 per capita. Some countries are distributing money to cover the loss of income of the population. However, the government of the Republic of Uzbekistan makes an alternative decision, and through the general movement of "support and assistance", enterprises and public organizations hold charity events for low-income families.[5] The participation of enterprises in the general movement "Support and Assistance" is not an attempt by the state to reduce the damage caused to entrepreneurs by the crisis, but an attempt to correct the situation in which this general demand is falling. Because at a time when aggregate supply is declining, increasing aggregate supply by distributing money to the population increases inflation and the population may not benefit from it at all. The participation of enterprises in general activities benefits them. Modern global social and economic problems.[6]

For the last few decades decrease in rates of world economy growth was matched by increasing inequality in income and accumulated wealth among world's population. [7] There are bases to believe that the system of income distribution affects not only stability of society, but growth rates of world economy as well. Aggravation of economic inequality leads to access restriction to education for lower-income population strata that has negative impact on development of the human capital as a main resource of a modern economic system.[9] The problem of the growing inequality in income and accumulated wealth among world's population is closely related to demographic processes which happen in the developing and developed countries.[8]

Today the steady trend of decrease in rates of natural population growth in the developed countries is observed. It confirms the oncoming demographic crisis in a number of countries. Thus, according to forecasts of United Nations Department of Economic and Social Affairs natural increase of the cumulative population of the most developed regions (Europe, North America, Australia/New Zealand and Japan) will continue to decrease up to the period of 2025-2030 when the indicator of natural increase takes negative value and will mark the beginning of depopulation. Long-term decrease in rates of natural population growth combined with high standard of living and the growing indicator of life expectancy at birth triggers changes in population age structure, as a result it leads to increased demographic pension expenditure burden on the population of working-age (Tables 2).

TABLE 2. THE RATES OF NATURAL POPULATION GROWTH IN REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UNDESA (1985-2030)

Regions or area	Rate of natural population growth (per 1,000 population)								
	1985 - 1990	1990- 1995	1995 - 2000	2000 - 2005	2005 - 2010	2010 - 2015	2015 - 2020	2020 - 2025	2025 - 2030
More developed regions	4,2	2,3	1,0	0,7	1,3	1,1	0,6	0,1	-0,5
Less developed regions	21,8	18,6	16,3	15,3	14,8	14,1	12,9	11,6	10,4
Least developed countries	28,1	26,8	26,6	26,3	26,0	25,2	24,2	23,0	21,8

In less developed and the least developed regions of the world (Africa, Asia except Japan, Latin America and the Caribbean plus Melanesia, Micronesia and Polynesia as defined by the United Nations General Assembly) it is possible to observe quite different processes. In less developed countries with the low and average levels of income usually high rates of natural growth of population is accompanied with low standard of living and a weak health care system [8]. The indicator of life expectancy at birth in such states is much lower than in the developed countries. It implies specific changes of age structure of the population and increase in child demographic burden on a working-age population (Table 1,2,4). The majority population of such regions are young people of working-age. When a national economy is not able to provide high employment and a decent standard of living for citizens they tend to migrate for search of better conditions for life and self-realization.

The contrasting differences of demographic processes in developed and developing countries added to increasing economic inequality within the last three decades has led to growth of

international migration in absolute and relative numbers to the total population of the planet [9]. International migration is a complex phenomenon which directly influences process of human capital formation and can render both positive and negative impact on national economic systems. International migration may partially contribute to the solution of the problem of economic inequality, as it positively influences the income of immigrants.

TABLE3. LIFE EXPECTANCY AT BIRTH IN REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UNDESA (1985-2030)

Regions or area	Life expectancy at birth for both sexes combined (years)								
	1985 - 1990	1990- 1995	1995 - 2000	2000 - 2005	2005 - 2010	2010 - 2015	2015 - 2020	2020 - 2025	2025 - 2030
More developed regions:	73,9 4	74,16	74,8 0	75,5 9	76,9 3	78,4 3	79,2 8	80,1 2	80,9 3
Less developed regions	61,3 2	62,52	63,7 8	65,4 7	67,3 6	69,1 0	70,3 4	71,3 9	72,3 7
Least developed countries	50,6 4	51,54	53,8 1	56,4 3	59,8 4	62,6 6	64,5 7	66,1 0	67,5 0

TABLE 4. THE PENSION DEMOGRAPHIC BURDEN IN MOST DEVELOPED REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UN DESA (1985-2025)

Regions or area	Old-age dependency ratio (ratio of population aged 65+ per 100 population 15-64)								
	1985	1990	1995	2000	2005	2010	2015	2020	2025
More developed regions	17,5	18,7	20,4	21,2	22,6	23,7	26,7	30,2	33,8

TABLE 5. THE CHILD DEMOGRAPHIC BURDEN IN REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UN DESA (1985-2025)

Region or area	Child dependency ratio (ratio of population aged 0-14 per 100 population 15-64)								
	1985	1990	1995	2000	2005	2010	2015	2020	2025
Less developed regions									
Least developed countries									

Today the world community has to apply new approaches to the problem of economic growth in order to achieve acceleration of economic development and find solutions to global social and economic problems. One of those can be the inclusive approach, which is the cornerstone of the concept of inclusive growth. It is impossible to create and implement a new concept of economic growth targeted for increase of GDP rates through the solution of social problems without

methodological and statistical base. The new system of social and economic development level assessment of the state which received the name Inclusive Development Index can take this place. Prospects of the index of inclusive development application

The main objective of the index of inclusive development is broad disclosure of economic information about the state to all interested persons and the public for the benefit of economic development of the country. This index is calculated on the basis of 12 indicators divided in three groups (Growth and Development; Inclusion; Intergenerational Equity and Sustainability), each of which reflects various aspects of social life.[10] The index of inclusive development initially was developed within the concept of inclusive growth, however, it can find application outside the separate concept.

There given the system of interrelated equations below:

$$1. \text{LTGDP} = 4.68 + 0.94 * \text{LNEC}$$

$$2. \text{LNEC} = -4.8 + 0.1 * \text{LNIU} + 0.07 * \text{LAS} + 0.033 * \text{LNDOM} + 0.055 * \text{LINV} - 1.3112 * \text{LNAT}$$

$$3. \text{LNIU} = 4.34 + 0.91 * \text{LAS} + 0.46 * \text{LOPER}$$

$$4. \text{LAS} = -4.044 + 1.45 * \text{LOPER} + 0.157 * \text{LNDOM}$$

$$5. \text{LNDOM} = 4.89 + 0.19 * \text{LINV} + 0.072 * \text{LNAT} + 1.072 * \text{LKOL}$$

$$6. \text{LINV} = -18.71 + 2.37 * \text{LDOH} + 1.29 * \text{LNAT}$$

$$7. \text{LKOL} = -11.11 - 2.74 * \text{LNAT} + 0.21 * \text{LNDOM}$$

$$8. \text{LDOH} = 4.81 + 0.505 * \text{LNEC} - 1.44 * \text{LNAT}$$

$$9. \text{LOPER} = -5.945 + 0.154 * \text{LINV} + 2.29 * \text{LNAT}$$

When forming with the subsequent implementation the new concept of economic growth directed specifically to GDP growth rates increase through the solution of social and economic problems, application of this index can be in high demand. As the system of assessment of social and economic level of development of the country, the index of inclusive development gives the most comprehensive information on a state of national economic system as well as society in general. Some common and widely accepted indicators of economic development of the country such as GDP cannot provide full information for working out effective policy of the state. No doubt, GDP is the most widely used indicator of economic development of the state, the convenient instrument for accounting the size of economy today. However, it is incorrect to use GDP as the main reference point while planning social and economic development policy of the country at present, because GDP indicator for the purpose has a number of restrictions.

As GDP indicator measures economy size is does not always adequately reflect quantitative characteristics of a modern economic system.[11] Scientific and technical progress contributed to creation of essentially new types of goods and services and to substantial enhancement of ways of information and resources exchange. Using the existing methods of collecting statistics it is getting increasingly harder to account for some specific transactions or to carry out financial assessment of new types of economic activity. As an example, consider the market of crypto currencies which is difficult to account and regulate. Another example is investment accounting

for intangible assets becoming more and more relevant today. In modern economy long-term investments in such valuable resources as information, knowledge, scientific R&D and human capital can hardly be fully reflected in GDP. As an indicator of social and economic level of development of the country GDP also has certain restrictions. It does not measure the system of product distribution, therefore GDP cannot be used as a measure of country's prosperity. Besides, GDP does not fully measure ecological and social factors of economic growth.

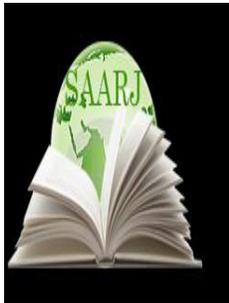
CONCLUSION

The essence of the earlier stated boils down to the idea that GDP can not be effectively used to adequately estimate the level of social and economic development of the modern state, as it does not reflect the influence of non-economic factors on an economic system and society in general. On the opposite, the index of inclusive development provides complex information on various aspects of society. In the long term perspective this index can be used in forecasting of social and economic development of the state. Active application of a new system of assessment of economic development by the international community will promote changes in the social and economic policy of states, stimulate international economic integration and development of methodological base of national and international statistical institutions. Taken together, the index of inclusive development opens new opportunities for working out, development and implementation of new concepts of economic growth, such as inclusive growth, sustained economic growth, social and economic problem solution in developed and developing countries. Where state (financial) capacity to redistribute is limited, broader institutions, at national and international level, such as tax regimes, competition authorities, consumer organisations, and trade negotiations and institutions, impact growth at least as much as growth, whether it is inclusive and whether it can be sustained.

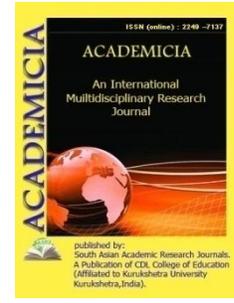
REFERENCES

1. http://www.eurasiancommission.org/ru/act/integr_i_makroec/dep_makroec_pol/Documents/Inclusive_growth_in_EAEU_Member.pdf.
2. <https://www.oecd-ilibrary.org/docserver/5jrppxjqhg4en.pdf?expires=1606386251&id=id&accname=guest&checksum=7D7083D36063DE7A46241EF3987DC96B>.
3. <http://documents1.worldbank.org/curated/en/403611493134249446/pdf/WPS8040.pdf>.
4. <https://www.usajournalshub.com/index.php/tajir/article/view/746/700>.
5. <https://doi.org/10.1051/shsconf/20196205002>
6. G.A. Marrero, J.G. Rodríguez, Inequality of opportunity and growth. *Journal of Development Economics*, 104, 107- 122. DOI: 10.1016/j.jdeveco.2013.05.004(2013).
7. A. Mason, R. Lee, J.X. Jiang, Demographic dividends, human capital, and saving. *The Journal of the Economics of Ageing*, 7, 106-122. DOI: 10.1016/j.jea.2016.02.004(2016).
8. G.A. Marrero, J.G. Rodríguez, Inequality of opportunity and growth. *Journal of Development Economics*, 104, 107- 122. DOI: 10.1016/j.jdeveco.2013.05.004(2013).
9. Rizayev N.K., Temirkhanova M.J., Li Sh. Improving the intangible assets accounting: in a pandemic period *PSYCHOLOGY AND EDUCATION* (2021) 58(1): 28-42 ISSN: 00333077

10. M Temirkhanova. Features of improving accounting policies in touristic companies and national economy. Bulletin of science and practice 4 (2), 332-341
11. MZ Temirkhanova Analysis of financial results tourism organization. International Scientific and Practical Conference World science 4 (9), 16-19
12. Temirkhanova M.Zh. Issues of improving financial reporting in travel companies based on the requirements of international standards (IAS IFRS). Bulletin of Science and Practice. 2018.Vol. 4.No. 3.P. 217-223.
13. Temirkhanova M.Zh. Improving the methodology of organizing financial accounting in travel companies. Bulletin of Science and Practice. 2018.Vol. 4.No. 3.P. 267-273.
14. Temirkhanova M.Zh. Problems in improving the approximation to international standards for reporting financial results in travel companies. Kaluga Economic Bulletin. 2018.No. 4.P. 59-61.
15. Temirkhanova M.Zh. Organization of accounting of liabilities in a travel company. Economy and entrepreneurship. 2016. No. 11-2 (76). S. 879-882.
16. Temirkhanova M.Zh. Improving information technology planning when introducing cost accounting in travel companies and organizing the rules for accounting when calculating financial results. In the collection: Scientific research in the socio-economic development of society. International scientific and practical conference of scientific and pedagogical workers. 2019.S. 438-442.
17. Temirkhanova M.Zh. Estimation of the value of objects of intellectual property in accounting in the Republic of Uzbekistan. In the collection: Engineering economics and management in modern conditions. Materials of the scientific-practical conference dedicated to the 50th anniversary of the Faculty of Engineering and Economics. Executive editor V.V. Zhilchenkova. 2019.S. 684-691.
18. Temirkhanova M.Zh., Bakirova M.Sh.K. Improving accounting and auditing of intellectual property objects. In the collection: Scientific research in the socio-economic development of society. International scientific and practical conference of scientific and pedagogical workers. 2019.S. 443-447.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00232.9

ANALYSIS OF THE DISTRIBUTION OF PODAGRIC NEPHROPATHY (COMMENT)

Sh. M. Axmedova* ; D.B. Raxmatova**

^{1,2}Department of Internal Medicine and Endocrinology,
 Bukhara State Medical Institute,
 UZBEKISTAN

ABSTRACT

Uric acid has been considered metabolically inert for many years and as a result gout and hyperuricemia have been ignored by the scientific community for many years. After uric acid was identified as an etiological factor in the development of kidney disease, arterial hypertension, the medical community drew attention to this problem, after which it is perceived as a complex of diseases associated with reversibility of a large percentage of chain reactions and processes.

KEYWORDS: *Gout, Hyperuricemia, Uric Acid, Arterial Hypertension, Microalbuminuria, Diabetes, Metabolic Syndrome*

INTRODUCTION

Hyperuricemia is the result of metabolic diseases and is one of the most common problematic diseases in recent years. The most common manifestations of this phenomenon are gouty arthritis, the appearance and formation of urate kidney stones. The problem of hyperuricemia and gout is a classic model of this trend, only going beyond articular syndrome. The current concept of gout nephropathy combines different clinical manifestations of uric acid metabolism: from direct damaging effects on joints and kidney tissue to indirect lipid and carbohydrate metabolism defects (by including them in clinical syndromes). The association of gout nephropathy with conditions such as obesity, arterial hypertension, type 2 diabetes is now associated with the term "metabolic syndrome", which is associated with dyslipidemia, early atherosclerosis, ischemic heart disease, hemostasis, microalbuminuria. [4].

In recent years, the study of uric acid and its role in the pathological development of various organ systems is increasing. One of the main challenges of research in this area is to eliminate

the risk factors that contribute to the development of arterial hypertension and renal pathology. [3].

Arterial hypertension (25-50%), kidney disease (20-60%) and various cardiovascular diseases (90%) are more common among patients with hyperuricemia than in the general population. [5].

In recent years, secondary hyperuricemia caused by excessive consumption of various drugs (thiazide diuretics, salicylates, cytostatics) and alcohol has become more common. Therefore, it is advisable to correct hyperuricemia as early as possible to prevent additional kidney damage to uric acid salts [6].

The relevance of new research in this area is that, despite the fact that the gout clinic is characterized by a number of obvious manifestations, it is possible to doubt the diagnosis even with the development of the first classic gouty arthritis.

The prevalence of the disease increases with age; men get sick 3-4 times more often than women [10,12,13], but this imbalance decreases with age, in part due to a decrease in estrogen levels in women. The overall increase in the prevalence of gout nephropathy is undoubtedly associated with an aging population, an increase in the number of overweight people, and a standard diet [12,13].

Acquired and hereditary factors also play a role in the development of gout. The role of malnutrition in conjunction with physical inactivity is particularly great. Over the past 20 years, gout-related obesity, nephrolithiasis, and non-insulin-dependent diabetes mellitus in Central Asia have increased several times in parallel with the epidemic. [12]. Gout nephropathy is common, especially in countries that consume a lot of meat products.

It has been known for many years that there is a link between kidney disease and an increase in urate levels, but the fact that urate is the direct cause of kidney dysfunction is often overlooked by scientists. Modern epidemiological studies, including human and animal models with mild hyperuricemia, suggest that this metabolic disorder leads to microvascular changes and adductor of renal arterioles. This discovery shed light on the possible role of the bladder in the development of chronic kidney disease. [3].

Kidney damage develops in 30–50% [14], and according to some data, up to 75% of patients with gouty nephropathy [15] (10–25% die from this disease) [12]. The use of radioisotope radiography reveals impaired renal function in 89% of patients. With a steady increase in blood uric acid levels > 7.8 mg / dl, the risk of further development of chronic renal failure (CRF) increases by 2–10-fold. One in four patients with gout nephropathy develops chronic renal failure [16].

Significant decline in renal function is observed in approximately 38% of patients with gout. However, among elderly patients, renal failure causes 20-25% of deaths in patients with gout. However, over the years, elevated urate levels have been ruled out as a possible cause of kidney disease because arterial hypertension, diabetes, excessive alcohol consumption, overuse of nonsteroidal anti-inflammatory drugs, and lead poisoning can lead to the development of kidney disease [16].

There are two main mechanisms by which uric acid affects kidney function. Basically, hyperuricemia leads to damage and inflammation of the endothelium. Protein-1 is one of the key

chemicals involved in the development of atherosclerosis and chronic kidney disease. And, secondly, hyperuricemia leads to a violation of glomerular hemodynamics. In experiments on mice, vasoconstriction of the cortex and increased renin expression were noted [12]. It has also been found that hyperuricemia resolves the nitric oxide system in the renal apparatus and increases endothelin-1 levels, which induces vasoconstriction and exacerbates ischemia [14].

Uric acid itself leads to urate damage to the interstitial tissue of the kidney with the development of chronic tubulointerstitial nephritis, as well as acute renal failure due to intratubular obstruction through uric acid crystals (acute uric acid nephropathy) [11].

In addition, increased uric acid in the urine is a factor in the development of another variant of kidney damage - urate nephrolithiasis. Almost half of patients with gout nephropathy have urate stones. Ultrasound methods of kidney examination can significantly improve the detection of urate stones, including small and "asymptomatic" stones. A certain role in the occurrence of uric acid nephrolithiasis belongs to local renal factors, for example, impaired renal hemodynamics due to joint interstitial nephritis [14].

Hyperuricemia is also associated with metabolic syndrome [16]. Metabolic syndrome can be an intermediate joint with many manifestations or can even lead to the development of kidney damage, including chronic inflammatory reaction, insulin resistance, and endothelial dysfunction [17]. It is also known that a fructose-rich diet is one of the factors that predispose to the development of metabolic syndrome. Because glucose consumption and high levels of hyperinsulinemia contribute to the development of hyperuricemia, some scientists believe that fructose itself can trigger or accelerate the development of renal nephropathy. Fructose itself can cause an inflammatory reaction, which has been shown in animal experiments to induce the expression of leukocyte adhesion factor, monocyte chymottractic factor-1, and cell adhesion-1 molecules. Thus, in the context of metabolic syndrome, it is more accurate to assume that only uric acid contributes to the development of nephropathy. [18].

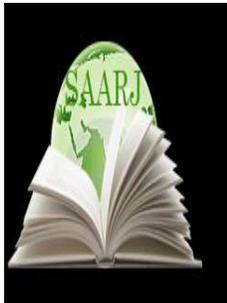
CONCLUSION

Currently, gout is an important common medical problem associated not only with an increase in disease prevalence, but also with data on the effects of hyperuricemia on triglyceridemia, insulin resistance, and metabolic syndrome. To date, many large epidemiologically promising studies have been conducted on this problem. The high frequency of hyperuricemia detected in cardiovascular disease has helped to study the role of these pathologies in the development and progression.

REFERENCES

1. Shostak N.A., Anichkov D.A. Metabolic syndrome: diagnostic criteria and the possibility of hypertensive therapy // Russian Medical Journal. 2002. № 27. pages 1258-1261
2. Kanbay M., Ozkara A., Selsoki U. et al. Effects of treatment of hyperuricemia with allopurinol.
3. Hozla U.M., Jarikov S., Finchi J.L., Nokagawa T., Ronkal C., Mu V., Krotova K., Blosk E.R., Prabhakar S., Johnson R.J. Hyperuricemia causes endothelial dysfunction // Renal internation. 2005. Volume 67. P.1739.

4. Muxin N.A., Balkarov N.M., Maksimov N.A. Clinical manifestations of disorders of purine metabolism in internship practice // Ter.archiv.- 1994.- №1. -FROM. 35-39.
5. Lawrence RC, Helmisk CG, Arnett F.C. et al. Estimates of the prevalence of arthritis and selected musculoskeletal system in the United States.// Arthr. Revm. 2008. № 41. S. 778-99.
6. Muxin N.A., Serov V.V., Maksimov NA. Some features of the hyperuricemic variant of occult glomerulonephritis. // Ter. Archive. 2000. № 6. P.43-46.d complications of the disease is a topical issue of therapy.
7. Kudasheva F.M., Eliseev M.S., Barskova V.G., Nasanova V.A. Comparison of the onset rate of analgesic and anti-inflammatory effects of different nimesulide and diclofenac sodium in gouty arthritis // Ter.archiv. 2007. № 5. S. 35-40
8. Bergar L., Yu T. Renal changes in gout nephropathy // Am. J. Med. 1975. V. 59. P. 605-608
9. Nakagawa T., Mazalli M., Kang D-H. Et al. Hyperuricemia causes glomerular hypertrophy in rats. // Am. J. Nefrol. 2003. Volume 23. R. 2-7.
10. Xosla U.M. et al. Hyperuricemia causes endothelial dysfunction. // Kidney Internationa. 2005. Volume 67. P.1739.
11. Shcherbak A.V., Balkarov I.M., Kozlovskaya L.V. Other fibrinological activity of urine as an indicator of renal injury with impaired uric acid metabolism. // Ter. Archive. 2001. T. 73 (6). S. 34-37.
12. Faschini F. Et al. Correlation between insulin-mediated glucose uptake and uric acid concentration in urine // SAMA. 1991. № 266. P. 3008-3011.
13. Vazquez-Mellado J., Garcia S.G., Vanguex S.G. et al. Metabolic syndrome and ischemic heart disease in gout nephropathy // J. Clinic. Revmatol. 2004. Volume 10 (3). P. 105-109.
14. Fam A.G. gout nephropathy duo and insulin resistance syndrome // J. Revm. 2002. Volume 29. P. 1350-1355
15. Nakayama., Hyperuricemia causes glomerular hypertrophy in rats. // Am. J. Nefrol. 2010. Volume 23. R. 2-7.
16. Gersh M.S., Renal function in gout nephropathy // Am. J. Med. 2007. V.59. P. 605-608
17. Cohen M., Emmerson B. Rheumatology of gout. 1994. V. 7. P. 1-16
18. Kanbay M., Metabolic pathways of high-density lipoprotein, low-density lipoprotein, and triglycerides: flow rewire. // Am. J. Cardiol. 2000. V. 86. (12 appendix L). P. 5-10



DOI: **10.5958/2249-7137.2021.00231.7**

CHANGES IN THE SECONDARY SPECIAL EDUCATION SYSTEM IN ACCORDANCE WITH THE NATIONAL PROGRAM OF PERSONNEL TRAINING

Boymuradov Shukhrat Toshkentovich*

*Candidate of Historical Sciences,
Karshi Engineering Economics Institute,
Qarshi, UZBEKISTAN

ABSTRACT

The adoption of the Law "On Education" and the National Program of Personnel Training in Uzbekistan has been accompanied by an increase in the number of educational institutions in secondary special education and the number of studying students, at the same time analysing the problems in the field, consolidating material and technical bases.

KEYWORDS: *National Program Of Personnel Training, Special Secondary Education Institutions, Vocational And Technical Education Institutions, Improvement Of Military Academic Lyceums, Muslim Board Of Uzbekistan,*

INTRODUCTION

In the socio-economic and cultural development of each country personnel, working in various fields and their level of training, knowledge and skills play an immense part. In addition, the appropriate implementation of personnel politics helps to determine the state of the development of different sectors in a particular country.

The number of secondary specialized educational institutions has grown year by year. There were 259 secondary specialized educational institutions in Uzbekistan in 1997-1998 academic year, with a total of 224,800 students, 374 secondary specialized educational institutions and 305,000 students in 1999-2000 academic year, 892 secondary specialized educational institutions with 788,000 students in 2004-2005 academic year, in 2010-2011 academic year 1539 secondary specialized educational institutions and 1623 students, 1566 secondary specialized educational institutions in the 2015-2016 academic year and 1498 thousand students. The following situation was also observed in the analysis of regions by the increase in the number of secondary specialized educational institutions. Their number in the Republic of Karakalpakstan increased

from 22 to 104, in Andijan from 36 to 130, in Bukhara region from 16 to 90, in Navoi region from 6 to 51, Syrdarya from 14 to 52, and in Khorezm region from 12 to 93. Most secondary specialized educational institutions were located in Kashkadarya region (145), Ferghana region (157) and Samarkand region (175).

In 2001, 194 technical schools and 313 vocational and technical institutions were awarded with statutes of vocational colleges and junior specialists on 78 specialties were trained. In 2008, in the Republic there were trained specialists on more than 264 specialties and 704 professions in the sphere of secondary special education.

Depending on the locational characteristics of the regions of the Republic, there was an attempt to organize professional colleges specializing in the area of economic development in a particular city and district. Taking into account the development of mining cases in the district of Tashkent region, for example, Angren Chemical Industrial College, Angren Coal Industrial College, Almalyk Mining and Metallurgical College, Almalyk Mining College, Kibray Power Engineering College. Given the development of the oil and gas industry in Fergana, Kashkadarya and Bukhara regions, attention was paid to the establishment of professional colleges, where secondary special personnel are trained for the oil and gas industry.

In addition, along with other spheres, special attention was paid to establishing educational institutions for military training in the system of secondary special education. The Decree of the President of the Republic of Uzbekistan from May 22, 2007 № PD-641 "On Measures for Organization of Military Academic Lyceums" was adopted. The decree stipulates the organization of academic lyceums on the basis of military lyceums in the Republic.

In accordance with the Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On the amelioration of activity of the military academic lyceums" from October 23, 2007, 600 academic year graduates of the 9th class were enrolled in military academic lyceums in 2007-2008 academic year. In 2008, Samarkand academic lyceum of military-construction area, Ferghana academic lyceum in military-technical area, Urgench academic lyceum in military and jurisprudence area and Tashkent academic lyceums in military-telecommunication area operated in Uzbekistan.

In the same year, in total 293 students were trained at the academic lyceum in Samarkand Military Construction area. Of these, 149 students were enrolled in the first year and 144 were enrolled in the second year, and 26 teachers trained them. One of the teachers was entitled as a lieutenant-colonel, one mayor, 3 captains, one senior lieutenant and one lieutenant.

Secondary specialized educational institutions also operate under the ownership of the Muslim Board of Uzbekistan. "Kukaldosh" in Tashkent, Sayyid Muhyiddin Mahdum in Andijan, Mir Arab in Bukhara, "Hidoya" in Namangan, Khoja Bukhari in the Kitab, Fahriddin Razi in Urgench, Muhammad al-Beruni in Nukus, women's educational institutions Khadichai Kubra in Tashkent and Juybori Kalon in Bukhara of such type. In 2016, about in total 1,000 students were trained there.

A number of educational institutions in the country have been frequently re-oriented to training personnel in other specialties. Starting from the 2016-2017 academic years, 22 vocational colleges have been redesigned. This caused a lot of funds to be spared in vain.

In order to consolidate the material and technical bases of secondary special education, a large amount of funds was allocated from the state budget every year. On September 23, 1998 the Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On the Program of Development of the material and technical base and Provision of the Academic Lyceums and Vocational Colleges with funds for 1999-2005" was adopted. In order to ensure the implementation of the Decree, measures were taken to establish secondary special educational institutions, consolidate their material and technical bases in each region of the Republic.

The buildings of academic lyceums and vocational colleges were reconstructed on the basis of model projects created by such institutes as "UZLITTI" Joint-Stock Company, "Uzqishloqloyiha", "Uzdavlatibloyiha" and "O'zsuvsuvqurilishloyiha" Open Joint Stock Company. From 1998 to 2015, 1556 new types of educational institutions, including 144 academic lyceums, 1412 vocational colleges and 30 branches of vocational colleges were constructed in the Republic. Only in 1999, 13 academic lyceums and 104 vocational colleges were commissioned. These buildings were constructed in uncompleted buildings, 8 vocational colleges were new buildings, and 96 were built through the reconstruction of the existing professional and technical schools and technical schools.

In 2009, for the construction of academic lyceums 56627 million UZS, for the construction of professional colleges 445410 million UZS capital investments were allocated from the state budget. But construction work was not the same way everywhere. For example, law indicators in the construction of academic lyceums and vocational colleges were in the Tashkent region (capital investments privatization - 29%) and in Tashkent city (32%).

In the period from 1998 to 2013, the state allocated capital investment of 2820.6 billion UZS to construction and reconstruction of educational institutions, in 2014 - 135.0 billion UZS, and in 2015 - 147 billion UZS.

While investigating works on consolidating the material and technical bases of secondary specialized educational institutions in various regions the existence of versatile circumstances was figured out. For example, in Kashkadary region based on ethnic and geographical characteristics of cities and districts, measures were taken on organizational works of 10 academic lyceums and 144 vocational colleges. Of these, one of the existing educational institutions has been reconstructed into academic lyceum, 73 transformed into vocational colleges, construction works of 9 academic lyceums and 71 vocational colleges were realized based on new projects.

In the region in 1999 there were established 7 colleges, Koson industrial, Karshi economic, cultural, constructional, Kamashi pedagogical, agricultural, and Chirakchi agricultural colleges.

In 2000, five existing secondary specialized, one vocational educational institutions were reconstructed, and on the account of one new construction at Kovchin agricultural vocational colleges and "Nuriston" academic lyceum in Karshi were launched. If in the region in 2002-2003, a new building was constructed for 3 vocational colleges, 21 buildings were reconstructed and converted into vocational colleges. In 2004-2005, 11 vocational colleges and 2 academic lyceums were built on the basis of new construction.

These processes continued in Ferghana and Andijan regions. In 2003, there were 76 secondary specialized and vocational educational institutions were established in Ferghana region, during

1998-2002, 3 academic lyceums and 35 vocational colleges were reconstructed and commissioned for public use. During this period 3 academic lyceums and 34 vocational colleges were reconstructed in Andijan region.

In general, if in 2004, 7 academic lyceums and 79 professional colleges were put into operation in the country, in 2005, 9 academic lyceums with 7110 seats for students and 128 vocational colleges with 65,600 seats for students were commissioned for public use. In 2005, construction of academic lyceums amounted to 27.5 billion UZS, construction of vocational colleges 182.8 billion UZS capital investment was privatized.

However, there were serious shortcomings in the construction work. The institutions dealing with the construction of secondary specialized educational institutions are subject to delays in the transfer of educational institutions due to their neglect of their duties and other reasons, as well as the low quality of the work performed. For instance, in 2000, of the secondary specialized educational institutions in the Republic of Karakalpakstan- 6, in Bukhara region - 4, in Namangan region - 7, in Ferghana region - 5, in Tashkent region - 5 and in Khorezm region - 6, in Kashkadarya region - 4, in Navoiy region - 4, in Syrdarya region - 7, in Surkhandarya region - 6 and in Tashkent city - 14, overall among the Republic 67 buildings of vocational colleges and academic lyceums were not commissioned into public use on time.

In 2006, construction and reconstruction works of academic lyceums and vocational colleges were conducted very slowly in the Republic of Karakalpakstan, Andijan, Jizzakh, Namangan, Samarkand, Surkhandarya, Syrdarya and Tashkent regions and Tashkent city. As a result, commissioning of 4 academic lyceums and 31 vocational colleges lagged behind the plan.

In the period from 1998 to 2014, 241.2 billion UZS were spent from the budget to consolidate material and technical bases of secondary specialized educational institutions. For example, if in 1998 there was purchased educational-laboratory equipment of 290 million UZS, in 2011, for the same purpose, the amount of privatized investment made up 28.4 billion UZS from the state budget revenues. In 2015, 90 billion UZS was allocated for these purposes.

While the amount of funds allocated to consolidate the material and technical bases of secondary specialized educational institutions has increased, one of the factors that adversely affects the organization of the educational process in vocational colleges and academic lyceums is connected with its material and technical bases. For example, the lack of tools and equipment for physics, chemistry and biological sciences in the educational institutions was a serious problem. Laboratory equipment of educational institutions were mainly imported from South Korea and partly manufactured at Samarkand's "EI" company. However, majority of the equipment was of an exhibition nature, intended for demonstration and could not properly cover different sections of a particular subject. For example, in the Republican academic lyceums there were almost no tools on the sections of mechanics, molecular physics, atomic and nuclear physics. Also lack of aid book laboratory work in various subjects, lack of knowledge and skills of teachers also negatively affected the learning process.

CONCLUSION

Thus, the adoption of the Law "On Education" and the National Program of Personnel Training in Uzbekistan has led to a change in the field of secondary specialized education. Attention was paid to the consolidation of material and technical bases of the secondary special education

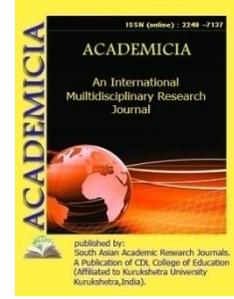
system. New buildings for academic lyceums and vocational colleges were built in each city and district of Uzbekistan. With the increase in the number of educational institutions, the number of students studying in them has also increased. At the same time, the problems in the field have intensified. There are some mistakes in the curriculum for secondary special education, the enrollment of pupils over the admission plan, the change in the direction of some professional colleges, the inefficient use of funds allocated from the state budget to consolidate the material and technical bases, or the incomplete utilization of the funds and equipment specified in the contracts.

REFERENCES

1. Statistical collection of the Republic of Uzbekistan. Tashkent, 2004. -B.117-121.
2. Ashurov S., Step into the future. // Turkistan, June 25, 2008.
3. Current archive of the Secondary Specialized and Vocational Educational Institutions of the Republic of Uzbekistan, Information about the results of the work done on the yearly outcomes of 2016 in the system of the Centre for Secondary Special and Vocational Education. 1-16 pages.
4. Information about the work done by the secondary special and vocational education department of the Kashkadarya region for 2000-2006. 1-6 pages.
5. Israilov M., Analysis impose responsibility. / Ma'rifat, January 15, 2003.
6. Umarmulov A. Potential of small experts. Ma'rifat, May 16, 2012.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00271.8

COMMUNICATIVE ORIENTATION IN LANGUAGE TEACHING

Azimova Umida Abdukahharovna*; **Muhitdinova Muxlisa Satriddinovna****

*Senior Lecturer,
 Tashkent State University of Economics,
 UZBEKISTAN.
 E-mail id: umida19720409@gmail.com

**Lecturer,
 Tashkent State University of Economics,
 UZBEKISTAN.
 E-mail id: muhidinovamuxlisa777@gmail.com

ABSTRACT

This article deals with issues related to the practical possession of spoken language. The experience of working in a multilingual audience has shown that for successful teaching of languages of a communicative orientation of training, special attention should be paid. The use of communicative aspects in teaching foreign languages undoubtedly carries a huge pedagogical potential, being one of the means that turns language learning into a lively creative process. The experience of working in a multilingual audience has shown that for successful teaching of languages of a communicative orientation of training, special attention must be paid. To do this, in our opinion, it is necessary to distinguish the five most important aspects: reliance on the native language, reading, and writing, speaking, and listening.

KEYWORDS: *Reading, Speaking, Listening, Writing, Languages, Practical Knowledge, Conversational Speech, Reproduction.*

INTRODUCTION

The main task of the education system is to train highly qualified specialists and individuals who are able to represent our country in the world with their skills and knowledge. Only a highly qualified specialist, an independent person in all respects, can make a significant contribution to the development of science and technology in our country.[6.35 mm-40C].The ultimate goal of language learning is a practical command of spoken language. For the development of

productive and reproductive types of speech activity, it is necessary to bring the training to the degree of automation. However, in the context of multilingualism, it is difficult to talk about full automation of the use of foreign speech, since this is associated with certain linguistic characteristics of the audience. The experience of working in a multilingual audience has shown that for successful teaching of languages of a communicative orientation of training, special attention must be paid. To do this, in our opinion, it is necessary to distinguish the five most important aspects: reliance on the native language, reading, writing, speaking, listening. [3, p. 239]

1. Reliance on the native language (Uzbek) is the dominant aspect: it participates in a hidden form in all other aspects and is the starting point of learning, since the native language system serves as the only standard of logical orientation.

2. Reading is a source of speech activity, since language learning is based on a textbook due to the fact that we do not have a natural language environment for communication in a foreign language. In reading, there is a substantive procedural component. The content side of reading directly forms the core of the communicative activity of students. It is she who always plays a leading role in reading, since in the process of communication all the shades of the author's thoughts, the degree of completeness, accuracy and depth of understanding of students are revealed.

3. In writing, there are also two mechanisms: writing (graphics, spelling) and written speech. Graphics are a guarantee of successful inclusion in speech activity. Written speech is always directed to the communicative and public sphere of communication, since students cannot use a given word or turn of speech if they do not know its schedule, or the connection with other elements of speech. As a means of learning, writing and writing play an important role in the communicative aspect of language learning: they are characterized by a two-dimensional relationship – with reading, on the one hand, and with oral speech, on the other. In the first and second cases, they are directly reflected in the communication.

4. Speaking is a mental product of a number of preparatory knowledge in a foreign language and makes up one half of communication. Types of speaking can be a retelling of a text, a story of an event, etc. in the process of speaking, the semantic content, language material and expressive means of the language are consciously selected, depending on the personality of the speaker.

5. At least two characters participate in listening, between which there is a language communication in a foreign language. Listening is associated with a complex process of learning a language using language material and personal experience. Ultimately, it covers and summarizes all the above-mentioned communicative aspects of learning. The essence of listening is that in the process of communication, both characters actively participate in the conversation. The topic of the conversation is not determined in advance and is not selected. [3, p. 239]

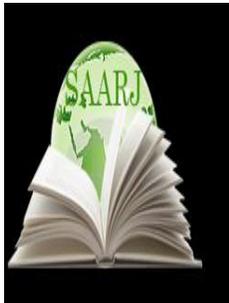
Understanding and semantic perception form the basis of communication and are tested by the degree of participation of thinking in speech activity. As noted above, all the communicative aspects of learning are interconnected with each other, complement each other and act as a whole in the act of communication. Practice shows that the extensive use of all communicative aspects in order to develop professional training skills contributes to the formation of motivation for speech activity, develops group communication skills, makes students proactive and confident in their knowledge and abilities. [1, pp. 21-22]

CONCLUSION

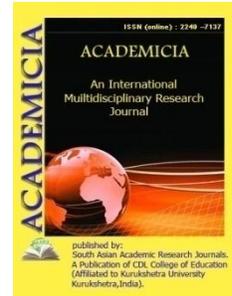
Thus, the use of communicative aspects in language teaching undoubtedly carries a huge pedagogical potential, being one of the means that turns teaching a foreign language into a living creative process. Clever use of the communicative aspects allows for a fundamentally new approach to educating students, providing the opportunity to explore the culture of the studied language, the realities of modern life in other countries, free exchange of views, ideas, information with participants of a joint project encourages the development of liberal education, focuses on the moral aspects of life and human activities.

REFERENCES

1. Belgibaeva, D. A. Principles of communicative teaching of foreign languages / D. A. Belgibaeva// Bulletin of the KASU. - 2005. - No. 2. - p. 21-22.
2. Passov, E. I. Communicative method of teaching foreign language speaking. Manual for teachers of foreign languages / E. I. Passov-M.: Prosveshchenie, 1985. - 208 p.
3. Solovova, E. N. Methodology of teaching foreign languages: A basic course of lectures / E. N. Solovova-M.: Prosveshchenie, 2002. - 239 p.
4. Kholmatova Sh. M. AbduganievaSh.M. - Advantages of the project method as a tool for effective teaching of students. - Materials of the international scientific and practical conference. R



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00270.6

UNDERSTANDING THE CONTENT OF ECONOMIC TEXTS WHEN READING FOREIGN LANGUAGE MATERIAL INDEPENDENTLY

Kholmatova Shakhnoza* ; Azimova Fatima**

*Senior Lecturer,
 Tashkent State University of Economics,
 UZBEKISTAN
 E-mail: kholmatova_1973@mail.ru.

**Student,
 Faculty of Private International Law,
 Moscow State Institute (University) of International Relations,
 UZBEKISTAN
 E-mail: f.azimova7@mail.ru.

ABSTRACT

The article considers the chosen form of systematization of the use of standard and expressive vocabulary in gradually becoming more complex educational and speech actions and the development of the student's skills in familiarization, viewing reading of economic texts, which provides a solution to cognitive and professional queries. Learning the correct understanding of the content of economic texts is based on training materials tailored to this specific to certain specialties, with original scientific and economic texts, the subject of which corresponds to the expertise of the faculty.

KEYWORDS: *Speech Skills; Language Guesswork; Standard And Expressive Vocabulary; Content Components, Usage Options.*

INTRODUCTION

Modern natural language is implemented in a variety of ways of word usage. The same idea can be expressed in a language in a variety of alternative ways, and choose the one that is most effective in applying to a particular situation. The concept of the effectiveness of information transmission has not only a psychological and logical, but also a purely linguistic aspect. It is expressed: first, in the choice of style and genre of speech and, secondly, in the use of techniques of expressiveness of the text. The development of the ability to understand the content of texts in

which there is an unfamiliar vocabulary, but formed on the basis of the studied grammatical rules, is not a simple methodological task. To solve it, knowledge alone is not enough, it also requires language intuition and a high level of motivation to understand what is being read and the ability to overcome the desire for a simpler way to semanticist incomprehensible parts of the text. We mean referring to the dictionary in search of the corresponding translation. Of course, if such a method of semantics is one or two per page of text, then it can not be considered an obstacle to the development of language guessing skills. If the reader cannot easily understand a text that includes unfamiliar language elements, and often refer to the dictionary, then such reading loses its natural meaning. Each functional style of speech reflects the difference in communication situations. So, in the socio – political sphere is used journalistic style, scientific and technical – scientific style of speech in the official sphere, and the corresponding style. The understanding of the text begins, as a rule, with the understanding of the words and ends with the design of the main idea. Most students understand the content of a foreign language text incorrectly, without paying attention to grammatical constructions or special terms. Teaching reading in a foreign language, it is necessary to form the skills of understanding the content of the text in the process of involuntary memorization of means and methods, where words act as a means, as ways of connecting words, syntactic constructions. There are differences between synthetic and analytical reading, classroom and extracurricular reading, with and without difficulties removed, and others. In this case, we consider independent reading of special texts that are of interest to undergraduates and postgraduates from the point of view of their professional training. At the initial stage of studying at the university, it is useful to combine as many types of reading as possible. But at the next stage, there should be reading without removing difficulties, often unprepared. The methodology of teaching independent reading and correct understanding of the content of special texts, for example, economic texts, includes a system of exercises that facilitate reading comprehension. First, you need to review all the material, its abstract, find out the range of issues under consideration, make excerpts, theses. Learning the correct understanding of the content of economic texts is based on training materials tailored to this specific to certain specialties, with original scientific and economic texts, the subject of which corresponds to the expertise of the faculty. The use of educational materials selected taking into account the specialty of the students allows them to familiarize themselves with the grammatical, stylistic and extra linguistic features and difficulties of understanding and translating texts of this sublanguage of science, to instill skills to overcome these difficulties, as well as to introduce the necessary lexical minimum of special terminology and activate it. When selecting the grammatical minimum, you should divide all grammatical material into receptive and potential, i.e. understood by students without special explanation, in this case, the native language can serve as an auxiliary element. The report deals with the identification and selection of the most typical grammatical phenomena of economic texts and some specific features of the terminological system, some issues of the formation of complex words found in the economic literature, and others. The information saturation of the text depends both on the characteristics (properties) of the text and on the ability of the receptor to extract information from the text. In the process of extracting information from the text, a large role is played by the mechanism of probabilistic forecasting, the ability to build a hypothetical hierarchy of predicted meanings, taking into account the purpose and motive of the message. To extract the information contained in the text, it is necessary, first of all, to understand the text. In psychology, the understanding of the text is divided into three levels:

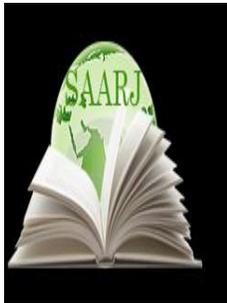
- 1) Understanding of words;
- 2) Understanding the suggestions;
- 3) Understanding the meaning of a paragraph or several paragraphs that form a single whole.

CONCLUSION

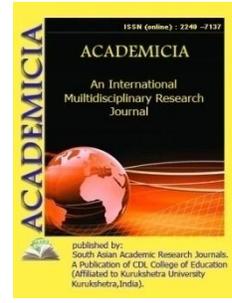
The problem of information content of the text is largely related to the uneven distribution of information in the text, its periodic accumulation, alternating with an excessive, uninformative speech segment, which in turn is due to the specifics of speech-thinking activity. The quality of the information extracted from the text is directly dependent on the level of redundancy and information content of the text. A high level of information content or a low level of redundancy of the original message can lead to a significant decrease in the quality of the extracted information. This skill is the last in the process of learning to read texts of students of non-linguistic universities, but not the last in the process of foreign-language self-education, which in its duration has no boundaries, as well as the degree of education of a person has no limit.

REFERENCES

1. S melkova Z. S. Business man: the culture of speech communication. Guide and dictionary. M., 1997.
2. Vereshchagin E. M., Kostomarov V. G. Language and culture // Linguistics in teaching as a foreign language. M. 1990.
3. Rakhmanin L. V. Stylistics of business speech and editing of official documents. Moscow, Higher School, 1982.
4. Kholmatova Sh. M., Abduganieva Sh. M. - The use of video materials in teaching a foreign language. Collection of articles. Materials of the international scientific and practical conference "Maktabgachatalim muassasalar da umumtalim maktablaridava oliy talim muassasalaridachettillaro' qitishninguzviyiligi" - Andijan St



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00272.X

A COMMON SYMPTOM OF ANEMIA IN DIABETIC NEPHROPATHY

Rizayeva M.A*; Yahyoyeva H.Sh**

^{1,2}Department of Internal Diseases and Endocrinology,
 Bukhara State Medical Institute, Bukhara,
 UZBEKISTAN

E-mail:mexribanrizayeva@gmail.com

E-mail:yahyoyevahilola@gmail.com.

ABSTRACT

In the progression of diabetic nephropathy, considerable attention is paid to the development of anemia. A significant reason for the development of anemia in patients with diabetes mellitus (DM) with diabetic nephropathy is a decrease in the production of erythropoietin in the per tubular cells of the proximal enthrone. Anemia predominates in patients with diabetic nephropathy, it is associated with cardiovascular disease, retinopathy. Anemia begins to develop long before the violation of the filtration function of the kidneys.

KEYWORDS: *Diabetic Nephropathy, Anemia, Incidence, Risk Factors.*

INTRODUCTION

The prevalence and incidence of terminal stages of chronic kidney disease (CKD) is steadily increasing in different regions of the world ^[1]. Thus, at the end of the 20th century, more than 340,000 people in the United States alone were enrolled in dialysis or kidney transplant programs. A number of clinical studies have found that anemia may be associated with the progression of CKD, and its correction has a positive effect on the functional state of the heart and kidneys ^[2].

The presence of anemia was also associated with the risk of requiring RRT for both types of diabetes in the ETDRS study ^[3]. In early and more recent prospective (including randomized and controlled) studies, it has been clearly shown that treatment of anemia at least does not worsen, and moreover, helps to slow the progression of renal dysfunction ^[4].

The poorly understood mechanisms of the potential effect of anemia on the progression of CKD can probably be mediated by the persistence of renal tissue hypoxia due to a decrease in the partial tension of oxygen and a decrease in blood flow in conditions of concomitant heart failure.

At the same time, in addition to reducing the severity of hypoxia of tubule interstitial spaces, correction of anemia may have a number of other potential mechanisms of a positive effect on damaged kidney tissue. A means of reducing the intensity of oxidative stress due to the accumulation of extra cellular matrix and damage to the duct epithelium to restore the pool of articulators in the erythrocyte. Prevalence of anemia in the pre-dialysis stages of chronic The main mechanism for the development of renal anemia is inadequate EPO production due to progressive nephrosclerosis⁵. Therefore, it should be assumed that the decrease in Hb may depend on the severity of the course of renal pathology, against the background of the action of a number of other factors, including the shortening of the life of erythrocytes, chronic inflammation, iron deficiency, and others [3-6]. In general, the prevalence of anemia in renal pathology, according to our data, was significantly higher than in the general population even at relatively early stages of CKD [8-11].

Objective: The mechanism of anemia in diabetic nephropathy.

MATERIALS AND METHODS

Outpatient card data and data were used laboratory tests of patients registered with an endocrinologist at the Bukhara Regional Healthcare Institution "Family Polyclinic No. 11". For the study, the main group included 104 patients with type 2 diabetes (56 women, 51 men) and 42 patients with type 1 diabetes (13 women, 29 men). The age of the patients is 20-48 years. Analysis of the patient's history showed an excess of blood pressure in 97 patients, non-adherence to the diet in 107 patients, 58 obese patients, 4 patients with chronic cystitis, smoking abuse in 72 patients, 7 patients with a history of chronic pyelonephritis. To study blood anemia, capillary blood was taken on an empty stomach (7:30 -10: 00) in the clinical diagnostic laboratory of the Bukhara Regional Healthcare Institution "Family Polyclinic No. 11". The hemoglobin level (Hb, g / l), the number of erythrocytes (RDC, 10¹² / L), the concentration of the average erythrocyte volume (MCV, fl), the concentration of the average hemoglobin in the erythrocyte (MCH, pg), the average concentration of hemoglobin in the erythrocyte (MCHC,%), the number of reticulocytes (RTC, 0/00).

The studies were carried out in the clinical diagnostic laboratory of the Bukhara Regional Healthcare Institution "Family Polyclinic No. 11" on the Sysmex XP-300 hematological analyzer. The obtained data were processed using a data analysis package in MS Excel 2010.

RESULTS AND DISCUSSION

In 86% of patients with compensated type 1 diabetics and in 70% of patients with type 2 diabetes with a disease history of no more than 5 years, no decrease in hemoglobin level was revealed. In patients with type 1 diabetes and in patients with type 2 diabetes with a diabetes duration of no more than 5 years, under the age of 48 years, anemia develops in case of unsatisfactory control of substitution therapy. Moreover, the duration of diabetes aggravates the severity of anemia.

It was determined that in 30% of patients with type 2 diabetes, a decrease in the level of hemoglobin was revealed, which leads to the development of mild anemia. In patients with type 1 diabetes, a floor picture is observed in 14% of patients from the total number of patients with type 1 diabetes. Decreased hemoglobin levels prevail in women.

The lowest concentration of hemoglobin level among women with a disease duration not exceeding 5 years is 104 g / l, among men - 123 g / l. 13% of patients with type 1 diabetes and

30% of patients with type 2 diabetes have erythropenia in the general blood test, which serves as an indicator of the development of anemia in patients. A pronounced decrease in RDC is observed among women with both type 1 diabetes and type 2 diabetes - $3.26 \times 10^{12} / l$. Among men, the lowest RDC value is $3.52 \times 10^{12} / lit$ can be assumed that the decrease in the level of erythrocytes is associated with the secretion of erythropoietin by the kidneys, which is a physiological stimulator of erythropoietin. A decrease in MCV in type 1 diabetics is observed in 17% of 42 patients. In patients with type 2 diabetes, this figure reaches 32% of 107 patients. One can judge the development of microcytic anemia. In addition, a reduced MCV value indicates a hypertensive nature of violations of water-electrolyte balance. Changes in MCH downward among type 1 diabetics are observed in 12% of patients from the total number of patients participating in the study. More pronounced changes with a disease duration of up to 5 years were found in patients with type 2 diabetes - 29% of the MCH among women with diabetes decreased to 25.4 pg, in men with diabetes the lower concentration of MCH was 26.0 pg.

A decrease in MCH concentration may indicate the development of hypo chromic anemia. Also, among patients with diabetes, a decrease in MCHC was revealed, which indicates a violation of hemoglobin synthesis and the development of hypo chromic anemia in patients.

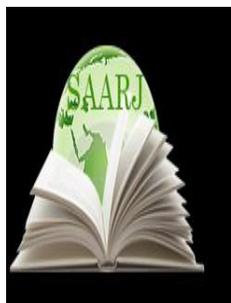
The study found that the amount of RTC is reduced or is in the lower limit of the norm in patients with diabetes. Therefore, this may be due to the kidneys, in which the synthesis of erythropoietin is inhibited. Decreased RTC is more common in women RTC is more common in women than in men. In most cases The RTC is 1 0/00 for women and 20/00 for men. A direct correlation was established between the level of hemoglobin and the experience of diabetes ($r = 0.39$), as well as between the level of hemoglobin and the age of patients ($r = 0.30$).

CONCLUSIONS: Anemia in diabetic nephropathy needs timely diagnostics and correction.

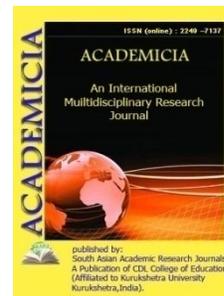
REFERENCES

1. Coresh J, Astor BC, Greene T et al. Prevalence of chronic kidney disease and decreased kidney function in the adult US population: Third National Health and Nutrition Examination Survey. *Am J Kidney Dis* 2003; 41(1):1_12
2. Coresh J, Astor BC, Greene T et al. Prevalence of chronic kidney disease and decreased kidney function in the adult US population: Third National Health and Nutrition Examination Survey. *Am J Kidney Dis* 2003; 41(1):1_12
3. McGill JB. Kidney Early Evaluation Program (KEEP). Findings from a community screening program. *Diabetes Educ* 2004; 30(2):196_198
4. McGill JB. Kidney Early Evaluation Program (KEEP). Findings from a community screening program. *Diabetes Educ* 2004; 30(2):196_198
5. Nickolas TL et al. Awareness of kidney disease in the US population: findings from the National Health and Nutrition Examination Survey (NHANES) 1999 to 2000. *Am J Kidney Dis* 2004; 44(2):185_197
6. Nickolas TL et al. Awareness of kidney disease in the US population: findings from the National Health and Nutrition Examination Survey (NHANES) 1999 to 2000. *Am J Kidney Dis* 2004; 44(2):185_197

7. Nissen son AR, Pereira BJ, Collins AJ, Steinberg EP. Prevalence and characteristics of individuals with chronic kidney disease in a large health maintenance organization. *Am J Kidney Dies* 2001; 37(6):1177_1183
8. Nissen son AR, Pereira BJ, Collins AJ, Steinberg EP. Prevalence and characteristics of individuals with chronic kidney disease in a large health maintenance organization. *Am J Kidney Dies* 2001; 37(6):1177_1183
9. Obrador GT, Pereira BJ, Kausz AT. Chronic kidney disease in the United States: an under recognized problem. *Semen Nephrol* 2002; 22(6): 441_448
10. Obrador GT, Pereira BJ, Kausz AT. Chronic kidney disease in the United States: an under recognized problem. *Semen Nephrol* 2002; 22(6): 441_448
11. United States Renal Data System, 2002 Annual Data Report. *Am J Kidney Dies* 2003; 41(4) [suppl. 2]: s41_56
12. United States Renal Data System, 2002 Annual Data Report. *Am J Kidney Dies* 2003; 41(4) [suppl. 2]: s41_56
13. Verhave JC et al. An elevated urinary albumin excretion predicts de novo development of renal function impairment in the general population. *Kidney Int* 2004; 66 (s92): S18_21
14. Verhave JC et al. An elevated urinary albumin excretion predicts de novo development of renal function impairment in the general population. *Kidney Int* 2004; 66 (s92): S18_21
15. Kamyshnikov VS Clinical and biochemical laboratory diagnostics / VS Kamyshnikov. – Inter pressers vice. *Eco Perspective*, 2003.
16. Shestakova M.V. Diabetic nephropathy: clinic, diagnosis, treatment / M.V. Shestakova, M. Sh. Sham.



ACADEMICIA
An International
Multidisciplinary
Research Journal
(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00263.9**

A STUDY OF HYBRIDIZATION OF ABC FOR CONTINUOUS FUNCTION OPTIMIZATION- A SURVEY

Nahed Mansour*; Ameera Jaradat

*Computer Science Department,
IT & CS Faculty,
Yarmouk University,
Irbid, JORDAN
Email id: nmansor@yu.edu.jo

**Computer Science Department,
IT & CS Faculty
Yarmouk University
Irbid, JORDAN
Email id: ameera@yu.edu.jo

ABSTRACT

Swarm intelligence algorithms are meta heuristics that simulates the nature for solving optimization problems, Artificial Bee Colony (ABC) algorithm is one of the most recent nature inspired algorithms which used for problem optimization, numerous research efforts has been concentrated in this particular area. However, the Artificial Bee Colony performance of the local search process and the bee movement or the solution improvement equation still has some weaknesses. The Artificial Bee Colony is good in avoiding trapping at the local optimum but it spends its time searching around unpromising random selected solutions, in order to overcome these limitations as well as to broaden the scope and viability of nature inspired algorithms many variations of this algorithm are being presented and the results being very amazing. This paper presents an overview of some of the hybridized meta heuristics with Artificial Bee Colony algorithm for continuous function optimization; many benchmark functions have been used to show the validity of every approach.

KEYWORDS: *Artificial Bee Colony (ABC), Hybridization, Particle Swarm Optimization, Quantum Evolutionary, Algorithm Simulated Annealing.*

INTRODUCTION

Many researchers have been influenced by the behaviors of swarms in nature, this gave birth to swarm intelligence and population based algorithms such as Ant Colony Optimization[1]-[3], Particle Swarm Optimization[4], Fish Schooling [5], Bee Colony Optimization[6] etc.

Swarm based algorithms are based on the iterative improvement of a set of solutions or and mostly employ randomization and local search to solve a given optimization problem. These algorithms have been developed and successfully applied to solve computational and complex problems in different areas.

Bee colony is one of the most well studied social community, many studies have been developed based on the interaction between members of that colony. Inspired by the intelligent behavior of honey bees Artificial Bee Colony (ABC), a swarm intelligence based algorithms was introduced by [7], ABC algorithm was developed based on the model of the foraging behavior of honey bee colonies proposed by [8] for numerical optimization problems. The number of publications in the field of studying ABC and its application in the literature increases exponentially as can be seen in Figure 1 where it demonstrates the distribution of publications related to ABC with respect to years [9].

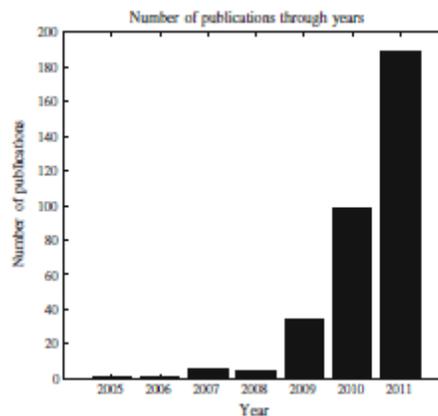


FIGURE 1: NUMBER OF PUBLICATIONS THROUGH YEARS

The organization of the paper is as follows: Section 2 presents ABC algorithm. Some of the Approaches Hybridized with ABC for continuous function optimization are discussed in Section 3. The conclusion is drawn in Section 4.

ARTIFICIAL BEE COLONY ALGORITHM

Artificial Bee Colony is a robust and population based stochastic optimization algorithm [7] simulating the intelligent foraging behavior of a honeybee swarm, proposed by Karaboga and Basturk [10].

Behavior of Bees

In ABC algorithm, the colony of artificial bees contains three groups of bees:, onlookers and scouts[10] employed bees are associated with a particular food source which they are currently exploiting or are “employed” at. They carry with them information about this particular source, its distance and direction from the nest, the profitability of the source and share this information with a certain probability [7]. Other bees are continually at look out for a food source to exploit.

There are two types of unemployed foragers: scouts, searching the environment surrounding the nest for new food sources and onlookers waiting in the nest and establishing a food source through the information shared by employed foragers. The number of scouts on average conditions is about 5-10% [11].

Artificial Bee Colony (ABC) algorithm

In the Artificial Bee Colony algorithm, first half of the bee colony contain of employed artificial bees and the second half contain the onlooker bee. The numbers of employed bees are same as the number of food sources surrounded the hive. The employed bee whose food source is randomized by the employed and onlooker bees becomes a scout bee [12].

Detailed pseudo-code of the ABC algorithm is given below [13]:

- 1: Initialize the population of solutions x_i , $i = 1 \dots SN$
- 2: Evaluate the population
- 3: cycle=1
- 4: repeat
- 5: Produce new solutions v_i for the employed bees by using (4) and evaluate them
- 6: Apply the greedy selection process
- 7: Calculate the probability values p_i for the solutions x_i by (3)
- 8: Produce the new solutions v_i for the onlookers from the solutions x_i selected depending on p_i and evaluate them
- 9: Apply the greedy selection process
- 10: Determine the abandoned solution for the scout, if exists, and replace it with a new randomly produced solution x_i by (5)
- 11: Memorize the best solution achieved so far
- 12: cycle=cycle+1
- 13: until cycle=MCN

In ABC algorithm, the position of a food source represents a possible solution to the optimization problem and the nectar amount of a food source corresponds to the quality (fitness) of the associated solution. The number of the employed bees or the onlooker bees is equal to the number of solutions in the population. At the first step, the ABC generates a randomly distributed initial population P ($G = 0$) of SN solutions (food source positions), where SN denotes the size of population.

Each solution x_i ($i = 1, 2, \dots, SN$) is a D -dimensional vector. Here, D is the number of optimization parameters. After initialization, the population of the positions (solutions) is subjected to repeated cycles, $C = 1, 2, \dots, MCN$, of the search processes of the employed bees, the onlooker bees and scout bees. An employed bee produces a modification on the position (solution) in her memory depending on the local information (visual information) and tests the nectar amount (fitness value) of the new source (new solution). Provided that the nectar amount

of the new one is higher than that of the previous one, the bee memorizes the new position and forgets the old one. Otherwise she keeps the position of the previous one in her memory. After all employed bees complete the search process, they share the nectar information of the food sources and their position information with the onlooker bees on the dance Area. An onlooker bee evaluates the nectar information taken from all employed bees and chooses a food source with a probability related to its nectar amount. As in the case of the employed bee, she produces a modification on the position in her memory and checks the nectar amount of the candidate source. Providing that its nectar is higher than that of the previous one, the bee memorizes the new position and forgets the old one. An artificial onlooker bee chooses a food source depending on the probability value associated with that food source, p_i , calculated by the following expression (3):

$$p_i = \frac{fit_i}{\sum_{n=1}^{SN} fit_n} \quad (3)$$

Where fit_i is the fitness value of the solution i which is proportional to the nectar amount of the food source in the position i and SN is the number of food sources which is equal to the number of employed bees (BN).

In order to produce a candidate food position from the old one in memory, the ABC uses the following expression (4):

$$v_{ij} = x_{ij} + \phi_{ij} (x_{ij} - x_{kj}) \quad (4)$$

where $k \in \{1, 2, \dots, SN\}$ and $j \in \{1, 2, \dots, D\}$ are randomly chosen indexes. Although k is determined randomly, it has to be different from i . $\phi_{i,j}$ is a random number between $[-1, 1]$. It controls the production of neighbor food sources around $x_{i,j}$ and represents the comparison of two food positions visually by a bee. As can be seen from (4), as the difference between the parameters of the $x_{i,j}$ and $x_{k,j}$ decreases, the perturbation on the position $x_{i,j}$ gets decrease, too. Thus, as the search approaches to the optimum solution in the search space, the step length is adaptively reduced. The food source of which the nectar is abandoned by the bees is replaced with a new food source by the scouts. In ABC, this is simulated by producing a position randomly and replacing it with the abandoned one. In ABC, providing that a position cannot be improved further through a predetermined number of cycles, then that food source is assumed to be abandoned. The value of predetermined number of cycles is an important control parameter of the ABC algorithm, which is called "limit" for abandonment. Assume that the abandoned source is x_i and $j \in \{1, 2, \dots, D\}$, then the scout discovers a new food source to be replaced with x_i . This operation can be defined as in (5)

$$x_j^i = x_{\min}^j + rand(0,1)(x_{\max}^j - x_j^i) \quad (5)$$

After each candidate source position $v_{i,j}$ is produced and then evaluated by the artificial bee, its performance is compared with that of its old one. If the new food source has an equal or better nectar than the old source, it is replaced with the old one in the memory. Otherwise, the old one is retained in the memory. In other words, a greedy selection mechanism is employed as the selection operation between the old and the candidate one. There are three control parameters in the ABC: The number of food sources which is equal to the number of employed or onlooker bees (SN), the value of limit, the maximum cycle number (MCN). In a robust search process, exploration and exploitation processes must be carried out together. In the ABC algorithm, while

onlookers and employed bees carry out the exploitation process in the search space, the scouts control the exploration process.

However, the speed and precision of convergence of ABC decrease as the dimension of the problem increases [10]. This is mainly because in the ABC algorithm, bees exchange information on one dimension with a random neighbor in each food source searching process. So many research have been introduced to improve the canonical ABC and to overcome its drawback.

HYBRIDIZING ABC WITH OTHER APPROACHES:

This section contains survey on hybrid algorithms used mainly for continuous function optimization. In this ABC is one of the prime algorithms. Researchers have enhanced the performance of ABC by incorporating many algorithms like Genetic algorithms, Particle Swarm Optimization, Simulated Annealing, etc. in it.

Hybridizing ABC with Genetic Algorithm

Yan et al, (2011) presented ABC hybridized with a real value single-point crossover operator of Genetic Algorithm [19], to improve its optimizing ability, and to overcome the two weaknesses exist in the canonical ABC, those are: first, the information exchanged is limited so the algorithm may converge slowly. Second, the bee and dimension are all chosen randomly so food sources with high fitness are not utilized. The modified algorithm is called HABC where its parts are the same as the original ABC except a crossover phase is added between the onlooker bees' and scout bees' phase. After all the onlooker bees complete their searches, the crossover phase starts. For each of the selected food source, this approach selects two parents randomly from the parent population, generates a crossover point randomly within the dimension and crosses the two parents to produce two new food sources. After that, a greedy selection is applied to the selected and newly produced food sources. If the fitness of the better one in the new food sources is higher than that of selected one, it will replace the selected one and the trials counter for this food will be reset to 0. Otherwise, memory doesn't change and counter's value will be incremented by 1, just like that in employed bees or onlooker bees' phase.

With this new operator, individuals exchange more information in the early stage of the algorithm, which enhances the convergence ability of the algorithm. At the end of the algorithm, as the difference between individuals' decreases, the perturbation of crossover operator decreases. Population move towards the optimization point.

ABC with a Mutation Step Size

Alam et al, (2010) introduced ABC with Exponentially Distributed Mutation (ABC-EDM) with a mutation of the existing employed and onlooker bees to produce new offspring solutions [20]; that is in steps 5 and 8. ABC picks Φ_{ij} randomly in the range $[-1, 1]$ which is much like a 'blind' mutation to alter the existing solutions, while ABC-EDM tries to find a suitable scaling factor, SF_{ij} for Φ_{ij} . In steps 5 and 8. So(4) is replaced by following formula .

$$v_{i,j} = x_{i,j} + SF_{ij} * \phi_{ij} * (x_{i,j} - x_{k,j})$$

SF_{ij} is the scaling factor that ABC-EDM keeps track of separately for every dimension, j of every individual x_i . All SF_{ij} values are initiated to 1 during the beginning of the search process. As the search progresses across several local minima and plateaus or flat regions of the fitness

landscape, the SF_{ij} values are automatically adjusted by the adaptation scheme in order to take care of the current situation. Large enough values for SF_{ij} would expand the product $SF_{ij} * \Phi_{ij}$ in order to promote large mutation steps for better exploration of the search space and quickly get rid of local minima or flat plateaus. On the contrary, small values (less than unity) for SF_{ij} would shrink the product $SF_{ij} * \Phi_{ij}$ (in the new formula) and thus facilitate small mutation steps ensuring exploitation in the vicinity of current search points.

Hybridizing ABC with Standard Particle Swarm Optimization:

The Standard Particle Swarm Optimization (SPSO) algorithm provides an option for a rotation of the random step in order to make it less sensitive to rotations. Another advantage is that SPSO is very successful on uni-modal functions. El-Abd, (2011) tried to hybridize ABC and SPSO on the components level the resulting algorithm can easily solve separable problems as ABC (since its update equation only updates a single problem variable at a time after which the new solution is re-evaluated) while having a rotationally invariant behavior as SPSO at the same time, so the benefit from the two approached respective strengths is gained [21]. In this approach, both SPSO and the ABC component have an equal share of the allowed number of function evaluations. Another approach that is also tested is to update the best objective function value the particle has achieved so far(p_{best}) of the swarm in fitness proportionate approach instead of updating the p_{best} of each particle once. Hence, better particles are updated using the ABC component more often.

Also inspired by the PSO, Alqattan et al. (2015) proposed a Hybrid Particle-movement ABC algorithm called HPABC [22], which adapts the particle movement process to improve the exploration of the original ABC algorithm. In the HPABC algorithm, the colony of the artificial bee contains only two groups of bees: onlookers and scouts. The whole colony members are of onlooker bees. In other words, the number of the food sources is equal to the number of the colony size. The onlooker bee of an abandoned food source becomes a scout. Note that the employed bees phase is eliminated in HPABC because basically it is similar to the onlooker bees' phase with more randomization strategy where there is no probability determination for the selected solution. Moreover, it is almost doubling the search time consumption of the original ABC algorithm.

Hybridizing ABC with Quantum Evolutionary Algorithm (QAE)

To improve Genetic Algorithms for certain problems, a quantum evolutionary algorithm (QEA) is proposed on the basis of the concept and principles of quantum computing [14]. Although the QEA has many advantages, it still has scope for improvement because QEA could not always reach the best solution of the problem, which means that the algorithm still has a considerable probability of premature convergence. Duan et al. (2010) adopted ABC to increase the local search capacity as well as the randomness of the populations [23]. In this way, the improved QEA can jump out of the premature convergence and find the optimal value.

ABC with Adaptive Explorations and Exploitations

Alam et al, (2015) introduced ABC algorithm with Adaptive eXplorations and eXploitations (ABC-AX2) where each candidate solution with three control parameters that control the perturbation rate, magnitude of perturbations and proportion of explorative and exploitative perturbations [24]. Together, all the control parameters try to adapt the degree of global

explorations and local exploitations around each candidate solution by affecting how new trial solutions are produced from the existing ones. The control parameters are automatically adapted at the individual solution level, separately for each candidate solution.

Hybrid Guided Artificial Bee Colony Algorithm

Shah et al. (2014) proposed hybridizing the two well known improved algorithms Guided Artificial Bee Colony (GABC) [16-18] and Gbest Guided Artificial Bee Colony (GGABC) [15], the resulting algorithm is called Hybrid Guided Artificial Bee Colony (HGABC) algorithm and used for strong discovery and utilization processes [25]. HGABC algorithm as a hybrid optimization tool provides a population-based search procedure in which individuals called foods positions are modified by global and Gbest artificial bees with time, and the bee's aim is to discover the places of best food sources with high nectar amount and finally the one with the highest nectar. The HGABC algorithm updates the solution step and converts to best solution based on neighborhood values, though hybridization of guided and best guided strategy.

Hybridizing Artificial Bee Colony with Simulated Annealing

Mirsadeghi et al. (2012) presented a new approach where the exploration/exploitation balancing strategy of Simulated Annealing (SA) is incorporated into the original ABC algorithm to improve its search efficiency and reduce its computational cost, the idea of variable exploration and exploitation which is noticed in SA is applied for Bee colony algorithm to improve its performance [26]. A temperature is defined for the system which is high at first and is decreased gradually. With decrement of the temperature, the number of random points generated in every iteration is decreased and they are added to the points that are used for neighborhood search. This helps the algorithm to adjust the exploration and exploitation capabilities. The algorithm begins with a high exploration rate and minimal exploitation effort and gradually switches to higher exploitation rates as the promising areas of the search space are identified.

CONCLUSION

ABC algorithm is very simple and very flexible when compared to other swarm based algorithms as ABC does not require external parameters or prior parameter setting as in other evolutionary algorithms. Although ABC has great potential, some modifications to its original structure are still necessary in order to improve its performance. And also ABC can be integrated with other different evolutionary algorithms in order to provide diversity on scout production. New strategies can be described for scout production phase. Moreover, this strategy can be operated adaptively depending on the dynamics of the search. For the distribution of onlookers to the sources, new selection strategies which enhance the performance of ABC can be described.

Like all other evolutionary optimization approaches, ABC also has some drawbacks. For example since it does not uses an operator like crossover as employed in GA or DE the distribution of good information between solutions is not at a required level. This causes the convergence performance of ABC for local minimum to be slow here many searches have been done and its convergence performance has been improved.

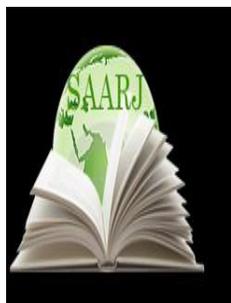
This paper will motivate and help the researchers who are working in this field to develop new hybrid algorithms. On a concluding note, it can be said that hybridization of algorithms is an interesting and promising field. It can give us more insights regarding the behavior and potential advantages and disadvantages of different algorithms.

The methodologies mentioned here can be hybridized with many other existing evolutionary, swarm intelligence, machine learning techniques to further improve its results. Finally, many of the methods described here can be employed on continuous real world problems.

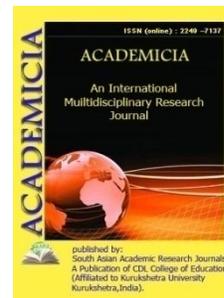
REFERENCES

1. Ojha, V., Abraham, A., Snasel, V., (2014). ACO for Continuous Function Optimization: A Performance Analysis. 14th International Conference on Intelligent Systems Design and Applications (ISDA), Japan, IEEE, pp. 145 -150.
2. Colomi, A., Dorigo, M., Maniezzo, V., (1991). Distributed Optimization by Ant Colonies, Actes De La Premiere Conference Europeenne Sur La Vie Artificielle, Paris, France, Elsevier Publishing, pp.134-142.
3. Dorigo, M., Maniezzo, V., Colomi, A., (1996). The Ant System Optimization by a colony of cooperating agents, IEEE Transactions On Systems Man And Cybernetics Part B, pp.29-41.
4. Kennedy, J., Eberhart, R., (1995). Particle Swarm Optimization. Proceedings of IEEE International Conference on Neural Networks IV, pp. 1942–1948.
5. Mehdi Neshat, M., Sepidnam, G., Sargolzaei, M., Toosi, A., (2014). Artificial fish swarm algorithm: a survey of the state-of-the-art, hybridization, combinatorial and indicative applications, Artif. Intell. Rev., pp.965-997.
6. Karaboga, D., Akay, B., Ozturk, C., (2005). Artificial Bee Colony (ABC) Optimization Algorithm for Training Feed-Forward Neural Networks, Proceedings of the 4th International Conference on Modeling Decisions for Artificial Intelligence, pp.318-329.
7. Karaboga, D., (2005). An Idea Based On Honey Bee Swarm for Numerical Optimization, Technical Report-TR06, Erciyes University, Engineering Faculty, Computer Engineering Department.
8. Tereshko, V., Loengarov, A., (2005). Collective decision-making in honeybee foraging dynamics, Computing and Information Systems Journal, vol. 9, No 3.
9. Karaboga, D., Gorkemli, B., Ozturk, C., Karaboga, N., (2012). A comprehensive survey: Artificial Bee Colony (ABC) algorithm and applications, Springer Science and Business Media B.V.
10. Karaboga, D., Basturk, B., (2007). A powerful and efficient algorithm for numerical function optimization: Artificial Bee Colony (ABC) algorithm, Journal of Global Optimization 39, pp. 459–471.
11. Seeley, T. D., (1995). The Wisdom of the Hive, Harvard University Press, Cambridge, MA.
12. Maheshwari, V., Datta, U., (2014). Enhanced Artificial Bee Colony Algorithm for Travelling Salesman Problem using Crossover and Mutation. International Journal of Computer Applications, pp.37-40.
13. Vicenç, T., Yasuo N., Yuji, Y., (2007). Artificial Bee Colony (ABC) Optimization Algorithm for Training Feed-Forward Neural Networks.

14. Zhang, R., Gao, H., (2007). Improved quantum evolutionary algorithm for combinatorial optimization problem. Proceedings of the 6th International Conference on Machine Learning and Cybernetics, Hong Kong, pp. 3501–3505.
15. Zhu, G., Kwong, S., (2010). Gbest-guided artificial bee colony algorithm for numerical function optimization. Applied Mathematics and Computation 217, pp. 3166–3173.
16. Peng, G., (2011). Global artificial bee colony search algorithm for numerical function optimization. Seventh International Conference on Natural Computation (ICNC), pp.1280–1283.
17. Shah, H., Ghazali, R., Nawi, N.M., (2013). Global Artificial Bee Colony Algorithm for Boolean Function Classification. In: Selamat, A., Nguyen, N.T., Haron, H. (eds.) ACIIDS 2013, Part I. LNCS, vol. 7802, pp. 12–20. Springer, Heidelberg.
18. Shah, H., Ghazali, R., Mohmad Hassim, Y.M., (2014). Honey Bees Inspired Learning Algorithm: Nature Intelligence Can Predict Natural Disaster. In: Herawan, T., Ghazali, R., Deris, M.M. (eds.) Recent Advances on Soft Computing and Data Mining, SCDM 2014. AISC, vol. 287, pp. 215–225. Springer, Heidelberg.
19. Yan, Xiaohui; Zhu, Yunlong; Zou, Wenping, (2011). A Hybrid Artificial Bee Colony Algorithm for Numerical Function Optimization. IEEE 2011 11th International Conference on Hybrid Intelligent Systems (HIS 2011) - Melacca, Malaysia.
20. Alam, Mohammad Shafiul; Ul Kabir, Md. Wasi; Islam, Md. Monirul, (2010). Self-adaptation of Mutation Step Size in Artificial Bee Colony Algorithm for Continuous Function Optimization IEEE 2010 13th International Conference on Computer and Information Technology (ICCIT) – Dhaka.
21. El-Abd, Mohammed, (2011). A Hybrid ABC-SPSO Algorithm for Continuous Function Optimization. IEEE Symposium On Swarm Intelligence - Part Of 17273 - 2011 Ssci - Paris, France.
22. Alqattan, Z. N., Abdullah, R., (2015). A hybrid artificial bee colony algorithm for numerical function optimization, International Journal of Modern Physics C, vol. 26, No.10.
23. Duan, H., Xu, C., Xing, Z., (2010). A Hybrid Artificial Bee Colony Optimization And Quantum Evolutionary Algorithm For Continuous Optimization Problems. International Journal of Neural Systems, Vol. 20, No. 1, pp. 39–50.
24. Alam, M., Islam, Md., Murase, K., (2015). Artificial Bee Colony Algorithm with Adaptive Explorations and Exploitations: A Novel Approach for Continuous Optimization. International Journal of Applied Information Systems (IJ AIS), Foundation of Computer Science FCS, New York, USA Volume 8– No.2.
25. Shah H., Herawan T., Naseem R., Ghazali R., (2014). Hybrid Guided Artificial Bee Colony Algorithm for Numerical Function Optimization. Advances in Swarm Intelligence, Springer International Publishing, pp.197-206.
26. Mirsadeghi E., Panahi M. S., (2012). Hybridizing Artificial Bee Colony with Simulated Annealing. International Journal of Hybrid Information Technology Vol. 5, No. 4, pp.11-18.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00292.5

DEVELOPMENT OF ELEMENTS OF THE TECHNOLOGY OF CULTIVATION AS A REPEATED CROP FROM ONION (*ALLIUM CEPA* L.) SEEDLINGS

Mirzasoliyev Mirzaosimjon Mirzasoypovich*; **Ergasheva Dilnoza Xalbutayevna****

*Doctor philosophy of agricultural science (PhD),
 Tashkent state Agrarian University,
 Tashkent, UZBEKISTAN

**Student of Tashkent state Agrarian University,
 UZBEKISTAN

ABSTRACT

In the Article, 10 varieties and hybrids worthy of cultivation of onions from seedlings as a repeated crop in Uzbekistan were evaluated according toeksex and recommended for planting prospective varieties. At the same time, the optimal planting periods of germination of seedlings in their exact age have been determined. The correlation between the significant signs of this crop has been proven. Scientifically-based recommendations were made to expand the cultivation of onions as a repeated crop from the seedlings of Banko F1, Daytona F1 hybrids and Prospect varieties. Elements of the technology of cultivation, such as planting periods of seedlings, schemes of plant placement and planting of leaves and rootsizini 1/3 of onion seedlings, have been improved. Recommendations for the correct selection of the age of germination according to the period of planting onion seedlings are given.

KEYWORDS: *Onion, Variety, The Seeds, The Plant, The Scheme Of Planting, Harvest, Cultivation.*

INTRODUCTION

Relevance of the topic. Today in the world onion (*Allium cepa* L.) More than 4 million hectares, 85,795 million hectares. tons of products are grown, the average yield of which is 19,31 t/ha. The countries of China, India, the United States and Iran in terms of onion crop production are the leading ones, and at the same time the onion is one of the main crops in the vegetable industry of these countries . Therefore, in order to meet the demand for onions, the creation of

new fertile and suitable varieties for cultivation in different periods, the improvement of the technology of cultivation of onion seeds, seedlings and peas is one of the pressing issues.

In most countries where the world is leading in the cultivation of onions, extensive research is being carried out to increase the yield of onions, the quality of the product and its preservation, and especially the supply of fresh onion products for the specified season. In this regard, the cultivation of onion seedlings initially in substratli cassettes, planting seedlings of different ages for different periods of time, the use of growing substances in early harvest allows to increase productivity compared to existing technologies and also to harvest for the specified specific season.

At present, the area of onion cultivation in the Republic of Uzbekistan is 24 thousand hectares, the gross yield obtained from it is 591926 tons, the average yield is 25 tons per hectare. This fully satisfies the demand of our local population. However, this is due to the fact that in order to further increase the possibility of exporting the crop, it is necessary to increase the gross yield obtained from it. Reproduction of its production it is impossible to carry out on account of the expansion of the area in which it is planted, because irrigated lands are limited. One of the reserves of reproduction of onion production is the cultivation of fairytale vegetables from seedlings as a repeated crop in the lands where it is released from cabbage, radish, Ultra-fast-growing potatoes, etc. But these lands are loosened from fairy-tale crops by the end of may and beginning of June, when planting onion seeds on these lands does not fully form and ripen onions at the expense of artificially reducing the growth season. This can be achieved by planting onion seedlings in order to get a ripe onion in a short season. The technology of planting onion seedlings in the climatic conditions of Uzbekistan and its cultivation as a repeated crop through seedlings has not been studied. All this is an urgent scientific problem, studying the cultivation of onion seedlings and growing onions in the method of seedlings, which is clear that our republic has an important role in vegetable practice. In recent years in our republic, a wide range of measures have been taken to increase the production of food crops in the account of optimization of the technical and grain fields. Thanks to this, the supply of vegetables per capita reached 365 kilograms. However, in the cultivation of onions, which is one of the main vegetable crops, scientific research on the increase in its yield, especially considering the biological characteristics of the varieties, as a repeated crop, and the duration of its planting in bun, planting age, planting schemes has not been sufficiently focused.

As an object of the research, onions were served "Karatal'sky", "Peshpazak", "Zafar", Ispan'sky 313, "perspective", "Margilansky udlinyonny mestny", "Sumbula" varieties and hybrids such as Daytona F1, Banko F1, Ellou Spanish F1, their seedlings, planting age, planting period, planting scheme, thickness.

Methods of the research. Field and laboratory research V.F."Methodology opitnogo dela v ovotshevodstve i bakhchevodstve" of beliki (1992), B.C.Azimov., B.B.Azimov's work was carried out on the basis of methodological guidelines such as "the methodology for conducting experiments in vegetable growing, gardening and potato growing" (2002). Statistical analysis of data is carried out using Microsoft Excel program B.A.It was carried out on the basis of the dispersion method recommended by Dospekhov (1985).

1-experience. "Separation of fertile varieties and hybrids suitable for growing onions from seedlings as a repeated crop, planting scheme – determination of the feeding area" in the

experiment, the results of the research conducted on the separation of high and high-quality tavarbop-producing varieties in the cultivation of seedlings in the soil-climatic conditions of Uzbekistan are presented. This section covers the study of planting onions from 2 hybrids and 8 varieties of seedlings as a repeated crop. As a standard, the "Karatalsky" variety, which is grown in our Republic since 1987 year, was selected.

Of the studied onion varieties and hybrids, 2 are from the Netherlands, 1 is from France, 1 is from Russia, 1 is from Tajikistan, 4 is considered to be the varieties created by the selectors of Uzbekistan.

Since the technology of growing onions from seedling as a repeated crop has not been studied in the conditions of Uzbekistan, the seeds of their varieties have been planted in an open field (seedlings) for planting in one term-the second decade of March.

Observations have shown that among the ten tested varieties of onions, Daytona F1, Banko F1 hybrids and other varieties studied in terms of the development of the "future" variety, as well as significant advantages over "st Karatalsky" have been identified.

It was noted that the varieties and hybrids enter the stage of the formation of onions 5 days earlier than the St variety. Also, the onion varieties-samples are known to vary the amount of error after a week of planting the seedlings and until the stage when the leaves begin to turn yellow. Daytona F1, Banko F1 hybrids and "Prospect" navi total error amount St NAV corresponding to this indicator 14,6; 12,8 and 13,9 percent was determined to be less. The total average yield of these hybrids and varieties was determined to be 44,1; 39,3 and 38,8 Ha/t, while the tavarbop yield was 17,8; 12,8 and 12,9 Ha / t in the corresponding case compared to "st Karatalsky".

In comparison with the "St Karatalsky" variety, the most complete onions in the tavarbop crop composition were formed in the varieties Daytona F1 (185,6%), Banko F1 (160,4%) hybrids, "perspective" (163,9%), "Peshpazak" (147,3%), "Sumbula" (132,9%) and "Ellou Spanish" (130,2%), it was noted that this indicator of the remaining varieties does not differ sharply from the St variety.

2-experiment "The effect of the sowing scheme on the error amount of onion seeds in repeated sowing and the stages of development (Table 1).

In the conducted phenological observations, it was observed that the feeding area should be reduced from 0,0350 m² to 0,00875 m² or the number of seedlings planted per unit of surface should be increased from 29 tubers to 114 tubers, the amount of error, the positive or negative effect of the germination on the survival, and the stages of development should be showed a decrease.

Observations have shown that if the distance between the sprouts in the Lentach is increased by 5-10 cm, the amount of error until the leaves of the sprouts turn yellow: in two rows from 3,4 percent to 2,2 percent, in three rows from 2,5 percent to 2,4 percent, and in four rows, respectively: 8,3–3,7% decrease was detected.

TABLE 1 THE EFFECT OF REPEATED SOWING SCHEME ON ONION YIELD (2016-2018 YY.)

Planting scheme, ribbon	Productivity, t/ha				Commodity yield, t / ha	The amount of commodity yield relative to the total yield, %
	2016	2017	2018	average		
Two-row $\frac{50+20}{2} \times 5 \text{ cm}$	36,2	34,7	35,5	35,47	34,8	98,2
Two-row $\frac{50+20}{2} \times 7,5 \text{ cm}$	34,2	32,2	32,6	33,0	32,6	98,8
Two-row $\frac{50+20}{2} \times 10 \text{ cm}$	30,2	28,3	29,1	29,2	28,8	98,6
Three-row $\frac{40+15+15}{3} \times 5 \text{ cm}$	40,3	38,2	40,9	39,8	37,8	95,0
Three-row $\frac{40+15+15}{3} \times 7,5 \text{ cm}$	42,3	41,0	43,9	42,4	41,1	96,9
Three-row $\frac{40+15+15}{3} \times 10 \text{ cm}$	40,1	38,2	39,1	39,13	37,9	96,9
Four-row $\frac{40+10+10+10}{4} \times 5 \text{ cm}$	40,5	38,7	37,2	38,8	34,8	89,7
Four-row $\frac{40+10+10+10}{4} \times 7,5 \text{ cm}$	33,4	35,1	34,1	34,1	31,6	92,7
Four-row $\frac{40+10+10+10}{4} \times 10 \text{ cm}$	31,2	33,2	34,3	32,9	31,0	94,2

It was also known that the increase in the size of the feeding area increased the amount of fully formed onions: 97,2–98,9 in two rows; 89,1–95,1 in three rows and 85,1–96,0 in four rows.

In the three–row method, it is noted that if the distance between the plants in the Lentach is planted 7,5-10 cm, the weight of the hardest (122,4; 165,4 g) fully formed onions with respect to the two-and four-row cropganga.

In the three-row lenticular planting scheme, it was determined that the highest total (42,4; 39,13 ha/t) and tavarbop (41,1; 37,9 Ha/t) crop formation per hectare and the average weight of tavarbop onions was 115,4; 152,7 grams.

2-experience. "To evaluate the effect of planting onion seedlings with roots and leaves in repeated sowing on its survival».In the experiment, one-third of the root, one-third of the leaf and one-third of the stem before planting the "prospect" varieties of onions, the effect of planting seedlings on the error amount, growth and development were studied. It was found that the amount of error in planting 1/3 part of the leaf of the sprouts increased by 28,6% compared to the control, the decrease in 11,1% of the leaf and root of the sprouts, the increase in the root of the sprouts by 42,2 percent. Observations have shown that during the formation of 5-6 leaves on onion sprouts, the planting of leaves, roots and leaves, as well as Roots, was affected. (Table 2).

1/3 of the stump was equal to the figure of the control plants while 5 and 6 leaves were planted in the planting, while 19 days later the root and leaf were planted in the planting, while 17 days later the Leaf was planted in the planting variant. The introduction to the stage of formation of seedlings onions began no later than 7 days, when the Root was ripened, when the seedlings

were planted, the control was close to the control, only when the Leaf was crushed, and when the root and leaf were crushed. In this technology, it was found that in each Bush more than 1,4 grains per Control, 2,3 centimeters long leaves, only the leaves will form sprouted sprouts. In plants of this variant, the stage of leaf yellowing was observed to begin no later than 14 days after the control.

TABLE 2 THE EFFECT OF DIFFERENT VEGETATIVE PARTS OF ONION SEEDLINGS ON THE DURATION OF GROWING AND DEVELOPMENT STAGES OF CHICKENPOX (2016-2018 YY.).

Methods of cultivation	Date of planting of seedlings, month, day	1 number of leaves in the bush, pieces	5-6-the time elapsed until the leaves are formed, the day	The time elapsed until the onion began shakilana, the day	The time elapsed until the leaves begin to turn yellow, the day	When the leaves begin to turn yellow	
						1 number of leaves in the bush, pieces	The largest leaf is the length of the stem, CM
Planting leaves and roots without freckles (control)	12/VI	3,6	26/VI	8/VII	10/VIII	12,0	40,3
Planting of the root 1/3 of the stem	12/VI	3,8	1/VII	15/VII	15/VIII	10,4	34,8
Sprinkle 1/3 part of the Leaf	12/VI	3,7	26/VI	9/VII	24/VIII	13,4	42,3
Sprinkle 1/3 part of the stem and leaf	12/VI	3,7	29/VI	12/VII	18/VIII	11,0	36,2

The planting of 1/3 of the Leaf provided an increase of 11,8; 13,8; 9,0% and a high yield (156,6%) in comparison with the control of the total, tavarbop crop and the amount of fully harvested onions.

3-experience. "To determine the most favorable planting time and age of onion seedlings in repeated sowing".In the experiment, duration and yield of 45, 35 and 25 days of planting seedlings (21-25 may, 1-5 June and 11-15 June) and their impact on the quality of their growth and development stages were investigated.

The duration and age of planting seedlings in the so-called section of the effect of the quality indicator of the sprouts are 2,3–2,4 pieces of Maple Leaf, the length of the largest leaf is 14,1–15,2 CM, the average weight is 1,3 – 1,5 g, and the diameter of the false stem–2,3–2,5 mm; suitable for 35–day it was determined to be 27,8 CM, 5,8–6,75, 4,3–5,1 mm. Observations have shown that the younger the seedlings, the less the error amount of them in all planting periods.

Observations have shown that the planting of seedlings was pushed from the early term to the late term, which caused an increase in the amount of survival – error, regardless of age. (Table 3).

TABLE 3 EFFECT OF DURATION AND AGE OF PLANTING OF SEEDLINGS ON THE NUMBER OF ERRORS IN REPEATED SOWING (2016-2018 YY), %

Duration of planting	Age of seedlings						Total error amount by age of seedlings, %		
	25 days		35 days		45 days		In 25 days	In 35 days	In 45 days
	after 7 days after planting, %	at the stage when the leaves start to turn yellow, %	after 7 days after planting, %	at the stage when the leaves start to turn yellow, %	after 7 days after planting, %	at the stage when the leaves start to turn yellow, %			
21-25 may	4,1	1,4	5,2	2,9	7,8	2,8	5,5	8,1	10,6
1-5 June	4,8	2,2	8,2	2,8	8,9	3,4	7,0	11,0	12,3
11-15 June	7,2	3,0	10,7	2,5	12,1	3,2	10,2	13,2	15,3

7 days after planting the seedlings, it was determined that in the first term (21-25 may) planted 25 days the amount of dormant (error) of the seedlings will be 4,1 percent, and 1,4% of the seedlings will die before the start of the yellowing phase of the leaves.

If the total error amount of seedlings planted in the first (21-25 may) 25 days was 5,5 percent, this indicator showed an increase of 4,7 percent in the third (11-15 June) period compared to the first period, 5,1% in 35-day seedlings and 4,7 percent in 45-day seedlings. This can be indicated by the fact that the relative humidity of the air is low, the temperature of the soil and air is high

At all planting times, the younger the germination, the later it was determined that they will enter the stage when the bulbs begin to form and the leaves begin to turn yellow. In the first term, the highest total yield of germinates of all ages (25 days – 33,6 ha/t, 35 days – 37,1 ha/t, 45 days – 44,2 ha/t) was determined.

If the planting was pushed from the early term to the late term, the total yield was observed in 25 days – 12,8; 28,0%, in 35 days – 3,8; 19,7% and in 45 days – 5,4; 9,0% decrease in the second and third term compared to the first term.

The amount of tavarbop harvest contained in the total harvest led to a decrease from the early term to the late term, in accordance with the planting period and the age of the seedlings.

It was found that the duration of planting and the age of planting affect the quality of the crop of the onion tavarbop.

The tavarbop crop, which contained a total crop of onion seedlings for 25 days, was 85,1–76,2% for planting periods, 89,2 – 77,1% for 35 days and 97,1–94,2% for 45 days. The amount of cooked onions was determined to be 87,2–77,1% for 25 days, 90,4 – 84,1% for 35 days, 98,9–94,6% for 45 days.

It was found that the duration of planting onion seeds and the planting age also affect the quality

indicators of the tavarbop crop (ripened, immature crop and onion weight).

In the first term, the tavarbop (28,6 ha/t), which formed 25-day seedlings planted, ripened 25 ha/ton of the crop, weighing 74,1 grams of onions. This indicator of seedlings for 35 days is relevant: 33,1 Ha/ t; 30,0 ha/t; 79 g. 45-day seedlings suitable condition: 43,0; 42,6; 90,7 g. be determined.

In the second and third planting periods, too, the amount of onions ripened in accordance with the planting age, in seedlings aged 25 years compared to the first period – 2,1%, 10,1%; in 35 days – 2,2%, 6,3%; in 45 days – 3,0%, 4,5% decrease; in the average weight of onions eaten tavarbop for 25 days – 2,2 g, 3,0 g; in 35 days – 4,0 g, 7,1 g;

Totally immature tavarbop onion crop according to the planting periods: on seedlings for 25 days – 12,8; 14,9 and 22,9%, on 35 days – 9,6; 11,8 and 15,9%, on 45 days-1,1; 4,1 and 5,5 percent.

The average weight of immature onions was determined to be 36,0–32,1 g in 25 – day seedlings for planting periods, 40,9–35,9 g for 35 days and 65,2 – 69,9 g for 45 days.

CONCLUSIONS

In comparison with the standard "Karatsky" variety of the studied simple onions, the germination of their germination to full (75%) was compared. Bunda "Peshpazak", "prospect" and "Ellou Spanish" varieties sprouted a day earlier than the standard varieties, "Margilanskyudlinyoniymestny" varieties a day later, and the remaining varieties sprouted simultaneously with the standard varieties.

The highest General yield indicators when the planting age and duration of planting of onions were studied 25 days when the seeds sprouted seedlings 21-25 May in the planted variant 33,6 t/ha, 35 days of seedlings 21-25 may and 1-5 June in the planted variant 37,1–35,7 t / ha and 45 days of seedlings 21-25.

When planting onions in a planting method, seedsarfi is spent 2-2,5 times less than in the usual method, allows 2-3 times the use of ground when planted in a repeated way, the planting method is an effective method against weeds and the yield quality is high.

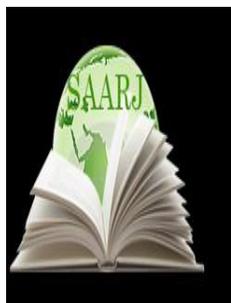
Fora repeated period of time, it is recommended to plant 25-day seedlings of onion seeds from sprouts on 21-25 may, 35-day seedlings on 21-25 may, 1-5 June and 45-day seedlings on 21-25 may, 1-5 June and 11-15 June.

LIST OF REFERENCES

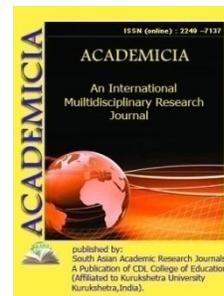
1. Mirzasoliev M., Kadirkho'jaev O. Selection of varieties-samples for growing onions from seedlings as a repeated crop. // Scientific application "Agro science" of the Journal of Agriculture of Uzbekistan. – Tashkent, 2018– № 1 (51). – Б. 51-52. (06.00.00; № 1).
2. Mirzasoliev M., Kadirkho'jaev O. The most convenient planting scheme for growing onions from seedlings as a repeated crop is to determine the area of nutrition. // Scientific application "Agro science" of the Journal of Agriculture of Uzbekistan. – Tashkent, 2018.
3. Mirzasoliev M. Selection of varieties of onions for cultivation in the re-culture seedlings. // Journal. Agricultural science. - Moscow, 2018. - № 7-8. - pp. 58-59. (06.00.00; № 1/2).Mirzasoliev M.M. AsatovSh.I. The impact of the growth and productivity ofinhibition of

onion seeds by various vegetable parts. // EPRA International Journal of Research and Development (IJRD).– Tamil Nadu, India, 2019. – № 23. – P. 56-58. (Impact Factor: SJIF 2019 = 6.260).

4. Asatov Sh.I., Kadirkho'jaev O., Mirzasoliev M.M. Technology of cultivation of onions from seedlings as a repeated crop. My advice. – Tashkent, Navruz, 2018. - Twenty-two P.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00275.5

PRAGMATIC FEATURES OF DEVIATION FROM THE RULES OF COMMUNICATION IN DIALOGUES

Feruzakhon Sayfuddinovna Karimova*

*Junior Researcher,
 Institute Of Uzbek Language,
 Literature and Folklore of the Academy Of Sciences,
 Republic of UZBEKISTAN

ABSTRACT

The article describes the eastern and western methods of speech communication rules. The analysis of deviations from the rules of communication in a dialogical environment was also carried out, and pragma-linguistic features were identified. The given examples are proved on the basis of P. Grice's principles. In the implementation of communication, a dialogue environment is the best choice in revealing the communicative purpose of the speaker and the listener. Because given that dialogue takes place in a specific space and time, in a specific social and cultural environment, and often between a speaker and a listener who have a common knowledge of each other, we understand that it is the most optimal speaking space for the speaker and listener.

KEYWORDS: *Communication, Dialogue, Speech Rules, P. Grice, Pragma-Linguistic Feature.*

INTRODUCTION

Philosophers, logicians, and, of course, linguists have always been interested in the principles of communication and the intentions for its effective implementation. The views of Eastern scholars on this subject are noteworthy. In the theoretical views of such thinkers as Abu Nasr Farobi, Kaikous, Yusuf Khas Hajib, AlisherNavoi, the rules of communication are mentioned as part of the rules of morality. In Farobi's "City of Noble People" the qualities of the person who governs the city of nobles are listed one by one. Among them, "... such a mayor is naturally sensitive and quick to understand the words and thoughts of his interlocutor, to have a clear idea of the general situation in this area" [1, p. 244] is marked together with "...he must be able to express himself eloquently in order to be able to express himself clearly" [1, p. 245]. Delicate and concise

expression of ideas, speaking less and listening more are the main parts of the rules of communication.

THE MAIN FINDINGS AND RESULTS

Not only is it beyond the bounds of etiquette to tell the truth, but to tell it in due course. A. Navoi's opinion on this is very significant: "A wise man is not a liar, but not all is true" [2, p. 102]. The thoughts of the thinker-scientist on the etiquette of speech are reflected in several of his works. For example, his thoughts in the style of

Navoi, a long tongue drawn from a pen,

What do you say, finally know your limits [3, p.17].

or

In words, Navoi, whatever you say, tell the truth,

True melody is not a praiseworthy [4, p. 212].

Are verses that emphasize that the intention of the speaker is given in succinct and short lines, rather than in a boring, lengthy situation. Navoi's writings also emphasize the need for the idea to be subordinated to the truth.

We know from history that in the works of word scholars written in the form of exhortations to their children, in particular, in their exhortations to Gilanshah, the son of Kaikous, Ziyovudd, the son of A.Jami, Humayun, the son of Babur, valuable ideas about speech etiquette and rules of writing are expressed [5, p. 321].

The views expressed in Kaikous's "Kabusnoma" such as "Avoid telling the untrue truth" [5, p. 41], "A person's career is known by words, but no one knows the career of the word, because everyone's situation is hidden under his word ..." [5, p. 43] are important in managing the communication process.

A.Jami enriches the rules of etiquette in the upbringing of children with his advice on reading books and composing speeches. The content of the letter to Humayun in the Boburnoma also provides valuable insights into the etiquette of speech and writing. "If you try to make a proposal, it will be dull. Further, it is clear and clear and clear: both you and the reader will have less to worry about" [5, p. 321].

While Yusuf Khas Hajib's "QutadguBilig" "Before you ask, say something, it's strange, you hear it, you say it" [6, p. 103] and "The red tongue is black and the black head is wild" (wisdom) refer to not talking too much, Ahmad Yugnaki's "Hibat al-Haqiq" "When someone comes to the earth, his tongue comes, Who does this language, who will be the end (Everything that happens to a person happens because of his language, because of this language some see good and some see evil)" [7, p. 98] says the same.

Along with such ideas in modern linguistics as "it is impossible to compose a cultural speech without sufficient knowledge of the lexical richness of the language" [8, p. 10] it is implied that external factors must also be considered in the speech perfection of the speaker. According to him, "... various factors such as various gestures, facial expressions, nods, body movements,

proximity to space, the nature of sound, clothing, the social or other status of the speaker and listener are of particular value in the communication process” [8, p. 13].

In the implementation of communication, a dialogue environment is the best choice in revealing the communicative purpose of the speaker and the listener. Because given that dialogue takes place in a specific space and time, in a specific social and cultural environment, and often between a speaker and a listener who have a common knowledge of each other, we understand that it is the most optimal speaking space for the speaker and listener.

There are many cases in which the rules of communication, whether eastern or western, are common. According to him, there are many theories that emphasize the importance of non-linguistic factors such as logic and consistency, accuracy and conciseness, truthfulness and proportionality, sincerity and gentleness. Among them are theories that have received a lot of attention and in their place also expressed critical views. P. Grice’s “Principle of Cooperation” is one of them [9, p. 217-237].

Grays analyzes people’s daily speech from a logical point of view, formulating its essence as follows: “At this stage of the conversation, your communicative contribution should be at a level that requires a commonly accepted goal of this dialogue” [9, p. 222]. His set of rules for verbal communication, or his theory called the “Principle of Cooperation,” has four main categories, and the idea that effective communication can be achieved by following it is put forward. Paul Grays mentions that these categories were developed in the footsteps of the German philosopher I. Kant.

I. Kant’s philosophy also contains the postulates of Quantity, Quality, Attitude, and Method for communication [9, p. 222]. In his research work addressing Grice postulates, he states: “The meaning of the concept in Grays research was broader than the researcher himself had guessed. G.P. Grice states that, following the postulates of speech communication, the recipient can also extract from the text the confidential information placed by the transmitter of this text [10]. Various opinions have been put forward by linguists interested in Paul Grice and the rules of speech communication he developed [11]. It should also be noted that Grays, before describing these postulates, expresses his views on a hidden, intended state called *implicature*. The word *implicaturais* synonymous with the English implicit - a quality that implies a hidden, not explicit, implied meaning. The term *implicature*, coined by Paul Grays, refers to the process by which a particular piece of information is known to the speaker and listener and the interlocutor refers to it by referring to it.

One researcher who is interested in the subject makes the following comments about implicature: “Perception of implicatures, that is, correct understanding of speech, is based, firstly, on knowing the rules of effective communication inherent in every gifted speaker, and secondly on the rational presumption of the interlocutor (assumption) it’s important” [12, p. 97]. With this view, the author is referring to a fund of general knowledge (a treasure trove of knowledge; Grays cited *implicatura* in this sense) that applies equally to both the speaker and the listener.

It should be noted at this point. Not all linguists agree with G.P. Grice’s laws. There are also linguists who doubt and object to the effectiveness of these laws. According to the philosopher-linguist Kent Bach, “The implicature of co-existence cannot exist at all, the existence of which is nothing but a myth” [13]. Linguist Sh. Safarov strongly expressed his dissatisfaction with Grice’s laws: “So, the rules that ensure the effectiveness of communication are different, and

their number is not limited to the two pairs of maxima allocated by H. Grice,”– said [14, p. 129]. Instead, the scholar prefers to cite 8 rules of speech etiquette of Hussein WazKashifi that are permissible for those who have not reached the rank. Continuing his opinion, the scientist concludes that “even Western pragma-linguists were not completely satisfied with H. Grace's classification” [14, p. 130].

In our view, it would be prudent to act in accordance with the rules in the hope of perfection, without abandoning even the existing rules. In our opinion, it would be appropriate to take into account these rules not only to a certain extent for the benefit of each participant in the dialogue, but also to follow them along with the rules of speech. Because these principles encourage the interlocutors to be honest, sincere, not to overstate and not to go beyond the bounds of respect, not to deviate from the topic. Paul Grice rules caught our attention in some respects. Indeed, the comparison of communication patterns to Grice's laws helps to identify the various pragmatic situations that arise during the dialogue process.

Second, it is more common for people to deviate from these rules than to follow the rules of verbal communication in their own communication. Such ‘irregularities’, in our view, occur voluntarily (understood) and involuntarily (not understood), and both situations provide interesting material for linguo-pragmatic research. Another interesting thing is that just as linguists are interested in their observance, the cases of avoiding and disobeying these rules have not escaped the attention of researchers. In particular, the Russian linguist T.M.Nikolaeva, who highly appreciated the postulates of Paul Grace, gives examples of deviations from it, and evaluates such dialogues as “failed dialogues” [15, pp. 225-230]. Consider the following example:

Pharmacy.

- Do you have heart medicine and in what container? (Liquid or tablet?)

- 30 cents.

"Is it a tablet or a liquid?"

"I told you could get it for 30 shillings". [15, pp. 227-227].

There are a number of factors that contribute to the occurrence of such ‘untargeted’ dialogues. These include the principle of linguistic economy, the speech situation, the subjective characteristics of the participants (ethical, the level of mastery of speech culture). Our observation is that this can happen in a slightly “softer” way in Uzbek dialogues.

We often encounter jokes in the Uzbek nation's conversational etiquette and retreat in the face of the interlocutor, and this can be explained by the Orientals' habit of avoiding certain cold situations with a funny gesture, rather than drawing sharp conclusions from the Westerners. Note the following text:

We met half an hour later. The director was a young man with hair on his shoulders and a more average mustache.

“How?” He said suddenly.

“How are you?”

- *Our movies?*

I chewed. To be honest, I didn't like this director's movies.

"I don't know", I muttered. - Are the people in your film weird? Wouldn't it be nice if the audience saw people like you on the screen? (O. Hoshimov. Me, my grandfather and color TV).

Answering the question in this dialogue, the interlocutor secretly states his illusory purpose in the form of "Your films are bad". The listener's covert intent was also clarified by the phrases "I was chewed" and "I didn't like it". In the Uzbek culture of communication, such examples include sentences in which a seriously ill person humbly conceals the quality of information in the form of "Slightly rebuked" in front of a visitor.

He doesn't know how much he slept. Suddenly the gate began to rattle. This time ObidRasulevich hurriedly opened it.

"What else, Holiqboy?" He said coldly.

"Yes, what a sleepy teacher you are. Did your mother give birth to you with a pillow?" Be quick, Aries is doing twenty to the butcher's wife. If a woman like that dies of a bone blockage! The catastrophe stands between the eyebrow and the eyelid, he says. (U. Hoshimov.Osh).

The answer to the dialogue is the proposition "Let's go to the butcher of the ram". But instead of this sentence, we see that the interlocutor has a series of sentences that provide "excess" information with a subjective meaning. "What a sleepy person you are" (trying to bury the other person), "Did your mother give birth to you with a pillow" (resentment), "What if a woman like the moon dies of a bone blockage" (assessment), "Disaster stands between the eyebrows" (proof) for purposes such as, sentences that deviate from the main topic caused the speaker's speech volume to exceed the norm.

The use of tag in dialogue, on the other hand, often results in a significant increase in connotation in verbal communication. For example:

Such a wonderful, beautiful flower. A month later, two buds were born - the buds were amazing: he was wearing a green coat, a pink bowl was visible under the coat, and the edges of the bowl were decorated with delicate patterns. There is no flower in the world like this dress.

"Won't you turn into a bird and fly away tomorrow?" I ask with a smile.

He's proud, he's very self-centered - he doesn't like the answer.

I hated the branching trumpets, the wild flowers that chose no place. I cut two of them with a tag. As a result, the area around the stubborn has expanded significantly. The next day I saw the roses being pushed away - I don't know if they would save their lives from anything?! (I.Sultan. My Flower).

The propositional content is lacking in order to clarify the content of the sentences in the speech process cited in the passage. To know the purpose of the speaker, one has to refer to the hidden meaning of the sentences - the tag. In this regard, we consider it appropriate to quote the following views of Professor M. Hakimov on the tag: "the purpose of the use of the tag is to keep the appearance of certain information from someone secret. Accordingly, the meaning of a tag

that refers to a particular event or phenomenon is unknown to one of the participants in the speech” [16, pp. 115-116].

The flower in the eyes of the speaker in the conversation is his beloved daughter; *won't you fly away like a bird tomorrow?* and the meaning of the sentence “*Won't you leave me?*” corresponds to the proposition. *The branching carnations* and the *wild flowers* that do not choose a place represent their friends who are far from the idiocy around the girl. I cut off the two with a tag so that the speaker could save both the girl and himself from them. *As a result*, we can see from the sentences that the circumference of the *stubborn* has expanded considerably. *The next day I saw the roses being pushed away*, including the girls who were offended by the speaker's alienation, like a rose - a thorny flower.

The reasons why the speaker does not openly use these hidden phrases are explained by the national-cultural spirit (it is not within the scope of etiquette to reveal the details of love to anyone), as well as the fact that it is customary to cover the veil for the dominance of feelings of shame and anxiety in the mood of a young man in love.

It is also concluded from this passage that the secret, symbolic expression of thought is useful in reflecting human-moral concepts and preserving the national-cultural spirit.

In verbal communication, the speaker can often use the tag to refer to an existing speech situation. Example:

Dude was once badly burned. Being a stupid like Mamatkulov, I gave him a watch for his birthday, and he took it and made me repent.

“Comrade Yakhshibaev”, he said, I know you make more money than I do, but do you have to show that you are richer than me?

- We can't write a book, comrade Yakhshibaev, - he said, - but we have our own style, we will not allow those who write books like you to insult us!

Yakhshibaev was surprised to remember these words: in Uzbek, but not in Uzbek at all. Not Russian, not another language, or the sum of all languages? Who knows ... It's a very strange language. (M.M. Dost. Lolazor).

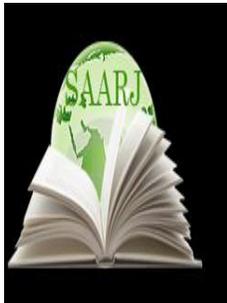
In this example, the protagonist friend's idea of “Don't give me a present” is expressed in a circular way.

CONCLUSION

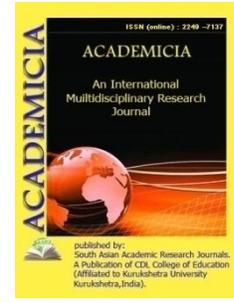
To conclude, it can be said that the rules of communication have been prevalent in the East since ancient times with their remarkable examples. We still use both theoretical and practical aspects of them. Focusing on the pragmatic aspects of the dialogical environment, it can be said that sometimes deviations and deviations from the rules of communication are manifested as a means of reflecting the socio-spiritual image of the participants, realizing their specific goals and intentions. It also serves to point out their status and place in society.

REFERENCES

1. Abu Nasr Faroobi. A city of noble people. – Tashkent: Yangi asr avlodi, 2020. - pp. 244-245
2. AlisherNavoi. A collection of perfect works // Mahbubul-qulub. Munshaot. Foundation. Volume XX. Tom. XIV. - Tashkent: Fan, 1998. - pp. 102
3. Islamov O. Interpretation of speech culture in the works of AlisherNavoi. Candidate of Philological Sciences. Auto-note. – Tashkent, 2011. – p. 17.
4. AlisherNavoi. A collection of perfect works // Hayratul-abror. Volume XX. Tom. VII. - Tashkent: Fan, 1991. - p. 212
5. Kaykovus Unsurulmaoliy. Kobusnoma. - Tashkent: Teacher, 1986. - pp. 40-48; Abdurahman Jami. Spring. - Tashkent: Yangi asr avlodi, 2007. - pp. 3-4; Zahiriddin Muhammad Bobur. Boburnoma. - Tashkent: Yulduzcha, 1990. - pp. 41-43-321
6. Yusuf KhosHojib. QutadguBilig. Replaced by AbduhamidPardaev. – Tashkent: Yangiasravlodi, 2020. - p. 103
7. Tokhliev B, Abdurahmonova B. Literature (Complex). Book 1. - Tashkent: Cholpon Publishing House, 2013 - p. 98
8. Mahmudov N. Speech culture and other sciences // Uzbek language and literature. - Tashkent, 2007. - № 1. - p. 10-13
9. Grice G.P. Logic and speech communication // New in foreign linguistics. - Moscow: Progress, 1985. - Issue. XVI. - pp. 217-237
10. <https://cyberleninka.ru/article/n/postulaty-g-p-graysa-kak-sredstvo-opredeleniya-adresata-reklamnogo-teksta/viewer>
11. Bu қакда Karang: Susov I.P. Disputes around the imlicature. <https://studfile.net/preview/4538446/page:47/>
12. Shamahmudova A. The role of implicitism in speech communication // Uzbek language and literature, - Tashkent, 2017. - №3. - p. 97
13. Susov I.P. Linguistic pragmatics. <https://studfile.net/preview/4538446/page:47/>
14. Safarov Sh. Pragmalinguistics. - Tashkent: State Scientific Publishing House of the National Encyclopedia of Uzbekistan, 2008. - p. 129
15. Nikolaeva T.M. On the principle of “Noncooperation” and / or on the categories of sociolinguistic influence // Logical analysis of language. Inconsistency and abnormality of the text. - M.: Science. 1990. – pp. 225-230
16. Ҳакимов М. Ўзбек прагмалингвистикаси асослари. –Тошкент: Akademnashr, 2013. – Б. 115-116.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00276.7

PROBLEMS OF IMPROVING THE LEGAL REGULATION OF CONFLICT OF INTERESTS IN THE PUBLIC CIVIL SERVICE

Firuz Makhmudov*

*Independent Researcher,
 Deputy Director of Center for Professional,
 Training of Lawyers by International Standards under Tashkent State University of Law,
 UZBEKISTAN
 Email id: firuzbek2015@mail.ru

ABSTRACT

This article provides a scientific and theoretical analysis of the legal nature of conflicts of interest and the problems of legal regulation. In the experience of the Republic of Uzbekistan and the World, effective mechanisms for preventing conflict of interests scientifically researched. In addition, the scientific views of scientists and current practices are studied, and theoretical ideas, suggestions and conclusions aimed at improving the legal regulation of conflict of interests are proposed. The article also provides a scientific and legal assessment of the causes of conflicts of interest in the public and private sectors, as well as commercial conflicts. The system of income and expenditure declaration is described as one of the key mechanisms in minimizing corruption and its other manifestations in the activities of civil servants. By identifying priorities for the development of legislation in Uzbekistan, positive solutions are advanced.

KEYWORDS: *Corruption, Conflict Of Interests, Public Service, Prohibition, Public Civil Servant, Administrative Procedure, Declaration Of Property Of Public Servants, Lobbying, Gifts For A Public Servant, Types Of Corruption, Officials, Society Control, Legal Mechanism, Legislation, Order, Official Duties, Commercial Conflicts.*

INTRODUCTION

It should be noted that in addition to civil servants who operate in accordance with the rules established in current legislation the Civil Service, there are also employees who are prone to corruption and conflict of interests. This is due to the rules of ethics and ethics formed in them.

However, the prevention of violations in a state governed by the rule of law should not be tied primarily to the categories of morality, conscience or ethics of a civil servant, the possibility of existing violations should be regulated by legal norms. Legislation should ensure that conflicts of interest are minimized and that civil servants are not allowed to abuse their official duties. An important step in this direction is to improve public policy on the effective management of conflicts of interest in each system of public civil service.

Corruption and the conflict of interests, which is one of its manifestations, have their historical roots. The strategy of struggle needs to be constantly improved.

Measures to create mechanisms to prevent corruption and its various manifestations, and their legal basis, are enshrined in law. Although the Law of the Republic of Uzbekistan “On Combating Corruption” provides for the prevention of conflicts of interest and the prevention of self-interest as a measure to prevent and eliminate conflicts of interest, the law provides for measures to prevent all corruption. Conflicts of interest can also be fully applied to legal regulation. In particular, measures aimed at eliminating corruption in public administration are directly related to the activities of civil servants. In this regard, the priorities are to increase accountability and responsibility, ensure the transparency of the civil service, the constant parliamentary and public control of civil servants, social protection, the introduction of standards for the evaluation of professional activity.

Main part

Article 19 of the Law of the Republic of Uzbekistan “On Combating Corruption” sets out measures to prevent corruption in public administration [1], and it is expedient to analyze the issues of legal regulation of conflicts of interest on the basis of these rules. Indeed, the regulation of conflict resolution mechanisms in accordance with the requirements of the law minimizes the likelihood of conflict situations.

Given the nature of the existing problems in the legal regulation of conflicts of interest, a number of national and foreign scholars have expressed their views on the effective management of conflicts of interest in the civil service and the introduction of positive mechanisms in this regard.

In particular, O.N. Kostyak noted that the development of a mechanism for resolving conflicts of interest in the civil service should have a permanent impact on the management process, its systematic analysis, monitoring the activities of public authorities most vulnerable to corruption, as well as rational and effective decision-making. Allows them to monitor and develop their implementation [2].

Another scholar, O.V. Kazachenkova noted the need to introduce organizational and legal mechanisms to regulate the field due to the lack of clarity in the legislation on the prevention and resolution of conflicts of interest, the misuse of terms, the inconsistency of civil service legislation [3].

Continuing the scientific-theoretical analysis with the views on the mechanisms of improving performance, it can be said that the dismissal of a civil servant in the event of a conflict of interest is seen as a mechanism to prevent a conflict of interest. However, the current legislation does not specify the grounds listed above for dismissal. In this regard, it is advisable to strengthen the organizational and legal framework before applying this measure of influence.

Another group of scientists – A.V. Kudashkin and T.L. Kozlov prefer the dispositive regulation rather than the imperative category which is that strict dismissal of civil servants who have committed a conflict of interest [4]. Another scholar disagreed, arguing that in all cases dismissal was unwise and that other determinants could be used [5].

In our opinion, in dismissal of a civil servant, it is advisable to remove him from the functional position due to the conflict of interest, because the complete dismissal of the employee creates the need to hire another civil servant, and in the process must obtain the consent of the employee. If the task is not performed properly, the grounds for liability arise. Therefore, based on the nature of the specific situation, the head of the civil service body or the competent authority (commission) must make an appropriate decision.

A number of scholars suggest the use of the existing institute of denial in this process, emphasizing the need to identify the causes and conditions of its occurrence, to take measures to prevent its occurrence, rather than to resolve the conflict of interest [6].

As one of the mechanisms to prevent conflicts of interest, the renunciation and self-denial (recall) of a civil servant by a civil servant for personal gain, the proposed material interest, is important. Typically, this situation is confronted by civil servants in the public sector who are directly involved in staffing, control and distribution of tangible assets, issuance of state guarantees, sale of state property, privatization, and public procurement. In this regard, the lawyer-scientist states that the effective solution in such a situation is the self-denial of the civil servant on his own initiative and the transfer of functional responsibilities to another person [7].

It should be noted that it is impossible to effectively regulate all areas of public administration by administrative-legal methods, forces and means, so the category of ethics is also an effective mechanism. The experience of a number of foreign countries, which have a leading position in the ranking of countries with the lowest level of corruption in public institutions, is also a key indicator of ethical achievements in world practice [8]. The Canadian experience in this regard can be cited as an example: the activities of employees to prevent conflicts of interest in connection with their work or colleagues are provided not only with duty, but also with a high level of ethical behavior. In addition, some sources emphasize methods of vocational training and social motivation in coercive measures as a mechanism for resolving conflicts of interest in the civil service.

In this regard, in our opinion, based on the current state of national legislation and the experience of most foreign countries, it is expedient to develop and adopt a Code of Ethics for civil servants in our country. In this regard, it is possible to assess the performance of civil servants on the basis of compliance with the rules of ethics.

RESULTS AND DISCUSSION

In addition, the legal scholar believes that the role of civil servants, increasing their powers will also increase the rate and probability of abuse of their official duties, and therefore it is necessary to strengthen the measures of responsibility against them [9]. In full agreement with the above, we consider the effective management and resolution of conflicts of interest in the civil service as one of the most appropriate solutions to prevent the occurrence of such cases. Given the extreme scope of the civil service, it is expedient to establish in the Code of Administrative

Responsibility measures of liability for non-compliance with the requirements of the legislation aimed at preventing conflicts of interest.

In this case, the normative disposition stipulates that a civil servant may have a conflict of interest situation, in the event of a conflict of interest, not report it to his / her immediate superior in time or knowingly give false information. In case of failure to take appropriate measures to eliminate it in a timely manner.

At the same time, the organization of special training courses for employees entering the public civil service system and its main topics are procedures for dealing with corruption risks and, in particular, conflicts of interest, explanation and training of behavior, new recruitment. It is important to introduce a procedure for mandatory completion of these courses for civil servants.

N.Said-Gazieva points out that the main causes of corruption offenses by civil servants are imperfect legislation, inaction of control bodies, negligence of anti-corruption services in the community and unprincipled leaders, and stressed the need to take administrative, legal and organizational measures to combat corruption [10].

There are a number of administrative procedures that exist in practice today, which lead to corruption, and there are easy ways to resolve them on the basis of conflicts of interest. In particular, in the field of licensing, permitting and state registration, standardization and certification of individuals and legal entities, such cases can be found in the construction, medical and higher education systems.

In addition, it is necessary to strengthen the system of legal examination of adopted documents. Existing lobbying actions in the adopted documents should be sharply prevented. In this regard, the recently adopted normative documents adopt documents or internal local documents that serve the interests of individuals or political circles (especially in the sale and privatization of state property), which cause serious harm to the interests of third parties.

In this regard, in our opinion, it is expedient to revise the law and regulations, to prevent areas where there are administrative barriers, to form a list of areas and positions of civil servants most at risk of corruption. It is necessary to improve the activities of legal expertise.

One of the next most important issues is the declaration of property of civil servants of state. This will allow civil servants to determine how much they earn in excess of their salaries and whether there are elements of corruption and conflict of interest. In this regard, it should be borne in mind that it is advisable to declare not only income but also expenses. which serves to determine the exact difference in the middle. It should be noted that in the fight against corruption, its various manifestations are on the rise, and in order to be effective in this process, it is expedient to declare income, property and expenses of civil servants, as well as conflicts of interest. In this regard, one of the tasks of the lawmaker is to develop draft laws "On the declaration of conflicts of interest, income, and property of civil servants".

Another important issue is the adoption of a document on the organizational and legal protection of persons who report a conflict of interest and its various manifestations, which should provide legal protection not only to the individual, but also to his family members. The Convention against Corruption contains a norm regarding the protection of witnesses, experts and victims. Each State Party shall consider incorporating into its domestic legal system appropriate measures to provide protection against any unjustified treatment for any person who reports in good faith

and on reasonable grounds to the competent authorities any facts concerning offences established in accordance with this Convention [11].

In addition, a mechanism of social support for those who reported the situation, including the emotional rewarding of civil servants who timely notified their superiors in the event of a conflict of interest in their activities, as well as their promotion to future senior positions, titles and ranks. need to do.

In this regard, in order to regulate the conflict of interests in the civil service, it is necessary to adopt a document on social and legal protection of persons who have reported a conflict of interest on the basis of a special normative legal act.

It is also important to improve the country's position in international rankings on corruption and conflicts of interest. For this reason, it is necessary to identify the factors and areas that lead to low ratings, to take comprehensive measures to eliminate them on the basis of recommendations, evaluation methods and mechanisms of international organizations, to attract independent foreign appraisers to each sector of the country.

The scientific literature states that the use of the institution of rotation in the activities of civil servants is effective as one of the mechanisms to prevent corruption and conflicts of interest, which is one of its manifestations. In addition to these considerations, it can be said that this will reduce the level of familiarity in the civil service and prevent some corruption risks from remaining in the hands of a single person. In this regard, the lawyer U. Khusainov noted that the widespread use of the institution of systematic change of positions of all government officials on the basis of territorial and sectoral principles reduces the possibility of establishing close and close relations between government officials and their users. , focuses on the prevention of offenses among public officials, including corruption, which is one of its main manifestations [12]. In this regard, depending on the nature of the positions in the civil service and the tasks they perform (corruption risks in the industry), it is possible to hire employees within a single government agency or across sectors.

There are a number of administrative procedures that exist in practice today, which lead to corruption, and there are easy ways to resolve them on the basis of conflicts of interest. In particular, in the field of licensing, permitting and state registration, standardization and certification of individuals and legal entities, such cases can be found in the construction, medical and higher education systems.

In addition, it is necessary to strengthen the system of legal examination of adopted documents. Existing lobbying actions in the adopted documents should be sharply prevented. In this regard, the recently adopted normative documents adopt documents or internal local documents that serve the interests of individuals or political circles (especially in the sale and privatization of state property), which cause serious harm to the interests of third parties.

In this regard, we believe that the revision of laws and regulations should address areas of administrative barriers, form a list of areas and positions of civil servants most at risk of corruption, address the relationship directly, openly and on the basis of a clearly defined mechanism It is advisable to identify appropriate measures, as well as to identify and eliminate potential conflicts of interest in the system with the involvement of special agencies or specialists in public service organizations. It is necessary to improve the activities of legal expertise.

In this regard, it should be noted that the legislation stipulates that the breadth of discretionary powers (powers from the content of which it is impossible to determine the limits) should be the object of anti-corruption expertise [12]. However, the Law of the Republic of Uzbekistan on Administrative Procedures legally enshrines the existence of discretionary powers in the implementation of administrative procedures: administrative voluntariness (discretionary authority) - the right of an administrative body to voluntarily apply or refuse to apply one of the measures taken within the framework of the legislation on the basis of its own assessment of the legality and expediency [13].

In this regard, in many cases, a civil servant is in a position where he or she may not perform or perform the duties assigned to him / her as a right (right) within the scope of this authority. Therefore, in our opinion, it is expedient to reconsider this issue in the legislation, to abolish such a procedure or to establish a clear limit of discretionary power.

Another lawyer, scientist A. Otajonov also proposes to intensify educational work in the fight against corruption, training of civil servants on the basis of special programs [14].

In addition, some scholars suggest that the Anti-Corruption Law include provisions prohibiting relatives from working together in government agencies, as well as restricting them from holding other paid positions in the performance of public functions, as long as the immunity of persons cooperating in the fight against corruption and its various manifestations [15]. In our opinion, these proposals are one of the most important and important issues on the agenda today. The solution to these problems is the speedy adoption of laws in our country on the Civil Service and the status of civil servants, including the adoption and implementation of special laws "On Conflicts of Interest".

CONCLUSION

Based on the above analysis, the following general conclusions can be proposed:

Norm creativity needs to be constantly improved, in particular:

- further increase of information openness, freedom of speech;
- further legal development of job descriptions and regulations;
- improving the procedures for mandatory notification of conflicts of interest, using the incentive function of the state;
- establishment of the procedure for notifying the employer of the employment of former civil servants;
- strengthening public control.

In addition, the following organizational and legal measures should be taken to prevent conflicts of interest:

- informing about the prohibitions, restrictions and obligations established by the legislation in the process of hiring civil servants;
- mandatory organization of short-term courses on corruption and conflict of interest for newly hired civil servants.

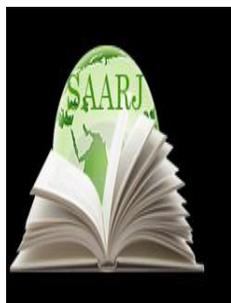
- identification of existing types of conflicts of interest, the list of areas and positions where conflicts of interest arise;
- development of directly applicable norms for the elimination and resolution of conflicts of interest;
- determination of the procedure for declaring a conflict of interest;
- establishment of procedures and sanctions to be applied in the final stages of the conflict resolution process.

In addition, we can say that the prevention of self-interest, which leads or may lead to a conflict of interest, provides a personal example of the leader in this regard, increase legal literacy of civil servants, strengthen anti-corruption education and advocacy mechanisms, increase legal awareness and legal culture. Practical measures, such as mass condemnation of civil servants who have committed related offenses, holding media events, should also be included in the agenda.

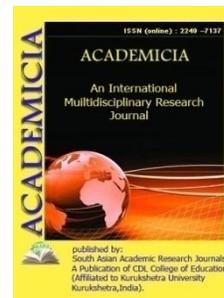
REFERENCES

1. Law of the Republic of Uzbekistan “On combating corruption”.<https://lex.uz/docs/4056495>
2. O.N. Kostyuk, Procedure for resolving conflicts of interest in public service // World of modern science. - 2012. - No. 3. - S. 83-91.
3. O.V. Kazachenkova, Administrative and legal regulation of resolving conflicts of interest in public service: aspects of combating corruption // Administrative and municipal law. - 2010. - No. 2. - S.64-70
4. A.V. Kudashkin, The procedure for regulating conflicts of interest is needed for improvement // Russian justice. - 2010. - No. 10. - p. 49.
5. M.F. Zelenov, Resolution of conflicts of interest in the field of state and municipal services // Philosophy of social communications. - 2013. - No. 2 (23). - S.46-47.
6. V.A. Fedosenko, Administrative and legal regulation of official conduct and settlement of conflicts of interest in the system of the state civil service of the Russian Federation // Administrative and municipal law. - 2008. - No. 10. - p. 44-48.
7. A.F. Nozdrachev, Forms and methods of regulating conflicts of interest under the legislation of the Russian Federation and foreign countries // Journal of foreign legislation and comparative law. - 2016. - No. 6. - p. 42.
8. K. Ramazanov, Modern problems of the implementation of regulation of the conflict of interest in the state civil service // The system of training management personnel in the Russian Federation in the context of modernization. Proceedings of the conference. - Saratov: 2012. - P. 68.
9. B.D. Akhrarov, Problems of liability for official crimes against the order of management. Dissertation. TSUL. Tashkent-2008. P. 98.
10. N.S. Said-Gazieva, Theoretical and practical problems of civil service reform in Uzbekistan Dissertation. TSUL. Tashkent-2010. P. 115.

11. U.Sh.Khusainov, Constitutional and legal bases of the institute of rotation in the activity of the state power. Dissertation, TSUL, Tashkent - 2010. P. 5.
12. Order of Minister of Justice of the Republic of Uzbekistan “On approval of the methodology for holding anticorruption review of regulatory legal acts and their drafts”. <https://lex.uz/docs/5193832>
13. Law of the Republic of Uzbekistan on Administrative Procedures, January 8, 2018, N-457. <https://lex.uz/docs/3492199>
14. A.A Otajonov, A comprehensive approach to the formation of anti-corruption behavior in civil servants. Legal Bulletin No. 5. P. 41.
15. M.V. Presnyakov, S. Chanov, Administrative-legal regulation of delovyx otnosheniy: theory and practice: monograph - Saratov: scientific book, 2008. - P. 230.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00277.9**

**VALIDATION OF EMISSION AND ATOMIC - ABSORPTION FLAME
 SPECTROSCOPY METHOD FOR DETERMINATION OF POTASSIUM-
 ION IN THE PREPARATION «OROX» (SOLUTION FOR INTERNAL USE
 250 ML)**

**Gulnoza Mirkamilovna Kholturaeva*;
 Kudratilla Asadullaevich Ubaydullaev**;
 Hilola Gayratovna Ganieva*****

*Assistant,
 Department Of Pharmaceutical Chemistry,
 Tashkent Pharmaceutical Institute,
 Tashkent, UZBEKISTAN

**Professor,
 Department of Pharmaceutical Chemistry,
 Tashkent Pharmaceutical Institute,
 Tashkent, UZBEKISTAN

***Assistant professor,
 Department of Pharmaceutical chemistry,
 Tashkent pharmaceutical institute,
 Tashkent UZBEKISTAN
 Email id: s.gulin87@mail.ru

ABSTRACT

Emission and atomic absorption plasma spectrometry has been developed for the determination of potassium ion in the “OROX” preparation, solution for internal use 250. The developed method has been validated by the following parameters: specificity, linearity (the area of linear dependence is at potassium ion concentrations from 0.1552 to 0.2321 g / l.), Convergence and correctness (average percentage of composition opening 100.39%). The results obtained showed that the technique allows an objective assessment of the residual solvents in the drug.

KEYWORDS: Sodium, Potassium, “OROX” Solution, Atomic Spectroscopic Methods.

INTRODUCTION

The validation of analytical methods is an integral part of the quality assurance system along with the programs for the validation of production facilities, equipment, and technological processes. A validated method ensures that the chosen method will give reproducible and reliable results. The results of the validation of analytical methods can either confirm that the analysis procedure is carried out in a standard way and thereby increase the degree of product quality assurance, or indicate the presence of nonconformities and problems that need to be solved [1]. When a new drug was introduced into production (OROX, solution for internal use, 250 ml), it became necessary to validate the control methods for this drug [2].

The advantages of atomic spectroscopic methods - atomic emission and atomic absorption - are versatility and rapidity, which is especially important when analyzing a large number of samples. The flame photometry method is widely used in the practice of analytical laboratories to determine the elemental composition, including alkali metals in pharmaceuticals due to the ease of implementation, rapidity and availability of equipment [3].

PURPOSE OF THE STUDY

Development of methods for emission and atomic absorption flame spectrometry and validation of analytical methods for the quantitative determination of potassium and sodium ions in the "Orox" preparation, solution for internal use 250 ml.

MATERIALS AND METHODS

The determination of the K^+ ion is carried out using the method of emission flame spectroscopy on an ICE 3000 series atomic absorption spectrometer (in emission mode). Measure the emission signal at the appropriate wavelengths for the selected element ($K - 768 \text{ nm}$) [4]. Weighing of samples is carried out on a laboratory balance (CP-224S "Sartorius" № 14409200). A standard potassium solution ($100 \mu\text{g} / \text{ml}$) is prepared by diluting the SSS of potassium with deionized water. Tris buffer 99.0%, series 212388, shelf life up to 12/2016. Potassium chloride - substance 99.17%, series 3415000389, shelf life until 07/2018. The device is calibrated with standard solutions with a known concentration of the determined elements [5].

Preparation of standard solutions:

Preparation of a basic solution of potassium ions ($600 \mu\text{g} / \text{ml}$): 1,144 (tn) potassium chloride, previously dried at 105°C for 3 hours, with deionized water, brought to 1000 ml with the same solvent and stirred.

Preparation of the reference solution (zero sample): 10 ml of the solution of the supporting electrolyte (sodium chloride) is placed in a 100 ml volumetric flask, the solution is brought to the mark and stirred (used in determining K^+).

Preparation of solution B: 10 ml of a basic potassium solution ($600 \mu\text{g} / \text{ml}$) is placed in a 100 ml volumetric flask; the solution is brought to the mark with water and stirred ($60 \mu\text{g} / \text{ml} K^+$).

Solution E preparation: 10 ml of solution B is placed in a 100 ml volumetric flask and the solution is brought to the mark with water and stirred ($6 \mu\text{g} / \text{ml} K^+$).

Preparation of solution G: 15 ml of solution E is placed in a 100 ml volumetric flask, 10 ml of a supporting electrolyte solution (sodium chloride) is added there; the solution is brought to the mark with deionized water and stirred ($0.9 \mu\text{g} / \text{ml K}^+$).

RESULT AND DISCUSSIONS

Potassium (K⁺). Place 10 ml of the drug in a 100 ml volumetric flask and bring the volume to the mark with deionized water.

15 ml of the resulting solution is placed in a 200 ml volumetric flask and the volume is brought up to the mark with water. Place 25 ml of the resulting solution in a 200 ml volumetric flask, add 20 ml of a supporting electrolyte solution thereto and make up the volume to the mark with water (Solution D). Preliminary, when determining, a reference solution is used (zero sample).

The content of potassium ions in one milliliter, in grams, is calculated by the formula:

$$X = \frac{D \times 100 \times 200 \times 200 \times 600 \times 10 \times 10 \times 15}{G \times 10 \times 15 \times 25 \times 100 \times 100 \times 100 \times 1000}$$

Where:

D - indications for the test solution (solution D);

G - readings for standard solution (solution G).

1 ml of the drug should contain from 0.7065 mg to 0.8635 mg K⁺.

Validation of the method of analysis: Validation of the method was carried out according to specificity, linearity, convergence and trueness [6,7].

TABLE 1

Validation parameter	Eligibility criteria
Specificity	Neither the solvents and reagents used to prepare the sample nor the placebo components should distort the result
Linearity	Correlation coefficient ≥ 0.99
Convergence	Coefficient of variation $\leq 1.5\%$ ($n \geq 6$)
Intermediate precision	Variation coefficient: $\leq 1.5\%$ ($n \geq 6$); F (5%, 5.5): ≤ 5.05 ; t (5%, 10): ≤ 2.228
Rightness	Response factor: average 97.5 - 102.5%. Coefficient of variation $\leq 2.0\%$. The confidence range must include 100% of the values

Sample	Emission signal
Solvent	3,10
Medicinal product	97,90

Linearity: Were prepared and carried out measurements of drug solutions with an active substance concentration in the range from 80 to 120%: 2 solutions with an active substance concentration of 80%, 2 solutions with an active substance concentration of 90%, 2 solutions

with an active substance concentration of 100%, 2 solutions with an active substance concentration substances 110% and 2 solutions with an active substance concentration of 120%.

TABLE 3 SIGNAL EMISSION RESULTS OBTAINED DURING THE ANALYSIS OF POTASSIUM CHLORIDE SAMPLES OF DIFFERENT CONCENTRATIONS.

№	Concentration level, %	X (amount of potassium ion, g / l)	Y (Emission signal of test solutions)
1	80	0,1552	82,50
2	80	0,1555	83,10
3	90	0,1743	89,80
4	90	0,1743	89,50
5	100	0,1942	98,10
6	100	0,1937	97,20
7	110	0,2133	106,20
8	110	0,2133	106,40
9	120	0,2327	112,90
10	120	0,2321	112,80

Based on the data obtained, the dependence of the emission signal on the amount of potassium ions in the solution is plotted. The program also builds a trend line and determines the regression equation.

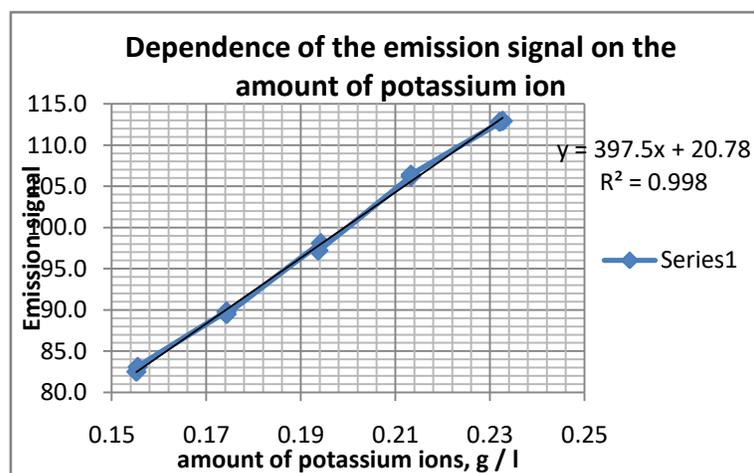


Figure 1. Dependence of the emission signal on the amount of potassium ions

TABLE 4 CALCULATIONS OBTAINED AFTER STATISTICAL PROCESSING

Statistical characteristics	results
Slope a	397,55
Segment on the ordinate axis b:	20,78
Correlation coefficient r.	0,9990
Straight line equation	$Y=397,55x+20,78$

The criterion for the acceptability of linearity is the correlation coefficient.

If its value is close to one, then the data set can be described by a straight line, the lower limit of this value is 0.99. Correlation coefficient calculations are performed using Microsoft Exell 2010 program.

Figure 1 shows that almost all experimental points lie on the trend line. The value of the correlation coefficient $R^2 = 0.99$, therefore, the area of linear dependence is observed when the amount of potassium ions is from 0.1552 to 0.2321 g / l.

Convergence: Prepared 6 solutions of the drug at 100% concentration of the active substance. Measurements were taken. The results are shown in Table 5-6.

TABLE 5 DATA AND CALCULATIONS OBTAINED BY CHEMIST-1 (12.08.20)

Sample number	Emission signal of test solutions	Emission signal of standard solutions	Reference solution emission signal (blank)	Specified content of potassium ion, mg / ml	$X_i - X_{cp}$	$(X_i - X_{cp})^2$
1	97,50	99,90	24,10	0,1937	-0,0010	0,000001
2	97,60	99,70	23,80	0,1945	-0,0002	0,000000
3	97,90	99,60	23,90	0,1955	0,0008	0,000001
4	97,20	99,90	24,20	0,1929	-0,0018	0,000003
5	98,20	99,20	24,00	0,1973	0,0027	0,000007
6	97,70	99,90	23,60	0,1942	-0,0004	0,000000
The average:				0,1947		

TABLE 6 DATA AND CALCULATIONS OBTAINED BY CHEMIST 2 (19.08.20)

Sample number	Emission signal of test solutions	Emission signal of standard solutions	Comparison solution emission signal (blank)	Determined content of potassium ions, mg / ml	$X_i - X_{cp}$	$(X_i - X_{cp})^2$
1	97,10	100,40	24,10	0,1913	-0,0028	0,000008
2	98,50	99,90	23,80	0,1963	0,0022	0,000005
3	98,10	100,30	23,90	0,1942	0,0001	0,000000
4	97,40	99,90	24,20	0,1934	-0,0008	0,000001
5	98,10	99,80	24,00	0,1955	0,0014	0,000002
6	98,60	100,90	23,60	0,1940	-0,0001	0,000000
The average:				0,1942		

TABLE 7 CALCULATIONS, AFTER STATISTICAL PROCESSING OF THE CONVERGENCE PARAMETER RESULTS, OBTAINED BY CHEMIST 1 AND 2.

Statistical characteristics,%	Results Chemist 1	Results Chemist 2
The lowest value, mg / ml	0,1929	0,1913
Highest value, mg / ml	0,1973	0,1963
The averagevalue	0,194680	0,194145
Standard deviation	0,0000027	0,0000032
The coefficient of variation	0,0014	0,0016
Lower limit of the confidence interval (P = 95%)	0,194678	0,194142
The upper limit of the confidence interval (P = 95%)	0,194683	0,194148
$t_{kp}(95\% \text{ и } n_1+n_2-k=10) 2.228$	1,3398	
$F(95\% f_1=n_1-1;f_2=n_2-1) 5.05$	0,2494	

Rightness: Were prepared and carried out measurements of drug solutions with an active substance concentration in the range from 80 to 120%: 3 solutions with an active substance concentration of 80%, 3 solutions with an active substance concentration of 90%, 3 solutions with an active substance concentration of 100%, 3 solutions with an active substance concentration substances 110% and 3 solutions with an active substance concentration of 120%. The correctness of the method was established by measuring the amount of potassium ion, by adding a certain amount of a standard test solution. The criterion for the acceptability of correctness is the average value of the potassium ion content, corrected by 100%, which should be within $100 \pm 5\%$ [8]. The results of determining the correctness of the technique are shown in Table 8.

TABLE 8 OBTAINED DATA ON VALIDATION CORRECTNESS PARAMETERS

Concentration level%	Emission signal of test solutions	Emission signal of standard solutions	Reference solution emission signal (blank)	Determined content of potassium ion, mg / ml	Specified content potassium ion, mg / ml	Response%
80%	82,50	99,50	21,70	0,1563	0,1552	100,71
80%	82,70	99,90	23,50	0,1550	0,1552	99,85
80%	83,10	100,30	22,90	0,1556	0,1552	100,23
90%	89,80	99,10	22,80	0,1756	0,1746	100,59
90%	89,50	99,50	21,60	0,1743	0,1746	99,84
90%	89,60	99,60	23,10	0,1739	0,1746	99,57
100%	98,10	100,20	24,80	0,1944	0,1940	100,22
100%	98,10	99,80	24,60	0,1955	0,1940	100,76
100%	97,20	99,90	24,90	0,1928	0,1940	99,38
110%	108,20	100,80	22,30	0,2189	0,2134	102,56
110%	106,20	100,20	22,90	0,2155	0,2134	101,00
110%	106,40	100,90	22,70	0,2141	0,2134	100,31
120%	112,90	99,90	23,60	0,2341	0,2328	100,55
120%	112,80	100,30	23,10	0,2324	0,2328	99,82
120%	113,10	100,10	23,40	0,2339	0,2328	100,47

TABLE 9 CALCULATIONS OBTAINED AFTER STATISTICAL PROCESSING OF THE RESULTS OF THE CORRECTNESS PARAMETER

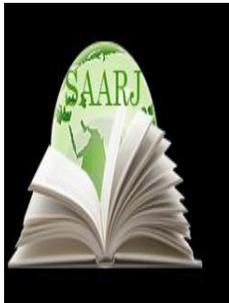
Statistical characteristics,%	Results
The average value	100,39
Standard deviation	0,7568
The coefficient of variation	0,7539
Lower limit of the confidence interval (P = 95%)	99,97
The upper limit of the confidence interval (P = 95%)	100,81

CONCLUSIONS

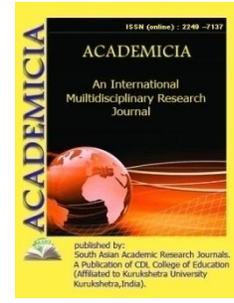
1. The quantitative content of potassium-ion obtained by the methods of emission and atomic absorption flame spectrometry in 1 ml of the preparation "Orox" is 0.80 mg / ml K +. The developed technique can be successfully used to determine the potassium ions, which are macro-components of drugs.
2. The developed methodology was validated in terms of the following parameters: specificity, linearity, convergence, correctness.
3. Based on the results obtained, the method can be considered certified and suitable for assessing the quality of a medicinal product.

REFERENCES

1. Dyakonova E.V., Sharakhova O.V., Bystritskiy L.D. Methodological approaches to the organization of validation activities at a pharmaceutical manufacturer. // Siberian Medical Journal (Tomsk). - 2009. - T. 24, No. 2. – pp. 94–97
2. Project FSP 42 Uz-29399767-4169-2020 “Orox” solution for internal use 250 ml
3. The International Pharmacopoeia - Ninth Edition, 2019.
4. State Pharmacopoeia XII, Moscow, part 1, OFS 42-0044-07. Atomic absorption spectrometry.
5. WHO Guidelines for GMP Requirements - Good Manufacturing Practice. Part 2: Validation, 1999
6. MU 3.3.2.1886-04 “Validation of control methods for chemical and physical and chemical quality indicators. Medical Immune-biological Preparations: Organization, procedure and presentation of results. Methodical instructions”
7. Stocking C.J., Slater J.M., Unwin R., Walter S., Folkerd E. An automated technique for the simultaneous determination of cations in nanoliter volumes // Kidney International. 1999. V. 56. P. 338-343.
8. Flame emission photometry and atomic absorption spectroscopy / comp. A.R. Garifzyanov. Kazan: Kazan State University named after V.I. Ulyanov-Lenin, 2009. – p. 94
9. Jachim Ermer, John H., Mac B, Miller. Validation of methods in pharmaceutical analysis, VIALEK group of companies, publication in Russian // 2013. – p. 243



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00278.0

EVALUATION OF THE STRUCTURAL CHANGES IN PRODUCTION IN THE FOOD INDUSTRY

Khasan Nusratovich Sabirov*

*Student, PhD,
 Tashkent State Economic University,
 UZBEKISTAN

ABSTRACT

This article is devoted to assessing the structural changes in manufacturing in the food industry. First, the article deals with the current issues in the food industry and the actions of the Republic of Uzbekistan, followed by a brief review of the scientific literature on the subject, i.e., ideas on these structural changes, structural growth, and the concept of reference content. The research methodology then outlines the formulas used to find the reference values for food production composition, the ratio to the reference content (as a coefficient), and the value of the improved Lilien index (MLI). The results of the empirical analysis show the share of basic food production (as a percentage), changes in the structure of basic food production (as a percentage of the total) and reference values in the structure of the manufacturing industry. It also highlights the proportionality (as a coefficient) of the main food production components formed in 2015-2018 and the dynamics of the overall changes (change in the values of the MLI). At the end of the article, summarizing all the results of the calculations, scientific conclusions and recommendations for changes in the composition of basic food production in the country are presented.

KEYWORDS: *Food Industry, Proportionality Ratio, Lilien Index, Structural Change, National Economy, Economic Growth, Benchmark Content.*

INTRODUCTION

In the economy of every country, special attention is paid to the development of areas that affect the improvement of people's well-being and the efficient use of all resources. The economic strengthening of the independence of the Republic of Uzbekistan is largely due to its effective development of the food industry.

At present, the food demands of the population of the republic are mainly met by local production, i.e., small business and private entrepreneurship. Providing the population of the country with high-quality flour, cereals, bread and pasta, confectioneries, fat products, meat and dairy products, food concentrates, etc., is recognized as the most important task within the national economy.

According to foreign scientists, the problem of food shortages could become a pressing issue in the world in the near future. According to the United Nations forecast, in addition to hunger, a growing number of people have had to reduce the quantity and quality of the food they consume. Two billion people, or 25.9 percent of the global population, experienced hunger or did not have regular access to nutritious and sufficient food in 2019. This situation could deteriorate if we do not act immediately and boldly [FAO, 2020].

Today, the population's demand for quality food products is growing rapidly, and their composition is constantly updated; the rapid innovation processes of the world economy and the intensification of interstate economic competition lead to the formation of an effective structure of food production in line with these changing market conditions. Carrying out an important structural policy work in the network is one of the most pressing economic tasks today.

Therefore, an assessment of the structure of food production in this industry is performed, a study of the laws of formation of shares in this industry is very important in the assessment of this structure, and the formation of optimal balance in this structure of food production is a prerequisite for effective structural policy.

Particular attention is paid to the implementation of deep structural changes in the national economy, particularly the deepening structural reforms in the high-tech sectors of the country, as well as increasing competitiveness through the modernization and diversification of leading sectors within the national economy. The implementation of tasks such as the further modernization and diversification of the industry through the transition to a qualitatively new stage, aimed at the rapid development of value-added finished products based on the deep processing of resources, is of particular economic importance [Mirziov, 2017].

Therefore, this article focuses on the assessment of the significant quantitative and structural changes in the food industry. In this article, the problem of assessing the structural changes in production in the food industry was carried out using methods such as the "proportionality coefficient" and the "improved Lili index".

Analysis of the relevant literature

The analysis of scientific sources shows that the issues of the quantitative assessment of structural changes in the food industry and their economic aspects have not been sufficiently researched. However, the ongoing structural changes in the national economy and its sectoral structure, as well as the reasons for their origin, have been more clearly covered than has the issue at hand.

It should be noted that in many studies, statistical approaches to the concept of "structural change" are very common. Some examples of such approaches are those of T.N. Agapova, A. Buz-Galina, K. Gatev, M.R. Efimova, V.K. Zadorojniy, L.S. Kazints, A. Kolganov, O. Yu. Krasilnikova, S.V. Kuryshva, V.M. Ryabtseva, A. Salay, and M.M. This concept is also

covered in the works of Yuzbasheva and M. Lendesman, the main reason being that the study of changes in economic phenomena in space and time is the main subject of statistical science.

According to L.S. Kazinets, the change in shares over time, which represent the individual elements of the set, means a change in composition, that is, structural shifts [Kazinets,1969].

“The concept of structural change and structural growth takes place in two rounds, M. Lendesman said. The first is a change in the structure of content, i.e., production, number of people employed, exports, imports, and so on. The second is changes in inter-component relations, the relationship between production and labor, or direct investment, import-export dynamics, and so on. Structural change represents an improvement in the quality and gradual development of economic systems. Typically, structural changes in the economy are followed by technological and administrative changes. Technology, literacy and institutional units, which are important factors in the economy, have a significant impact on the structural aspects of economic growth”[Yusupov,2018].

According to Kuznets, "Economic growth in the country can be assessed by the ability of manufactured products to meet the growing needs of the population in the long run. These growth opportunities are based on the development of techniques and technologies, the necessary changes in institutional structure and ideology" [Kuznets,2013].

Additionally, according to Shumpeter, "The main impetus that drives the economic system depends on the renewal of the structure of consumption, the application of new methods of production and supply of goods, the improvement of markets and the use of modern forms of economic organization" [Kuznets,2013].

As Clark stated, "The level of economic development of a country is directly related to the technological structure of industry" [Fetisov,2004].

Moreover, according to E. Engel, as per capita income increases, the share of food expenditures in consumer demand decreases (first law) [Clements,2018].

Structural change represents an improvement in the quality and gradual development of economic systems. Typically, structural changes in the economy are followed by technological and administrative changes. Technology, the level of literacy, and institutional units, which are important economic factors, have a significant impact on the structural aspects of economic growth [Sabirov,2020].

According to many experts, the existence of deep structural imbalances in the world economy has been recognized as one of the main causes of the recent global crisis. However, numerous studies show that “structural imbalance” not only has been one of the main causes of the recent global crisis but has also been cited as one of the main causes of past global crises.

In particular, according to G. Mensh, in 1971-1974, structural instability in the German economy led to a very strong production crisis in 1975-1976, and this situation was observed in other countries as well. It was noted that the lack of a proper balance between economic sectors leads to economic crises, and this imbalance can be caused by shortcomings in fiscal policy and the monetary and banking sectors of the state [Mensh,2001].

A. Luyis also reflected in his research on these structural changes and their impact on the national economy, and his scientific research considered two major sectors of the economy,

namely, the agricultural and industrial sectors. According to Lis, the supply of labour in the agricultural sector is high, and he considers it expedient to redistribute part of it to the industrial sector, noting that in this way, it is possible to accelerate economic growth. In A. Luyis' research, economic growth is divided into two types, and the industrial sector is interpreted as its main source. The use of additional labour in this sector is considered the main mechanism for economic growth. Therefore, in his research, labour is an argument for the real wage function [Nuroev,2008].

E. Engel's research is not exactly similar to the study by A. Luyis but is in some sense close to its content. In particular, according to Engel's first law, "as household incomes increase, so do the costs of food (agricultural products) in the structure of their consumption" [Acemoglu,2007].

Although Engel's law expresses structural changes in household consumption, its economic consequences serve to explain the reasons for the variability in structural changes in the national economy. According to this scientist, as the income of households increases, the share of expenditures on valuable goods and services in the structure of their consumption increases. He explained that this will stimulate the growth of industries that create valuable goods and services.

Clark was the first to state in his research that the level of economic development is directly related to the technological structure of the industry. According to his research, the share of high-tech industries (metallurgy, machinery, transport and communications, and chemicals and petrochemicals) is high in developed countries [Akaeva,2016].

However, British economist N. Kaldor was one of the first to study the fact that the growth rate of the processing industry in the country is an argument for long-term economic growth and found a positive correlation between processing volume and economic growth rates [Kaldor,1966]. His subsequent scientific research confirmed that there is a positive correlation between the growth rate of processing in the country and the growth rate of labour productivity in the processing industry, and the technological level of the processing industry is the main source of labour productivity growth.

Additionally, S.O. Khomidov used the coefficient of proportionality and the improved Lilien index in the structural assessment of the production of the pharmaceutical industry. He noted that the share of basic pharmaceutical products and drugs in the structure of the manufacturing industry was at a maximum of 1.33%, which was not high enough [Khomidov,2020].

As a logical continuation of the above scientific research, the issue of the quantitative assessment of the structural changes in production in the food industry, which is the most high-tech economic sector, is discussed below.

Methods

There are different approaches to describing and evaluating the structural changes in the scientific and economic literature. From these approaches, we use the "coefficient of proportionality" approach proposed by P. Vatnik, taking into account the nature of the study as follows [Akaev,2009]:

$$Prop [X, Y] = \frac{(\sum_i X_i Y_i)^2}{(\sum_i x_i^2)(\sum_i Y_i^2)} \quad (1)$$

P. Vatnik's "coefficient of proportionality" allows us to evaluate different compositions or sets, and this coefficient is characterized by the following:

- for an arbitrary $a, b > 0$, the equation $Prop [aX, bY] = Prop [X, Y]$ is appropriate;
- all possible values of the coefficient of proportionality lie in the range $0 \leq Prop [X, Y] \leq 1$.

The proportionality coefficient represents a numerical measure of the proximity between the content standard and the components being evaluated. If they are exactly the same, then $Prop [X, Y] = 1$. However, the above study did not provide sufficient theoretical explanations for the notion of the "benchmark content" or "benchmark" criterion [Akaev,2009].

Similarly, formula (1) is also found in E. Gorlova's research, in which the $x_i - i$ -th network is recorded as the share of the assessed country's GDP, and $y_i - i$ is recorded as the share of the same i -th network in the standard GDP. This study also does not provide sufficient explanations for the concepts of "standard" and "standard countries". However, in this study, the sectoral structure of the national economy formed according to the "Organisation for Economic Co-operation and Development (OECD)" countries was adopted as the benchmark structure [Gorlova,2014].

In E.B. Oleynik's research, according to the above formula (1), the variables x_i and y_i are appropriate indicators of the state of the composition at different moments in time, and it is noted that the coefficient of proportionality is structural and determines the degree of proportionality of the variables [Oleynik,2014].

According to S. Khomidov, "standard composition" is "effective composition", all the evaluated ingredients are compared with it, and based on the obtained empirical values of the coefficient of proportionality, he concluded that the evaluated ingredients are proportional to the "effective composition" [Khomidov,2020].

In view of the above research and considerations, the "benchmark content" function is performed via the composition consisting of the average of the shares of individual annual food production volume of the total basic food production volume for the research period (2015-2018).

Another important method for assessing structural changes is the Lilien Index, which is defined as follows [Dietrich,2009]:

$$LI_{s,t} = \sqrt{\sum_{i=1}^n x_{[it]} \cdot \left(\ln \frac{x_{[it]}}{x_{[is]}} \right)^2}, \quad x_{[is]} > 0, \quad x_{[it]} > 0 \quad (2)$$

Here, $x_{[is]}$ and $x_{[it]}$ are the shares of food products or processing in total food production in periods s and t , respectively, and the LI index is limited to "0" below. If the index assumes a value of "0", then there is no structural change in production in the period under review.

The index also takes into account the size of the shares and the size of the variance [Ansari,2014].

However, in his study, Dietrich found that in the *Lilien* index, $SCI_{[st]} = SCI_{[ts]}$ (structural change index (SCI)) and $S_{[s,t]} \leq S_{[s,q]} + S_{[q,t]}$ ($s < q < t$) records a violation of the conditions, and therefore, it uses an improved *Lilien* index (*MLI*):

$$MLI_{s,t} = \sqrt{\sum_{i=1}^n x_{[is]} \cdot x_{[it]} \cdot \left(\ln \frac{x_{[it]}}{x_{[is]}}\right)^2}, \quad x_{[is]} > 0, \quad x_{[it]} > 0 \quad (3)$$

If we consider equation $\log_c \left(\frac{a}{b}\right) = \log_c a - \log_c b$, then formula (3) can also be written as follows:

$$MLI_{s,t} = \sqrt{\sum_{i=1}^n x_{[is]} \cdot x_{[it]} \cdot (\ln x_{[it]} - \ln x_{[is]})^2}, \quad x_{[is]} > 0, x_{[it]} > 0 \quad (3)$$

In this case, $x_{[is]} > 0, x_{[it]} > 0$ and $\sum_{i=1}^n x_{it} = 1 \forall t$ [Teuber,2015].

In scientific studies, it is noted that this index varies between 0 and 1. It is noted that if the result is close to 0, then there is no significant change in the content; if the result is close to 1, then there are high changes in the content [Nedelka,2016]. However, some sources indicate that the index varies between 0 and 100, with a value of 0 indicating no structural change and a value of 100 indicating a reverse structural change [Zulhibri,2015], while some sources indicate a minimum value for this index. It is noted that it is equal to 0, and its upper limit does not exist [Okladnikov,2016].

In his research, Nishi notes that low MLI values indicate that structural changes are progressing at a slower rate, while higher values indicate that structural changes are progressing at a faster rate [Nishi,2015].

Results

The results were achieved on the basis of the values of the share of basic food production in the structure of the manufacturing industry (processing industry) of the Republic of Uzbekistan from 2010 to 2018

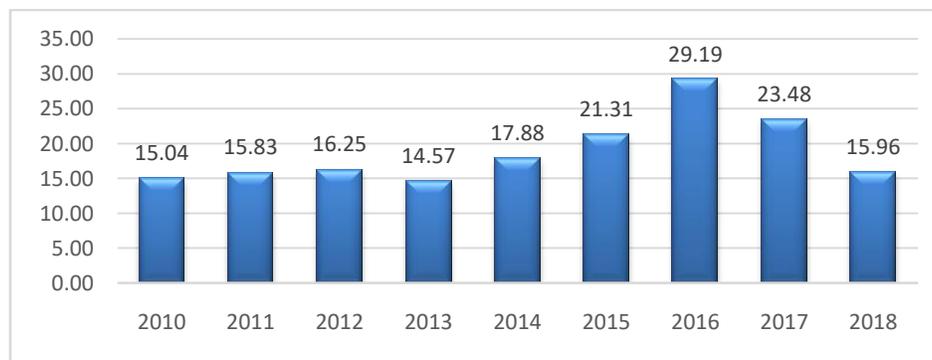


Figure 1. The share of basic food production in the structure of the manufacturing industry (as a percentage)

Source: The author's calculations based on the annual statistical bulletins of the State Statistics Committee of the Republic of Uzbekistan.

TABLE 1 CHANGES IN THE STRUCTURE OF BASIC FOOD PRODUCTION (AS A PERCENTAGE OF THE TOTAL)

Structure of the production of basic food and beverage products	2015	2016	2017	2018
Meat processing	4,321	4,221	4,601	4,390
Milk processing	55,128	54,449	53,350	48,996
Vegetable processing	16,002	16,285	16,884	22,408
Fruit processing	18,799	19,271	19,983	17,574
Grape processing	5,751	5,773	5,182	6,632
Total:	100.0	100.0	100.0	100.0

Source: The author's calculations based on the data attached to the letter of the State Statistics Committee of the Republic of Uzbekistan dated December 4, 2019 №01/2-01-19-1282.

TABLE 2 REFERENCE VALUES FOR THE COMPOSITION OF BASIC FOOD PRODUCTS

Composition of the production of basic food and beverage products	Reference values (as a percentage of the total)
Meat processing	4,383
Milk processing	52,981
Vegetable processing	17,895
Fruit processing	18,907
Grape processing	5,835
Total:	100.0

Source: The author's calculations based on data from the State Statistics Committee of the Republic of Uzbekistan.

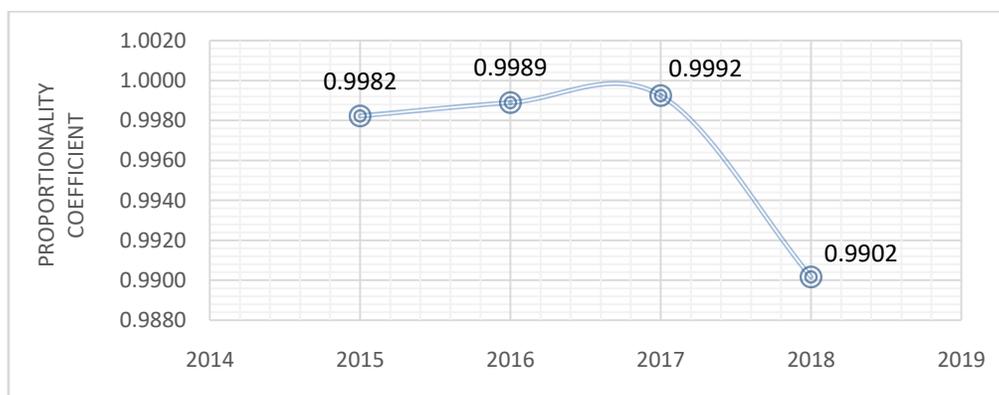


FIGURE 2. RATIO OF THE MAIN FOOD PRODUCTION COMPONENTS FORMED IN 2015-2018 TO THE REFERENCE CONTENT (AS A COEFFICIENT)

Source: (1) The author's calculations based on the formula.

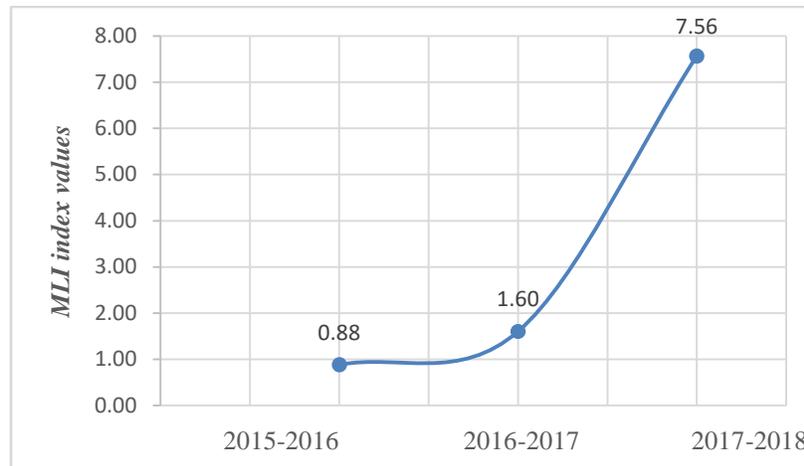


FIGURE 3. DYNAMICS OF THE GENERAL CHANGES IN THE STRUCTURE OF BASIC FOOD PRODUCTION (CHANGE IN MLI VALUES)

Source: (3) The author's calculations based on the formula.

DISCUSSION

According to the analysis, the share of basic food production in the structure of the manufacturing industry (processing industry) in the period from 2010 to 2018 had a different development trend. Over the years, the share of this type of production in the total manufacturing industry has fluctuated in the range of 14.57-29.19 percent. From 2010 to 2018, the share of basic food products in the structure of processed industrial products was the lowest in 2013 (14.57%), and in 2016, the share of these products was the highest (its value was 29.19 percent; Figure 1).

In the structure of basic food production in 2015-2018, there was a downward trend in the share of the milk processing industry, while during this period, there was an upward trend in the share of the vegetable processing industry. While the share of fruit processing increased in 2015-2017, by 2018, the share of fruit products showed a downward trend in this composition (Table 1).

The results of the analysis show that the largest share in the production of basic food products was achieved by milk processing (average share 52.981%), and the smallest share in this structure was achieved by meat processing (average share 4.383%). The reference values for the main food production structure were formed from the average values of the share of annual food production in total food production in the period 2015-2018 and expressed the following indicators (Table 2).

According to the results of the empirical analysis, the values of the corresponding correlation coefficients between the formed standard composition of food production and the structure of food production formed in 2015-2018 expressed the following trend (Figure 2).

The coefficients of proportionality of the main food production components show that the highest value of this indicator was recorded in 2017 (the value of the coefficient of proportionality in the year under review is 0.9992), and the lowest value, 0.9902, was in 2018.

The results of the analysis confirmed that the composition of total food production formed in 2017 was more effective than the composition formed in other years. This is because the

empirical values of the coefficient of proportionality obtained in this year show that the standard composition of basic food production is very close to that in 2017.

According to our calculations, the improved Lilienindex (MLI) expressed its lowest value (0.88) in the period 2015-2016 and its highest value (7.56) in the period 2017-2018 (Figure 3).

The dynamics of the general changes in the structure of basic food production show that the value of the MLI had a steady growth trend in the period from 2015 to 2018. If we evaluate the dynamics of the MLI on the basis of the findings of the Nishi study, then we can note that the changes in the structure of basic food production in 2015-2018 occurred at a high rate.

If changes in the dynamics of the MLI are observed in S.M., then based on Okladnikova's research, the structure of basic food production formed in 2015 is at least lower than its structure formed in 2016, as well as the structure of basic food production formed in 2017 and 2018, which differs from other structures to the maximum extent [Okladnikov,2016].

CONCLUSIONS

Changing and improving the structure of industrial production sectors is the main basis of economic, scientific, technical and social policy. The development of productive forces and industries and scientific and technological progress lead to meeting the demand for goods, thus improving the quality of the goods [Khodiev,2018].

Taking into account the above opinions, it can be concluded that the share of food production in the structure of industrial production in the period from 2010 to 2018 fluctuates in the range of 14.57-29.19 percent. The share of food production in this composition in 2018 was 15.96%, which was lower than in previous years.

According to our scientific conclusions, the coefficient of proportionality is a quantitative measure of the closeness between the content being evaluated and the reference content. When they are fully matched, this coefficient is equal to 1. If the value of the calculated proportionality coefficient deviates from 1, then the content formed in the year under study differs from the reference content, and conversely, the closer the proportionality coefficient is to 1, the closer the content formed in the year under study to the reference content. Based on these considerations, the composition of basic food production formed in 2017 was found to be "most efficient" compared to the composition formed in other years.

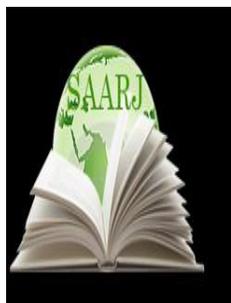
The dynamics of the overall changes in the structure of basic food production confirmed the steady growth trend of the MLI in 2015-2018. Considering that the food industry is the most high-tech economic sector, the figure of 15.96 percent in 2018 is not high enough, according to the author. In this regard, to increase the share of this sector in the country's manufacturing industry and GDP, the widespread introduction of innovative developments in this sector, training and improving its quality, attracting innovative technologies and foreign investment are needed, in turn deepening local raw material processing.

REFERENCES

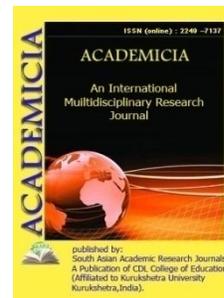
1. FAO, IFAD, UNICEF, WFP and WHO. 2020. The State of Food Security and Nutrition in the World 2020. Transforming food systems for affordable healthy diets. Rome, FAO. <https://doi.org/10.4060/ca9692en>

2. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the Development of the Republic of Uzbekistan". www.lex.uz
3. Kazinets L.S. Measurement of structural shifts in economics. - M.: Economics, 1969. -27
4. Yusupov R., Shomurodov T. Analysis of the characteristics of economic growth and its changes in the national economic sectors. Business - Expert. №11 (131) - 2018.
5. Kuznets S. Ekonomicheskaya sistema Dr. Shumpetera, izlagaemaya K-89 i kritikuemaya; Perlman M. Two phases zainteresovannosti Kuznetsa Shumpeterom / Sost. d-r geogr. science, prof. V. M. Moskovkin, cand. istor. nauk D. Yu. Mixaylichenko, perev. E.. E.. Perchik; Pod red. d-ra econ. science, prof. V. S. Ponomarenko. - X.: ID «INJEK», 2013. - 128 p. Russk. write.
6. Fetisov G.G., Khudokormov A.G. (red) Mirovaya ekonomicheskaya mysl. Skvozprizmuvekov. Volume IV. Vekglobalnyxtransformatsiy 2004
7. K.W. Clements, Jiawei Si Engel's Law, Diet Diversity, and the Quality of Food Consumption//American Journal of Agricultural Economics, Vol. 100, Issue 1, January 2018, pp. 1–22, doi 10.1093/ajae/aax053
8. Sabirov.Kh "PECULIARITIES OF MODELING STRUCTURAL CHANGES" Materials of the XVII International scientific and practical Conference Cutting-edge science May 20 | 2020: Sheffield. ENGLAND. Volume 10. Science and education LTD -265 p.
9. Менш Г. Технологический пат: инновации преодолевают депрессию. М., Экономика, 2001.– 211 с. – С. 35.
10. Нуроев Р.М. Экономика развития: модели становления рыночной экономика: учебник / Р.М. Нуроев. – 2-е изд., перераб.и доп. – М.: Норма, 2008. – 51с.
11. Acemoglu D. Advanced Economic Growth: Lecture 19: Structural Change. MIT. November 12, 2007. -5p.
12. Акаева С.А., Соколов В.Н. Об отраслевых и технологических структурных сдвигах, необходимых для модернизации российской экономики. Модернизация. Развитие. 2016. Т.7.№3. – 38с.
13. Kaldor N. (1966). Causes of the Slow Rate of Economic Growth of the United Kingdom: An Inaugural Lecture. Cambridge University Press.
14. Xomidov S.O. "Evaluation of structural changes in the pharmaceutical industry." Economics and education. 2020 №2 105 - 112 b.
15. Akaev A. Mixaylushkin A., Sarygulov A., Sokolov V. Analysis of the dynamics of otraslevoiy and technological structure of the economic side of the OESR // Ekonomicheskaya politika. 2009. №2. S. 116-127.
16. Gorlova E. Otsenka kachestva tehnologicheskoy struktury obrabatyvayushchey promyshlennosti. Nauchnye osnovy mobilizatsii rezervov rosta i modernizatsii ekonomiki: materials III Foruma molody uchenyx - ekonomistov / pod obshchey redaktsiey d.e.n. Sadykova A.M. / Tashkent: IFMR, 2014. p. 121-122.
17. Oleynik E.B. Formation and realization of structural policies in the industrial complex of the region (in the Prime Minister of the Far Eastern Federal District). Dissertation for the study of the degree of Doctor of Economic Sciences. Vladivostok - 2014. - 76p.
18. Dietrich, Andreas (2009): Does growth cause structural change, or is it the other way round?: a dynamic panel data analyses for seven OECD countries, Jena economic research papers, No. 2009,034. -14p.

19. Ansari M.R., Mussida C., Pastore F. Note on Lilien and modified Lilien index. *The Stata Journal* (2014) 14, Number 2, pp. 398-406.
20. Teuber M.O. Strukturwandel und Faktornachfrage in den mittel - und osteuropaischen EU – Beitrittslandern von 2004. Dissertation. Hamburg, Juli 2015. – 27 p.
21. Nedelka E. Structural changes and crises in South - East Asian countries. *Вестник Омского университета. Серия «Экономика»*. 2016. №1. – 6 с.
22. Zulkhibri M., Naiya I., Ghazal R. Structural Change and Economic Growth in Emerging Markets: A Cross - Country Analysis. 2015, p. - 14.
23. Окладников С.М., Иванова А.М., Сафонов Т.А. Исследование влияния трансформации региональной экономики на уровень жизни населения. *Вопросы статистики*, 10/2016. - 77 с.
24. Nishi H. Structural Change and Transformation of Growth Regime in the Japanese Economy. Discussion Paper No. E-15-001. Research Project Center Graduate School of Economics Kyoto University Yoshida - Hommachi, Sakyo - ku Kyoto City, 606 – 8501, Japan. April, 2015. - 7 p.
25. Khodiev B.Yu., Mahmudov N.M., Fayzullaev Yo.Sh., Yusupov MS, Khomidov S.O. Processes and trends of sustainable development of the leading sectors of the national economy. Monograph. - T .: “ECONOMY”, 2018. - 373p.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00279.2

ENVIRONMENTAL LEADERS AS ACTORS IN THE MODERNIZATION OF SOCIETY

Larisa Antonovna Kim*

*Senior Lecturer,

Department of "Social and humanitarian disciplines"
 Almalyk branch of Tashkent Technical University,
 Republic of UZBEKISTAN
 E-mail id: kim19591012@gmail.com

ABSTRACT

For the successful reform of all social spheres, the ecological type of leader is able to act as a catalyst for global social transformations. The article considers the ecological leader as an "ideal type", identifies its characteristic features, roles in the structure of communication interaction, and emphasizes the relevance of the values and principles of work of the ecological type of leaders. An attempt is made to study the characteristics of environmental leaders, which allows us to correct the principles of forming the elite and rethink the ways of interaction with the population, the importance of existing social and environmental problems, the interests of various social institutions and groups. It is emphasized that the study of the modernization potential of this leader makes it possible to apply his principles and skills to the issue of state development and social progress.

KEYWORDS: *Globalization, Environmental Problems, Social Movements, Environmental Leader, Communication Interaction, Social Institution, Social Resources, Eco-Modernization Changes.*

INTRODUCTION

Sustainable and progressive development of society is possible nowadays through carrying out, along with nationwide technological ("digital") modernization - social and environmental modernization, which involves taking responsibility for the environment and taking into account social and environmental risks in the future. An environmental leader, as a subject focused on civic consciousness and public well-being, is the key to the success of the activities, systematic

development and the effectiveness of reforms. The ecological type of leader, that is, a professional "from the people", due to his personal qualities, the environment of formation and the characteristics of experience and views, is a necessary link for the successful reform of all social spheres and is able to act as a catalyst for global social transformations, since he is personally interested in this transition and has for this, in addition to the generally accepted resources, sufficient human and social capital.

In the context of globalization, new approaches are required containing strategies that make it possible to develop in people creative and non-standard approaches to solving new problems arising from the fluidity and variability of the world around them.

Today, the "co" model is in demand - a leader, a command, flexible, horizontal management model that transfers part of the leader's powers to his subordinates and provides a high degree of autonomy to individual clusters that are part of a public institution or organization. The need to work within the framework of such terms as "collective leadership", "global thinking", "the ability to work with a team and partners", characteristic of the leader of the XXI century, is recognized by all leaders today, although not all leaders can yet act in accordance with these principles.

The article makes an attempt to consider the possibility of taking the values and principles of work of the ecological type of leaders as a basis for management by the modern elite - or the expediency of attracting the latter to the management and modernization of public institutions, at least to work on their greening.

Today, such a study is also relevant in the light of changes in society (falling living standards of the population, destruction of production, demographic and economic crisis). The split into the ruling minority and the impoverished majority alienated from power continues to deepen social inequality, the marginalization of a significant part of society, the crisis of social identity, and, as a result, gives rise to many national problems, such as economic and environmental.

The lack of sufficient and effective work of the state in the direction of social development, the interest of business exclusively in profitability, and not in the social or environmental component, lead to more and more serious problems in society. Also, in recent years, we have seen in civil society, as the totality of non-political relations of public actors, a new stage of self-organization, solidarity and the desire to increase their weight in the social hierarchy. Civil initiatives emerging in different cities and regions of the country strive to unite and revise the value system, and also begin to demand from the "ruling minority" better conditions and quality of life.

World practice shows that, nevertheless, it is necessary to approach the issue of modernization systematically, which means that its ecological vector should not be overlooked. But first of all technical innovations, you need to start from the "top", from a leader who will show by personal example an example of a civilized and responsible citizen, living according to the principles of democracy and freedom of speech, respecting his state and the personality of each compatriot. This is the problem of the qualitative composition and value-role structure of leaders, since they are one of the country's most important social resources.

The study of the characteristics of environmental leaders can make it possible to correct the principles of forming the elite and rethink the ways of interacting with the population, the

importance of existing social and environmental problems, the interests of various social institutions and groups. Consideration of the principles and nature of the activities of environmental leaders makes it possible to present a variety of options for resolving existing conflicts on the basis of territorial, eco-political, cultural misunderstandings.

The phenomenon of the ecological type of a leader is not well understood. In this regard, it seems relevant to study the features of the activities of leaders of public associations and their potential at the present stage of development.

LITERATURE REVIEW

The classical theories of elites are inextricably linked with the names of G. Mosca, V. Pareto and R. Michels, the development of paradigms of collective action and the theory of resource mobilization were devoted to the works of J. McCarthy, M. Zald, M. Olsen, A. Smith and J. FROM. Mill. This type of activity is typical of eco-activists. The theoretical foundations of the study of civic engagement were laid by well-known foreign authors: T. Garrom, M. Diani, N. Smelzer, C. Tili, A. Touraine. We consider the consideration of the environmental leader primarily through the prism of the public environmental movement, and the latter is considered as a forming social unit of civil society. Many works have been devoted to the theory and practice of civil society development. These are the works of Z. Bauman, U. Beck, E. Giddens, D. Della Porta, M. Diani, M. Castells, B. Klandermans, A. Touraine and others. Interesting and fruitful in this respect are the works of A.S. Akhiezer, E.A. Zdravomyslova, I.A. Khaliy, O. N. Yanitskiy and others.

The key unit of civil society today are NGOs. The structure of their interactions with other actors, as well as political and social opportunities were studied by I.A. Khaliy, A.E. Chirikova, D. Schmidt, O. N. Yanitsky. The interaction of NGOs with the population was analyzed in the works of I.V. Mersiyanova, I.A. Khaliy, L.I. Yakobson, O.N. Yanitsky, described by the leaders of the ecological movement - S.I. Zabelin, S.G. Mukhachev, S.R. Fomichev, A. Yu. Yaroshenko. A comparative analysis of non-profit environmental organizations can be found in O.A. Usacheva. They also contributed to the development of general theoretical approaches to the study of social activism A.A. Auzan, T.I. Zaslavskaya and other researchers. The works of B. Wellman, M. Diani, T. Olsen, G. Reynold, D. Rucht are devoted to the intercountry interaction of the leaders of NGOs (including via the Internet). I. Bison, D. Baldassari, M. Diani, J. Kuklinski and D. Noak, K. Roots and others have also studied the development of network ties between NPO actors. The work of ON is devoted to the study of the functions and role of the leadership community in the ecological movement of Russia. Yanitsky, D. Rukhta.

METHODOLOGY

In 1978, 1980. American environmentalist sociologists W. Catton and R. Dunlap proposed the concept of the Dominant Social Paradigm (DSP) and the New Ecological Paradigm (NEP), which was the methodological basis of this study. [5 p. 41-49]

Later, in 1984, L. Milbres made an attempt to systematically compare the "Dominant social paradigm" (DSP) and "New ecological paradigm" [6]. Each organized community, according to L. Milbres, has its characteristic DSP, which includes values and beliefs, social institutions, traditions, etc. Taken together, these elements (factors) represent the system of views through which individual actors perceive the world, and based on which they act.

Modern society saw the first results of its activities in the second half of the 20th century: in the form of acute environmental problems. The production has led to environmental pollution, causing significant, possibly irreversible damage to nature every year. In this regard, the New Ecological Paradigm (NEP) was proposed, the main guidelines of which were the intrinsic value of nature, reliance on post-material values, care for all living organisms, including future generations, an attempt to eliminate risks that expose people and nature to any kind of sociogenic dangers ... The recognition that there are boundaries defined by the biosphere that society must take into account in order not to cross them led to the idea of the need to create a new type of society (other than the existing industrial one).

Also taken as a basis: the concept of resource mobilization, which was considered by E.A. Zdravomyslov [3] within the framework of the paradigm of collective action (A. Smith, JS Mill), in which society is viewed as a system of social institutions and organizational structures.

- the concept of leadership and theory of elites (G. Mosca, V. Pareto),
- approach to the typology of social movements through their division into consensus and conflict,
- the concept (theory) of frames (D. Snow and R. Benford, I. Goffman),
- networkanalysis (M. Castells).

Note that the use of strictly any one concept or paradigm is most often inappropriate, since the situation and context in which the leaders of the movements operate, the socio-political reality, are changing. Today, the arena of the struggle for the protection of nature and its inhabitants is no longer dominated by social movements, but by non-governmental organizations: institutionalized and performing strictly defined functions described in manifestos and Rules. At present, it would make sense not to form an artificially new paradigm, but to synthesize the tools that have been developed, combining them into a set of approaches, methods and theories. In this case, the paradigm of New Social Movements and the paradigm of Collective Action become the main ones. The same strategy is followed by I.A. Khaliy in the study of modern social movements [4].

Characteristics of an environmental leader

Today, the maintenance of ecosystems is necessary to maintain the overall social order. Even if we perceive nature as a resource used by man, then in this case, the future biological and natural diversity turns out to be more profitable economically.

In our opinion, the complex of qualities and characteristics possessed by such a personality type as an environmental leader can be considered optimal for the most effective and efficient contribution to the country's eco-modernization changes: both in the form of assistance to the state and in the form of taking necessary measures. Working on the ground, personally, and not from the office, observing the destructiveness of the activities and changes in natural processes - they better see the need and urgency of the ecological character of the country's modernization. They see and, most importantly, they can do it themselves.

Ecoleader is focused on civic values, professional and ready to take responsibility for people and the preservation of the environment. Being a native of the people, he sees the situation "from below" and is a connecting link that has been missed today in the chain of communication

between the authorities and citizens. He can and should initiate positive transformations in society, since he has the necessary resources and experience for this, is active, not declarative, has a formed pro-ecological consciousness and a high level of ecological culture. He personally, and not out of duty, is focused on improving the life of the whole society as a whole and is interested in preserving the environment, progressive development and well-being of future generations.

Despite the fact that the activity of leaders is not linear and rigidly planned, the creativity of actions and the general working potential allow leaders in the shortest possible time to engage in the mobilization type of activity in certain situations, which gives a greater effect than routinely verified and systematic work.

Let's highlight the qualities of an environmental leader as a citizen:

one). A communicator, a "conductor" of information, orienting (and guiding itself) towards dialogue, discussion, finding a compromise.

2). Mediator between various social structures. Ecoleader is at the crossroads of interaction with the government, business, academic community, local population - and for all of them it is an intermediary both in the transmission of ideas and information, and in the process of performing a peculiar role of "advocate", protecting the interests of some and trying to find a compromise with the interests of others ...

3). A source of knowledge, accessible education for anyone, a supporter and initiator of universal environmental education

4. Motivator - initiating, coordinating, involving. The central motive of such selfless devotion is creative, meaningful activity for the common good, imbued with the eco-leader's conviction that society needs its fruits.

5). Taking care of the public, not the personal. This civic quality, which is important for an environmental leader, is especially valuable in the context of the individualization of the social structure, when the elitism of individual individuals inclines them to take care of their personal, accumulate capital and material wealth and protect them from the rest of humanity [2].

6). The owner of an active and proactive life position. The type of manifestation of civic activity may be different, but the common thing is always one: leaders will not wait for orders from above, will not miss the necessary socio-political moment to state their demands, will not miss the initiative to approach the problem from a still unexplored side. Initiative and liveliness of mind is what distinguishes the environmental leader.

7). A specialist in partner communication in various social media. The well-established complex communication structure, of which the environmental leader is a part, represents networks of different numbers, density of connections and different scales.

8) Interdisciplinarity of knowledge and skills, intersectorality of interactions, communicative multilingualism.

nine). Successful work in well-established communication networks of various sizes and numbers. As a result of the introduction of such a global resource as the Internet, the network of communications, which leaders enter on a daily basis, has grown and expanded enormously.

An eco-leader's life always takes place in two time spaces: immediate and perspective. However, their principles and activities are in constant conflict: as practitioners, they must solve specific problems, as carriers of environmental values - to solve these specific problems based on the model of the future, that is, an environmentally oriented society. "The strength and experience of the environmental movement in generating alternative ideas, activating consumers in the struggle for their rights, organizing public support or protest ..." [1. from. 43].

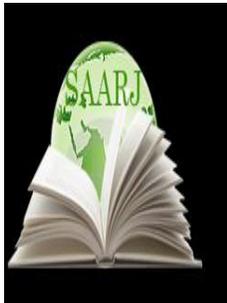
CONCLUSION

The formation of leaders in society is not a spontaneous process, it needs to be organized. Environmental leaders are role models as well as a human resource for renewing the current elite. This would be correct at least because they have ideas, specific programs and action plans for social and environmental modernization, as well as experience in the implementation of its individual elements. For leaders of the ecological type, the priority is the practical and immediate tasks of preserving the environment, the development of networks of interaction and the development of alternative ways to solve emerging problems.

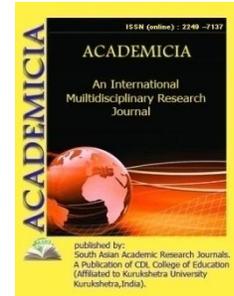
Leaders work in interdisciplinary and inter organizational fields, performing functions that go far beyond the scope of one profession. They are constantly at the forefront of interaction between government, science, business, NGOs and ordinary citizens. They possess a democratic culture of personality, forms of effective organization and management, conflict resolution, and are able to communicate with other qualities necessary for the successful development of society and the state. The networks of environmental and other movements, being at the same time a structure, resource and a public platform for dialogue between different interest groups, between network and local structures, are an important tool for the environmental modernization of society.

REFERENCES

1. Aksenova O.V. Environmental Management in Holland // Sociological Research. 1995. No. 8. p. 43
2. Beck U. Power and its opponents in the era of globalism. New World Political Economy / Per. with him. A. Grigorieva and V. Sedelnik - M.: Progress-Tradition, Territory of the future, 2007
3. Zdravomyslova E.A. Paradigms of Western Sociology of Social Movements / "Science", St. Petersburg, 1993
4. Khaliy I.A. Modern social movements: the innovative potential of Russian transformations in a traditionalist environment / Moscow: Institute of Sociology RAS, 2007
5. Catton, W.R. and Dunlap R.E. Environmental Sociology: A New Paradigm // American Sociologist. 1978. Vol. 13. P. 41-49
6. Milbrath, L. Environmentalists: Vanguard for a New Society. Albany: State University of New York Press, 1984



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00280.9**

CHANGES IN SKIN LEISHMANIASIS AFTER LOCAL TREATMENT

Makhmudov F.A*; Gulomova Sh. K**

*Assistant,
 Bukhara State Medical Institute,
 UZBEKISTAN

**Student,
 Bukhara State Medical Institute,
 UZBEKISTAN

ABSTRACT

The article provides statistical data on the effectiveness and side effects of topical drugs in the treatment of cutaneous leishmaniasis. The absence of clinical symptoms leads to late diagnosis and treatment of the disease. The main goal is to draw up the correct treatment plan and prevent the occurrence of a secondary infection, as well as prevent the early onset of the scarring stage. It is characterized by increased levels of IL-12, IL-2, IFN- γ and THF- α in response to increased Th1 and decreased modulation of IL-4 and IL-10 production, which promotes increased macrophage activity, which is critical for management and clinical treatment of the leishmaniasis parasite.

KEYWORDS: *Leishmaniasis, Ulcer, Treatment, Lymphadenitis, Pain, Vesicles.*

INTRODUCTION

Relevance

According to the degree of spread, leishmaniasis occupies one of the first places among diseases of parasitic etiology. Every year the population of world is affected up to 1 million people [1]

Cutaneous leishmaniasis: this form of the disease is prevalent in the countries of Central Asia (Turkmenistan, Uzbekistan), the Caucasus, Afghanistan, Middle East and Africa.

Old world cutaneous leishmaniasis is more often caused by *L. major*, *L. tropica*, *L. aethiopiaca* (less often *L. donovani* and *L. infantum*) [2].

The incubation period of rural (zoonotic) cutaneous leishmaniasis is from 1-2 weeks to 1-2 months. At the site of a mosquito bite, tubercles of a conical shape appear, bluish-red in color with a yellowish or brownish tint, with a wide base, of a dough-like consistency. With further development, the tubercles increase in size, after 1-3 months they undergo decay with the formation of ulcers. Ulcers have rounded or oval contours, irregular shape, the bottom is uneven, on the surface there is a plentiful serous-purulent exudate, which shrinks to form a crust. Along the periphery, an infiltrate of pinkish-bluish color of dough-like consistency is formed [3,4,5,6]. After 3-6 months, the process ends with scarring [7]. In most cases, nodular, painless recurrent lymphangitis and lymphadenitis are formed [8].

It is characterized by increased levels of IL-12, IL-2, IFN- γ and THF- α in response to increased Th1 and decreased modulation of IL-4 and IL-10 production, which promotes increased macrophage activity, which is critical for management and clinical treatment of the leishmaniasis parasite [9,10,11].

The diagnosis of cutaneous leishmaniasis in endemic areas is not difficult and, in most cases, is based on the patient's anamnestic data. In areas free of leishmaniasis, there is a problem to establish a diagnosis, and only a carefully collected epidemiological history together with clinical and laboratory data makes it possible to suspect leishmaniasis and make a correct diagnosis. Parasitological diagnosis is the standard for the diagnosis of cutaneous leishmaniasis due to its high specificity. However, the sensitivity of the method varies in a wide range depending on the place of infection, the type of leishmania and the stage of development of the lesion [12,13,14,]. Therefore, multiple parasitological diagnostic tests should be performed for each patient. To confirm the diagnosis of cutaneous leishmaniasis, smears are taken-prints or skin scraping from the edges of the ulcer. When staining the test material according to Romanovsky - Giemsa, extracellular and intracellular *L. tropica* (Borovsky's calf), localized in large numbers, mainly in macrophages [15]. For the diagnosis of the disease, a skin test with leishmanin (Montenegro test), polymerase chain reaction, seeding on a 3N-agar medium can be used. Serological diagnostic methods in cutaneous leishmaniasis unreliable [16].

Several laboratory studies are studying immunopathogenesis, genetics of cutaneous leishmaniasis, but the development of vaccines against it is problematic [17]

The presence of immunological disorders, the clinical picture of dermatosis, characterized by the formation of leishmaniasis ulcers, can cause endogenous intoxication, which must be taken into account when developing a comprehensive treatment of patients with cutaneous leishmaniasis.[18,19,20]

It has a good effect when 5-valent syurma is used as monotherapy [21]. But when sending a small dose of it locally, it was observed that the wound would end and the scar would give 100% effect after 60 days [22]. IFN- γ plays an effective role in wound healing when it is directed under the skin [23]. There are currently three main treatments for cutaneous leishmaniasis. This includes, in turn, medical procedures or chemotherapy, surgery, and various physiotherapy treatments. The use of each of these methods is strictly regulated and is determined depending on the stage of the disease, its form, the degree of distribution and the nature of the manifestation of the wound.

One of the most widely used drugs in many countries of the world are compounds of 3-and 5-valent antimonates in combination with a carbohydrate: fuadin (stibophene), stibenil, glucontim,

pentostam. Pentostam (sodium-stibogluconate) and glucantim (meglubinaantimoniate), two therapeutically equivalent drugs, are most commonly used in the treatment of patients with cutaneous leishmaniasis. The biochemical action of these drugs is based on the inhibition of the synthesis of adenosine triphosphate and gwanosine triphosphate through the suppression of the glycolysis cycle of citric acid [24]. L. D. Tishchenko et al. (1999) propose a method of complex treatment of patients with resistant forms of cutaneous leishmaniasis, which provide for the appointment of glucantim to adults in the form of intramuscular injections of 5 ml 2 times a day, for 5-7 days. In the future, glucantim is administered intramuscularly in the same dose once a day for another 10 days. If necessary, it is recommended to use antibiotics lincomycin or vibramycin or, in their absence, other antibiotics can be used: delacin, garamycin, etc. Complex therapy involves the simultaneous use of certain coenzymes (pyriditol, cocarboxylase, etc.), synthetic retinoids (roaccutane and tigazone) and, if necessary, anthelmintic agents. This method of therapy was highly effective-clinical recovery, according to the authors, in 100% of patients. But unfortunately these drugs are not always available [25]. There are various methods of local treatment of cutaneous leishmaniasis. In local therapy, cryotherapy, laser, ultrasound therapy, surgical excision, electrocoagulation, lotions with disinfecting solutions, aniline dyes, antiseptic ointments containing corticosteroids, as well as drugs that accelerate epithelization and scarring of ulcers are used [26].

The addition of secondary infection and incomplete scarring is a complication of cutaneous leishmaniasis.

To date, the drug-based prevention of leishmaniasis has not been developed. One of the important problems in dermatology is the search for effective, low-toxic agents and methods of treatment of cutaneous leishmaniasis, since the drugs used have cardio -, hepatotoxicity. According to WHO, due to the relative toxicity and the need for long-term administration, none of the drugs used for the treatment of cutaneous leishmaniasis meets the practical health - care goal of Fighting leishmaniasis [27].

Purpose of the study

Observe their clinical changes using topical treatments for cutaneous leishmaniasis.

MATERIAL AND METHODS

For the study, 45 patients were diagnosed with cutaneous leishmaniasis, in patients of different ages who did not receive outpatient treatment, less than 1 month after the rash appeared. All the wounds were removed from the fat, stained according to the Gims method, a microscopic examination was carried out and Barovsky's body was found.

Sodium stibogluconate in patients of group 1, kanamycin in patients of group 2, Ceftriaxone in patients of group 3 were administered as a topical treatment to the wound area in case of injection, and clinical changes in patients were observed within 10 days. Patients also used additional methods of treatment.

When objectively viewing patients, the wound swelled around the circumference, daughter vesicles were not formed, lymphatic and lymphatic vessels do not swell on the wound. Pain is subjectively determined.

CONCLUSION**Sodium Stibogluconate Injection**

	15patients	1-day	2-day	3-day	4-day	5-day	6-day	7-day	8-day
Lymphadenitisformed	12 (80%)	4	3	2	1	1	1		
Thepainwasgone	13 (86%)	8	2		1	1	1		
The surrounding swelling began to decrease	15 (100%)			8	2	2	1	1	1
Daughtersbubblesdo appear	9 (60%)						6	2	1
Thehealinghasbegun	15 (100%)			2	3	2	2	3	3

Injection of the drugkanamycin

	15patients	1-day	2-day	3-day	4-day	5-day	6-day	7-day	8-day
Lymphadenitis formed	8 (53%)	1	2	2	2	1			
The pain was gone	12 (80%)			2	2	3	2	2	1
The surrounding swelling began to decrease	15 (100%)					3	4	6	2
Daughters bubbles do appear	10 (66%)				2	1	2	3	2
The healing has begun	15 (100%)					1	5	6	3

Injection of the drug Ceftriaxone

	15patients	1-day	2-day	3-day	4-day	5-day	6-day	7-day	8-day
Lymphadenitis formed	8 (53%)		1	2	2	1	2		
The pain was gone	13 (86%)			2	2	3	3	2	1
The surrounding swelling began to decrease	15 (100%)				1	3	3	5	3
Daughters bubbles do appear	9 (60%)				2	1	2	3	2
The healing has begun	15 (100%)					1	2	4	8

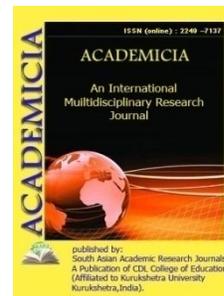
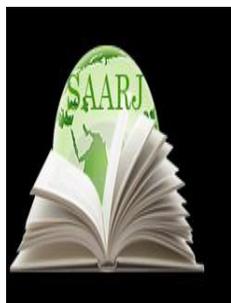
CONCLUSION

Thus, in patients with cutaneous leishmaniasis, the clinical changes observed in them (the formation of lymphadenitis, the disappearance of pain, the reduction of surrounding edema, the appearance of blisters, the beginning of healing) were observed and controlled using local treatment methods. Both negative and positive aspects of all the drugs used were statistically evaluated.

LITERATURE LIST

1. P. A. Petrishcheva, V. M. Sayshova, Z. N. Vyukov, Geography of natural focal human diseases in connection with the tasks of their prevention 1969.
2. *Knio K.N. et al.* Isoenzyme characterization of *Leishmania* isolates from Lebanon and Syria (англ.) // American Journal of Tropical Medicine and Hygiene : journal. — 2000. — Vol. 63, no. 1—2. — P. 43—7.
3. Agakishiev D. D. Evolution of clinical manifestations of cutaneous leishmaniasis, leading to diagnostic errors / D. D. Agakishiev // Bulletin of Dermatology. - 2005. - No. 3. - p. 64-65.
4. Bronstein A.M. Observations of zoonotic cutaneous leishmaniasis in Moscow tourists who visited Tunisia and their successful therapy with ketoconazole. and more painful. - 2005. - No. 6. - p. 30-33.
5. Vaisov A. Sh. The use of collagenmonomycin complex in the treatment of acute necrotizing cutaneous leishmaniasis: author's thesis.... candidateofMedicalSciences / A. Sh. Vaisov. - Tashkent. - 1977. - 16s.
6. Ryumin D. V. Skin leishmaniasis / D. V. Ryumin // Bulletin of postgraduate medical education. - 2010. - No. 2. - p. 42-54.
7. Klaus Wolf, Lowell A. Goldsmith and others-Fitzpatrick's Dermatology in clinical practice in 3 volumes: Volume 2 20124. Santos-Mateus D., Passero F., Rodrigues A., et al;The battle between Leishmania and the host immune system at a glance. 2016.
8. Belyaeva Ed. Shuvalova E.P. Tropical diseases 2004
9. Matos I., Mizenina O., Lubkin A. et al Targeting Leish-. mania major antigens to dendritic cells in vivo induces protec-. tive immunity. 2013.
10. Silveira FT, Lainson R, Corbett CEMemInst Oswaldo Cruz. Clinical and immunopathological spectrum of American cutaneous leishmaniasis with special reference to the disease in Amazonian Brazil - a review 2004.
11. Silveira FT, Lainson R, Immunopathogenic competences of Leishmania 2009
12. Agakishiev D. D. Evolution of clinical manifestations of cutaneous leishmaniasis, leading to diagnostic errors // The journal of dermatology. 2005. No. 3. P. 64-65.
13. Dyadkin V. Yu., Berdnikova E. R. Case of late diagnosis of leishmaniasis of the skin // Health, demography, ecology of the Finno-Ugric peoples. 2013. No. 3. P. 61-62.
14. Melnichenko N. E., Platonov A.V., Bazanov E. K. The case of leishmaniasis in the clinical practice of a dermatovenerologist // Far Eastern Journal of Infectious Pathology. 2015. No. 2. P. 70-73.
15. Sukolin G. I., Li V. A. Some parasitic dermatoses // Russian Journal of Skin and Venereal Diseases. 2015. Vol. 18. No. 2. pp. 63-64.
16. Belyaeva N. M. Tracina I. P., Sinicin V. A. Modern aspects of leishmaniasis // Medical Alphabet. 2017. No. 18. pp. 24-31.

17. Arimand R., Fard S., Saberi S., et al. Antigenic "Antigenic profile of heat-killed versus thimerosal-treated *Leishmania major* using sodium dodecyl sulfate-polyacrylamide gel electrophoresis." *Advanced Biomedical Research*, vol. 4, no. 1, 2015, p. 128.2015.
18. Alekseeva E. I., Shakhbazyan N. E. Principles of pathogenetic therapy of severe systemic variants of juvenile rheumatoid arthritis. - M., 2002. - 296 p.
19. Volik A. P., Rasskazov A. I., Bugin V. N. Endogenous intoxication syndrome and the possibility of its therapeutic correction in chronic dermatoses. VIII Vseross. 198.
20. Himkina L. N., Dobrotina N. A., Kopytova T. V. The significance of endogenous intoxication in chronic dermatoses and methods of correction. *dermatol.*- 2001. - No. 5. - pp. 40-43.
21. Almeida R.P., Brito J., Machado P.R. et al Successful
22. treatment of refractory cutaneous leishmaniasis with GM-CSF
23. and antimonials. *Amer. J. Trop. Med. Hyg.* 2005; 73(1): 79081.2005
24. Santos J.B., de Jesus A.R., Machado P.R. et al. Antimony plus recombinant human granulocyte-macrophage colony-stimulating factor applied topically in low doses enhances healing of cutaneous Leishmaniasis ulcers: a randomized, double-blind, placebo-controlled study. 2004.
25. Harms G., Zwinngenberger K., Chahade A.K. et al. Effects of intradermal gamma-interferon in cutaneous leishmaniasis. 1989.
26. Berman Y. D. Antileishmanial activity of human erythrocytes containing formicin a / Yu. D. Berman // *Zh. Infekts. Dis.* - 1985. - vol. 151, No. 4. - pp. 698-701.
27. Tishchenko L. D. Features of detection and treatment of cutaneous leishmaniasis in some Arab countries / L. D. Tishchenko, S. M. Haddad, S. M. Traore // *Vest. Ros. univer. a friend. nations.* - 1999. - No. 1. - p. 60-64.
28. Tikhonovskaya I. V., Adaskevich V. P., Myadelets V. O. Cutaneous leishmaniasis: etiology, clinic, diagnosis, treatment // *Vestnik VSMU.* 2016. No. 3. p. 69-77
29. Report to the WHO Committee of Experts on Leishmaniasis control. Geneva. 22-26 March 2010, a Series of who technical report No. 949. Who. 2011. S. 243.



DOI: **10.5958/2249-7137.2021.00281.0**

THE IMPORTANCE OF FOLKLORE IN THE UPBRINGING OF A HARMONIOUSLY DEVELOPED GENERATION

Mukammalkhon Kurbonova*

*Faculty Chairman,
Fergana Regional Branch of Uzbekistan State Institute of Art and Culture,
UZBEKISTAN

ABSTRACT

This article tells about the importance of Uzbek folklore, the history of their origin and the works of our great ancestors that have come down to us, and their importance in educating the younger generation. The use of this heritage in the field of human education is one of the most pressing issues today. As noted by the first President IA Karimov, independence has created opportunities for the practical development of the ancient way of life, traditions, customs, skills, natural resources of the people, taking into account all aspects.

KEYWORDS: *Folklore, Myth, Legend, Fable, Song, Melody, Ethnology.*

INTRODUCTION

Speaking about the history of collection and recording of works of Uzbek folklore, the famous historian Abu Bakr ibn Ja'far Narshahi, who lived and worked in the 10th century, described the names of cities and villages, historical monuments and the past in the book "History of Bukhara". It should be remembered that folk tales and legends about the past events are quoted. It should be noted that the great scholar of the 11th century Mahmud Kashgari traveled to the land of the Turkic peoples, wrote rich materials on folklore genres such as proverbs, sayings, songs, legends and myths, and included them in the *Devonulug'otitürk*. Mahmud Zamakhshari, who wrote proverbs and sayings and studied their features, Nosiruddin Burhonuddin Rabguzi, who compiled the myths, legends, stories and tales of the ancient Khorezmians in the "Story of Rabguzi", and Alisher Navoi who commented on the genre structure of Uzbek folk poetry, Historian Khandamir, who narrated folk tales about the great Uzbek poet, Darwish Ali Changhi, who wrote materials on the diversity of genres of music folklore, Zahiriddin Muhammad Babur, who gave interesting facts about the traditions, ceremonies, proverbs and wise sayings of the Uzbek people, Sheikh Suleiman Bukhari citing examples of folk songs in his dictionary, were the

first collectors of Uzbek folklore. It is known that Mahmud ibn Husayn ibn Muhammad Qashqari was born between 1029 and 1038. He began writing his "Devonulug'otitturk" in 1072 and completed it in 1078. Before writing this book, he traveled for many years to all the regions inhabited by the Turkic tribes and collected rich linguistic, folkloristic and ethnographic materials. He writes: "I have traveled for many years in the cities, villages and pastures of the Turks, Turkmens, Oguzs, Chigils, Yagins, and Kyrgyz, and I have studied various dictionaries. I studied and identified the different word properties. I did this not only because I didn't know the language, but also to identify every little difference in these languages. Otherwise, I was one of the most mature, the greatest experts, the wisest, the oldest of the tribes, the master of spearheads in battle. I paid so much attention to them that the languages of Turks, Turkmens, Oguzs, Chigils, Yagins, and Kyrgyz tribes completely settled in my heart. I have arranged them on a thorough basis." Mahmud Kashgari, a large-scale collector, not only collected linguistic material for the dictionary, but also recorded samples of folklore. The scholar said, "I have taken a special note to give a brief explanation of the features of the construction of the words of each tribe and how they are used." As an example, I have quoted poems, wise sayings and proverbs used in the Turkish language, which are used in the days of joy and mourning, so that their users can convey them to the narrators, and the narrators, in turn, to the speakers of this language. This means that Mahmud Kashgari has collected a great deal of material on the genres of Turkic folklore, such as songs, proverbs, ceremonial folklore, myths and legends. Therefore, the comparative study of folklore materials in the work "Devonulug'otitturk" with examples of Uzbek folklore is important in the study of the historical development of folklore. On February 21, 1961, H. Zarifov, who conducted scientific observations on the appearance of the lexicon "Devonulug'otitturk" in Uzbek folklore, wrote: "As important as it is to compare the lexical and grammatical facts in "Devon" with the language of all written works in Uzbek, so it is important to determine whether these facts exist in Uzbek folklore and dialects." There is also an important feature of Mahmud Kashgari as a collector of folklore: the scientist, quoting a mythological legend about the "blue vulture", emphasizes that he heard this story from someone who accompanied him. Giving information about the narrator, that is, the performer, who narrates the work of folklore, is one of the scientific criteria for recording a sample of folk oral art. "Devonulug'otitturk" also contains mythological notions about "yada stone". On "Devon", volume 3, page 8, we read: "Yada is a method of divination with special stones (yada stone) to demand rain, wind, etc. This habit is common among them. I saw it with my own eyes in the city of Yagmos. It was so fortunate to put out a fire that it snowed in the summer, by God willing. The fire was put out in front of me." Mahmud Kashgari, who traveled through the land of the Turkic peoples and collected folk legends about the "rain stone", describes the ritual of influencing nature with the help of this legendary stone: "Beck asked yadachi to pray for the memory, so the wind blew. It rained. This phenomenon is popular in the Turkish country. The rocks are used for wind, rain and cold." Volume 3 of Devon, page 322, explains the verb "yatladı" as "the sorcerer prayed with a stone to make it rain". Mythological notions about the Yada stone were known to almost all ancient Turkic peoples. According to the tenth-century historian Abu Doiaf, those people considered the "stone of reverence" sacred, used to offer sacrifices to the green stone in its honor at a time when there was a lack of rain. Well-known linguist L. Budagov said that "yada is a magic stone that can be used to rain or snow." The word 'dzada' in the Mongol language means rain". The fact that the practice of sorcery with the help of "Stone of Rain" was preserved in the time of

AlisherNavoi is confirmed by this verse in the ghazal of "GharoyibusSirlar", which begins with the words:

Yada toshig ‘a qonyetgach, yog ‘in yog ‘qondekeysoqiy,
Yog'aryomg'urdekashkimchunbo ‘lur la ’ling sharobolud.

Even in those days, farmers who cultivated arable land and begged for rain from nature during the years of water shortage. That is why ZahiriddinMuharnad Babur while describing KhojaMulla Sadr in his "Boburnoma" says : "He had knowledge, knew the vocabulary, and wrote well. He also knew witcheryandyada science, "he said.This fact itself proves that the mythical notions about the stone and the ritual of asking for rain through this stone existed in the 16th century. Myths and legends about "jay tas in Kazakh, saga in Uzbek, Mongolian, Altai, Turkmen, saga in Yakut languages, chagtach in Tuvinian" are connected with the mythological beliefs of the ancient Turkic people. Mythological notions of rain falling through the Yada stone have survived to this day.In particular, Izzat Bibi Majidova, a 77-year-old resident of Ularbibi village in Bukhara's Gijduvan district, said in 1991 that people who had rain at their wedding were "yada people".It is said that if a child licks the bottom of a bowl of yogurt when he is young, it will snow or rain at the wedding.In Mahmud Kashgari'sDevonulug'otitturk, the oral prose works quoted to explain the meaning of certain words are mythological myths, ethnogenetic myths and legends, toponymic myths and legends, folk tales, can be described as transplants.Toponymic legends such as "Khudkhur" (Vol. 1, p. 135), "Qaz" (Vol. 3, p. 163) in "Devon", "Chigif (Vol. 1, p. 374)," Turkmen " Ethnogenetic narratives, such as (Vol. 3, pp. 419-422), and a calendar narrative on the origin of the muchal account (Vol. 1, pp. 330-331) are also cited.Mahmud Kashgari has included more than 300 proverbs in his book in order to "decorate his Devon with words of wisdom, proverbs ... in a special alphabetical order."For example, in the proverb'Tilkuo‘zinigaursa, ujuzbo ‘lur" ("If a fox hits its nest, it will be weak") this is a wise saying that a person who betrays his homeland will be ruined.That is why Mahmud Kashgari himself quoted this proverb as saying, "This proverb is addressed to those who slander their people, tribe or country"was noted(Devon, Index-Dictionary, p. 32).Laziness and sloth in Devon("Ermagugabulut yuk bo ‘lur", that is, "The shadow of the cloud is a burden to the lazy"), diligence ("Yazinqatig'lansa, qishinsevnur", that is, "He who works in the summer rejoices in the winter"), friendship and solidarity ("Yalng'uzqazutmas", that is, "The lone goose does not sing"or "Kengashlikbilikuzlashur, kengashsizbiligo'prashur", that is, "Advice ends"), courage, bravery("Alp yag'ida, alchaqjag'idthat is, "When a brave man confronts an enemy, he is tested in a gentle effort"), donolikchalpcherikda, bilgatorikda", that is, "The brave are tested in battle, the wise in trial") and articles on many other topics.This indicates that the proverbs used by our ancestors in the tenth and eleventh centuries were varied in subject matter.Theparemiological materials in Devon identify the genetic roots of folk proverbs,to study the history of the origin and stages of development of the proverb genre, and has important scientific value in the study of changes in the artistic form and semantic properties of articles. Mahmud Kashgari, a great philologist of the 11th century, collected linguistic sources on the dialects of the Turkic tribes, as well as folk proverbs, wise sayings, songs, myths, legends and stories.He also wrote a wealth of material on customs and rituals, popular beliefs, religious beliefs, and mythological ideas. AlisherNavoi, who highly valued the unique creative potential of our people, also effectively used the values of almost all genres of folklore of his time.Therefore, in the works of the poet there are many terms related to the genre system of Uzbek folklore of the XV century, such as

myth, story, narration, fairy tale, epic, woman, song, dust, were used most. Alisher Navoi's works also contain the names of folk performers such as narrator, storyteller, goyanda, yirov, ozon. This information is of great value in the study of the historical basis and development of the genres of Uzbek folklore. There are also narrations in the history of Uzbek folklore and it is worth noting that in Zahiriddin Muhammad Babur's "Boburnoma", folk proverbs and sayings included in Gulkhani's "Zarbulmasal", excerpts from folk songs in the work of Sheikh Suleiman Bukhari «Lugʻatichigʻatoyivaturkiyusmoniy» to explain the meaning of words, Muqimi's Travels written in the style of folk songs, also plays an important role. Various scientific societies and associations dealing with folklore have been established in different countries of the world. For example, in 1878 in England on the initiative of L.B. Gomm, E. Taylor, J. Fraser the "Society of Folklore Scientists" was formed. In 1911, with the active participation of K. Kron, one of the founders of the Finnish School of Folklore, the International Federation of Folklore, or FFS, was established. In 1911, the "Council of Associations of German Folklore Scholars" - "Der Verband deutsche Vereine für Volkskunde" was formed, and until 1949 it was headed by the famous German folklorist and ethnographer Meyer John. In the system of the Department of Language and Literature of the Russian Academy of Sciences there was a "Scientific Council on Folk Art". The International Council on Folklore and Ethnology (ISEF) and the International Council on Folk Music (IFMS) also functioned under UNESCO. In England, the Folklore Record was published in 1878, the Folklore Journal in 1883, and the Folklore magazine in 1890. In Turkey, the journal "National Folklore" is published under the editorship of a folklorist Ojal Oguz. In Russia, magazines such as "Narodnoyevorchestvo" (published since 1937 and republished in 1992), "Jivayastarina" (founded in 1890 and republished in 1994), "Ethno", "Etnosfera" are published. In 2004, the Museum of Anthropology and Ethnography in Russia (Kunstkamera) began publishing the journal Anthropological Forum. Due to the growing tradition of complex study of folk art on the basis of theories of various disciplines and directions have occurred, the "ethnofolkloristics" of folklore studies (ethnographic and folkloristic study of folk art), "ethno-linguistics" (ethno-folkloric interpretation of dialectisms in the Uzbek language, enriched by traditions, ceremonies, various beliefs), «archeopholchloristics» (study of folklore plots, images and motifs reflected in archeological finds, as well as the genesis of a particular plot, motif, image and artistic detail of a certain genre of folklore by comparing it with pictures, drawings and expressions in archeological monuments) The science of folklore is closely related to linguistics, especially its branch of dialectology, which studies dialects and dialects. Because a folklorist cannot write a work of folklore perfectly if he does not know the transcription thoroughly. Today, in onomastics terms such as, "myponym" (concepts and terms associated with ancient mythological notions and mythical images), "mithotoponym" (place names derived from myth-related words), «eponira» (famous horses used in epic works) have emerged. A "lingvofolkloristics" was formed to study the linguistic features of folklore. Since the process of creation and popularization of folklore is directly connected with the way of life, customs, national mentality and traditions of the people, the study of folklore can not be separated from the ethnographic context. On the one hand, folklore contains many "ethnographies" related to the ethnic nature of our people, traditional motifs associated with ancient ceremonies and rituals, on the other hand, folklore is an important source of rich material for ethnological research. That is why "ethno-folklore" has become one of the most active branches of modern folklore. H. Zarifov, the founder of Uzbek folklore, a well-known scientist, wrote a programmatic article in the first issue of the journal "Uzbek language and literature" in 1958 entitled "On the issues of

comparative study of folklore and archeological materials" (pages 25-30). He started the direction of "arheofolkloristics" in Uzbek folklore. In order to clarify the historical basis of a certain image, motif or epic plot in a folklore work, various artifacts found during archeological excavations, petroglyphs on rocks, ancient murals found in Varakhsha, Afrosiab, Bolaliktepa and Tuprakkala were created by our ancestors. In the field of philology, folklore studies the works of oral poetry created as a result of the continuous development of the artistic thinking of our people over the centuries as the art of speech, writing, archiving, publishing and engaged in scientific research. Notation and research of genres of Uzbek folk music heritage, recording and research of materials on folk oral drama, askiyaboz, puppetry, clowning, as well as the study of folk crafts (pottery, embroidery, beshiksoz, knife-making, etc.), applied arts and folk dance is the main task of folklore studies in the field of art criticism. Uzbek folklore has been recognized not only in our country, but also by many other scientific centers in Central Asia and the world as a very comprehensive scientific research and a rich theoretical base. With the development of such disciplines of folklore as "fairy tales", "epics", "paremiology", "mythology", "ritualism", "linguo-folklore", "musicology" New scientific directions such as "folklore and ethnoculture", "folklore and spiritual development", "postfolklore" were also formed. So, folklore is a systematic collection of works of folk art, and is a special field of science, which deals with the scientific description of it on the basis of all variants and versions, as well as the preparation of popular and scientific-academic editions of folklore, theory of folk art, historical bases, local features, historical-folklore process, poetics of folklore works, Uzbek folklore of the independence period, issues such as traditional folklore and postfolklore, the role of folklore in the system of cultural values are its priorities. The rich and colorful folklore heritage of the Uzbek people is closely linked to the diversity of the ethnic composition of the line and the fact that its historical development is one of the hotbeds of world civilization, which runs between the two rivers of Central Asia. Since ancient times, the region between the Amu Darya and the Syrdarya has played a role in the great migrations of the people and the rise and fall of various political, cultural and economic relations. Suffice it to say that only the Great Silk Road cut through this area. In turn, it is natural that wherever the trade routes pass, there are processes of economic, political and cultural growth. The important role of the history of the Central Asian region, including the ethnoses and states that emerged between the two rivers, in the history and development of the whole world is also determined by the fact that the region is located in all favorable conditions. The Uzbek people are made up of three major ethnic groups: the Tjorluq, the Kipchak, and the Oghuz. As a result of the interaction of scholars, the nucleus of today's Uzbek people has emerged. It is known that these three tribal associations played an important role in the formation of the Turkic people in other regions. The same process is evident in the oral poetry of the people. In particular, the traditional material and intangible culture associated with the artistic and practical activities of the masses (folklore, folk music, folk theater), folk games (dance), in the art of folk fine and figurative ornaments, folk architecture, and similar forms of creativity, this situation is even more pronounced. That is why the Uzbek people have many things in common, with close ties with other Turkic brothers and neighbors living side by side. The Uzbek ethnos has created a rich cultural heritage. In particular, his folklore is noteworthy for its size and art. The importance of educating the next generation in a comprehensive ideological and aesthetic way is invaluable.

In a short period of time since independence, all historical, religious, literary and artistic monuments created by our ancestors, including samples of folklore, in-depth study, analysis of

them in accordance with the modern requirements of universal and national ideas. The use of this heritage in the field of human education is one of the most pressing issues today. As noted by the first President IA Karimov, independence has created opportunities for the practical development of the ancient way of life, traditions, customs, skills, natural resources of the people, taking into account all aspects. It is no coincidence that it has paved the way for a nationwide that from the very first days of independence, the head of our state has been reminding us of the need to pay attention to the restoration of our national values, beautiful traditions, rich folklore, kindness and love, which have been formed over many centuries. Independence allowed the people to develop their oral poetic creativity, to publish and analyze the spiritual and cultural heritage created by the people as real works of art, not in terms of class, as before. The President wrote about the noble idea of the rich folklore, which is a rare example of folk wisdom: "Our ancient ancestors developed a whole set of moral requirements for the perfect man, in modern language, the Eastern Code of Ethics. In the heart of man, there must be an unforgiving rebellion against impurity and injustice." — The issue of spiritual education, which is very important for the current generation, was considered. Therefore, if the issue of spiritual education in the higher education system of Uzbekistan is approached from the point of view of the principles of today's requirements, the most important spiritual wealth is the examples of folklore, which are the source of folk wisdom in perfect human education. Folklore is one of the oldest and long-lasting branches of the art of expression. With the increase of human experience in the process of labor, with the formation of speech, the human mind has developed, and the desire to depict ideas about nature and society through images has led to the emergence of oral creativity. Folk art is the art of hardworking people. An integral part of folk art is the oral art, which differs from other types of folk art (music, theater, dance, fine and applied arts, etc.) It is passed from mouth to mouth, from generation to generation, from generation to generation, and is performed by talented people. Folklore works did not remain as they were originally created, but were creatively reworked, changed, enriched with new information, adapted to historical conditions, and at the same time had a positive impact on written literature. Folklore is referred to as "folklore" as a specific form of oral art, and the field of study of folklore is called "folklore". Folklore has been considered at different times and in different countries as part of ethnography, anthropology, musicology and even sociology. The term "folklore" was first coined in 1846 by nineteenth-century explorer William Thoms. "Folk" - "people", "lor" (lore) - "knowledge", "wisdom", "wisdom", ie "knowledge of the people". The term "folklore" became an international term and began to be used in various countries. In England and the United States, all forms of folk art are represented by the term oral poetry, music, dance, play, theater, fine and applied arts, as well as myths, beliefs and customs. In Uzbek folklore, the term "folklore" was coined by Haji Zarif in 1932, and the scholar called the first book for university students "Uzbek folklore." Prior to that, the term "folklore" was associated with such terms as "folk literature", "oral literature", "oral literature in Uzbeks", but now the term "folklore" has become more popular. When we say 'folklore', we basically mean folk poetic creativity. For other types of folk art, the name of the field is added, for example, for folk music the term "music folklore" is added, and so on. We can call folklore a syncretic art because it combines elements of music, dance and theater. At the same time, folklore differs from other types of art in its peculiarities. The preservation of words, melodies and performances in folklore reflects the life of the working people in folklore. Incorporates people's socio-historical, political, philosophical, artistic and aesthetic views of the world. This shows the deep popularism of the content and ideas of folklore. The

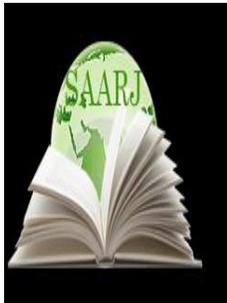
basis of populism in folklore is its progressive essence. Historical social events are considered in folklore works from the point of view of the relations of the people. The science that studies and examines folk art is called folklore. Folklore studies the basics of folk oral art in connection with the aesthetic thinking of the ancient world. In particular, the written information of Central Asian tourists and historians about the myths and legends of the peoples of Central Asia, various customs and rituals is important for folklore. According to our folklorists, the first experiments in the writing of folklore began in the XI century. Mass recording, collection, publication and scientific research of Uzbek folklore began in the first quarter of the twentieth century. The rich and varied folklore heritage of the Uzbek people is closely linked to the richness of the ethnic composition of the line and the fact that historical development took place between the two rivers of Central Asia. Because the region between the Amudarya and the Syrdarya has long served as a crossroads in the great migrations of peoples and the ups and downs of various political, cultural and economic relations. Suffice it to say that the Great Silk Road crossed the region almost completely. In turn, it is natural that wherever trade routes pass, there are processes of economic, political and cultural growth. The importance of the history of the Central Asian region, including the ethnoses and states that emerged between the two rivers, in the history and development of the whole world is also determined by the fact that the region is located in all favorable conditions. The Uzbek people are made up of three major ethnic groups: the Tjorluq, the Kipchak, and the Oghuz. As a result of the unification of the clergy, the nucleus of today's Uzbek people was formed. It is known that these three tribal associations played an important role in the formation of the Turkic people in other regions. The same process is evident in the oral poetry of the people. In particular, the traditional material and intangible culture associated with the artistic and practical activities of the masses (folklore, folk music, folk theater), folk games (dance), in folk fine and applied decorative arts, folk architecture and similar types of creativity this situation is even more pronounced. That is why the Uzbek people have many things in common, with close ties with other Turkic brothers and neighbors living side by side. The Uzbek ethnos has created a rich cultural heritage. In particular, his folklore is noteworthy for its size and art. The importance of educating the next generation in a comprehensive ideological and aesthetic way is invaluable.

REFERENCES

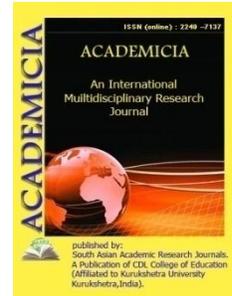
1. K.Imomov. O‘zbekxalqnasripoetikasi. -T. “Fan” 2008,252 b.
2. M.Inoyatov. O‘zbekxalqijodiyotian’analari. -T. 2010,132 b.
3. M.Jumaboyev. Bolalaradabiyotivafolklor. Darslik. -T. 2006,216 b.Uabborov. O‘zbekxalqetnografiyasi. -T.“O‘qituvchi” 1994,312 b.
4. S.Davlatov. An’anavamarosim. O‘quv-uslubiyqoilanma.-T. “Fan” 2009, 120 b.
5. Boltaboeva U., Sh U., Rahmonova N. CREATIVE PERSON-THE ROLE OF LIVE WORD IN EDUCATING AN ACTOR //European Journal of Arts. – 2019. – №. 3.
6. Boltaboyeva U., Rakhmonova N., Usmonov S. Characteristics of speech Art: problems and solutions //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – C. 559-567.

7. Болтабоева У. Нутқ санъатининг ўзига хос хусусиятлари: муаммо ва ечимлар //Oriental Art and Culture. – 2020. – №. I (2).
8. Boltaboeva U. Using Oral Folk Art Methods in Improving Speech Technology //Eastern European Scientific Journal. – 2019. – №. 1.
9. Akbarova M., Tursunova G., Abdunazarov Z. Section 3. Theater art //European Journal of Arts. – С. 125.
10. Усмонов Ш. САҲНАДА ТАШҚИ ҚИЁФАГА АКТЁРНИНГ МУНОСАБАТИ //Oriental Art and Culture. – 2020. – №. II.
11. Усмонов Ш. Илм даргоҳига бир назар //Oriental Art and Culture. – 2019. – №. IV (1).
12. Умарова Х., Усмонов Ш. Санъатга бағишланган умр //Oriental Art and Culture. – 2019. – №. IV (1).
13. Dehqonov R., Tursunova G., Abdunazarov Z. Pedagogical approaches to the formation of musical literacy of students in the sytem of higher education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 3. – С. 91-95.
14. Tursunova G., Karimov B. PEARLS OF UZBEK NATIONAL DANCE //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. Conference. – С. 4-4.
15. Абдуназаров З. МИЛЛИЙ ЎЙИНЛАРИМИЗ ИШТИРОКИДА ЁШ АКТЁРЛАРНИ ТАСАВВУРИ ВА ДИҚҚАТИНИ ЧАРХЛАШ //Oriental Art and Culture. – 2020. – №. III.
16. Абдуназаров З. ТИМСОЛЛАР СИЙМОСИНИ ЯРАТИШ //Oriental Art and Culture. – 2020. – №. III.
17. Yuldasheva S., Madumarova M. TASKS AND CONTENT OF BIBLIOGRAPHIC WORKS //European Journal of Arts. – 2020. – №. 1. – С. 148-152.
18. Юлдашева С. Китоб-кўнгиладир чироғи //Oriental Art and Culture. – 2020. – №. I (2).
19. Юлдашева С. Китоб мутолаасини шакиллантиришда кутубхоначилик фаолияти //Oriental Art and Culture. – 2019. – №. IV (1).
20. Yunusov G., Juraev I., Ahmedov R. A LOOK AT THE REGIONAL SEASONAL FOLKLORE AND THEIR ORIGIN. THE ROLE AND IMPORTANCE OF FOLKLORE IN THE DEVELOPMENT OF DANCE ART //European Journal of Arts. – 2020. – №. 1. – С. 121-124.
21. Yunusov G. X., Juraev I., Ahmedov R. The European Journal of Arts, Issue 1/2020.
22. Talaboev A., Akbarov T., Haydarov A. The European Journal of Arts, Issue 1/2020.
23. Аҳмедов Р. Миллий мусиқий ижрочилик санъатига бир назар //Oriental Art and Culture. – 2020. – №. I (2).

-
- 24.**Юлдашев К., Эгамбердиев Х. Режиссура: кеча ва бугун //Oriental Art and Culture. – 2019. – №. IV (1).
- 25.**Талабоев А. Мақом санъатида сўзнинг ўрни //Oriental Art and Culture. – 2019. – №. IV (1).
- 26.**Найдаров А. QOSHIQLAR ORQALI O'QUVCHILARDA VATANPARVARLIK TUYGUSINI SHAKLLANTIRISH //Oriental Art and Culture. – 2020. – №. IV.
- 27.**Акбаров Т. ФОЛЬКЛОР ВА АНЪАНАВИЙ МУСИҚА МАСАЛАЛАРИ //Oriental Art and Culture. – 2020. – №. IV



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00282.2

ESSENCE INTEGRATION EDUCATION

Nilufar Maxamadjanovna Abdullaeva*

*Teacher,
 Namangan State University,
 UZBEKISTAN

ABSTRACT

This article is about modernization of content of educational works in elementary classes in the level of modern requirements. Use of integrational educational technologies serving for modernization of content of educational works. These methods support rational use of educational time and widen people's world views. The experience of foreign education has shown that integrated sciences, which are the basis for the development of knowledge about nature and society, are already included in the curricula of many countries. Their main focus has been on integrated courses, which is a distinctive feature of many foreign primary schools, which focus not only on teaching subject-based knowledge through primary education, but also on developing creative thinking skills.

KEYWORDS: *Innovational Educational Technologies, Integrational Educational Technologies, Pedagogical Technologies, Technologic Scheme, Project Of Lessons.*

INTRODUCTION

The experience of foreign education has shown that integrated sciences, which are the basis for the development of knowledge about nature and society, are already included in the curricula of many countries. Their main focus has been on integrated courses, which is a distinctive feature of many foreign primary schools, which focus not only on teaching subject-based knowledge through primary education, but also on developing creative thinking skills. The aim of the course is to engage the child in a conversation with the world, a conversation with man, nature, society, science, art; it is not only the language in which people speak, but also the language of animals, plants, the language used by artists, musicians, scientists ... To get acquainted with the general view of the world through sounds, images, colors; and the child is placed in the place of both the world and the self-explorer. "[2]

The views of scholars mean that the main purpose of the integration of education is to give students a holistic view of nature and society from primary school and to form a student's attitude to the laws of their development. However, today there is a mismatch between DTS and curricula. Primary education There are 10 subjects in the current curriculum, indicating the areas of education "Mother tongue", "Mathematics", "Nature". This situation leads to fragmentation and repetition of topics in the knowledge presented to the reader. Repetition and repetition, on the other hand, bore the reader and hinder the efficient use of time. As an example, if we take the annual calendar work plan of grades 1-4, we will see that a number of topics are repeated, repeated [3]. This repetition mainly occurs at one time (during the week, one day). So, by linking them together, we create an integrated lesson as a result of creating a single complex lesson plan. As a result, students will have the opportunity to acquire comprehensive knowledge. The topics of "Reading" are "Vatan", "Odobnoma" is "Ancestral land", "Music" is "Singing rules", "Fine arts" is "Vatanjonim - vatanim". Therefore, if these topics are integrated using interdisciplinary integration, one lesson will save time and opportunities. Below is a table of subjects and topics that can be integrated for grades 1-4, based on the Annual Curriculum. (See Tables 1, 2, 3).

TABLE 1 INTEGRATED MAP OF 1ST GRADE CURRICULUM

№	Reading	The World Around	Us Etiquette	Fine Arts
1	Homeland		Homeland	
4	Autumn	Blessings		Autumn painting on the theme "Autumn has come"
5	Autumn	Socially useful work or life of animals and insects in autumn		Painting on the theme "Autumn work"

TABLE 2 AN INTEGRATED MAP OF THE 2ND GRADE CURRICULUM

№	Reading	Etiquette	Music	Fine Arts	The World Around	Us Technology
1	Homeland	A land inherited from our ancestors	Singing rules. Homeland	Working with the flag image		
2	A dove	Caring for animals is a virtue		Processing a picture of a parrot	Birds	Making bird shapes from natural and different materials
3	Winter	Caring for animals is a virtue	"The first snow" poem by R. Talib,	Painting on the theme "Winter"	Winter	Creating a winter landscape in the application

					method
--	--	--	--	--	--------

TABLE 3 INTEGRATED MAP OF 3RD GRADE CURRICULUM

N_o	Reading	Natural	Technology	Etiquette	Fine Arts
		Air in nature	Application of "Autumn" landscape		Composition work on the theme "Late autumn"
	A tale about water	Properties of water	Making fairy tale characters in the application method	Water is the source of life	A tale about water
	Winter is also beautiful		Application of "Winter" landscape		Composition work on the theme of winter games
	Navruz has come		Making decorations for Navruz		Preparation of a sketch of a greeting card for the holiday of Nowruz
	A trip to the animal world	Fauna and its diversity			Painting on the theme "At the zoo"

It is observed that students have a hard time applying the knowledge, skills or abilities acquired in a particular field of science in another direction. All this requires the formation of knowledge, skills and competencies that students acquire from the elementary level of education on the basis of the principles of interdependence, coherence and integrity. That interdisciplinary integration is more effective in mastering them systematically; argues that further increase in educational effectiveness can be achieved by deepening interdisciplinary links.

Since integrated technology is focused on the student's activity, the efficiency of this activity is constantly increasing, its main goal is not only the effective acquisition of knowledge. Rather, it presupposes the continuous acquisition of knowledge by the reader on the basis of his or her search for aspirations from the most convenient, simple concepts and imaginations to complex ones. Simple topics gradually become more complex, transforming from the form of information, understanding, imagination into a holistic, integrated knowledge and skills. Students will be able to use this knowledge and skills to solve a specific life problem in necessary situations.

As you move from class to class, topics, problems, knowledge, and skills also become more complex, and practical skills deepen. Most importantly, these processes are organized taking into account the interests and needs of primary school students. In this way, they learn the basics of flowers in the classroom, the structure of these plants, and how to care for them. Conditions will be created for them to write and draw a picture about their flowers, to expand their understanding of the care of flowers and plants, fruit trees during conversations with gardeners. In extracurricular reading lessons, you can learn interesting poems from the book "Fruit Conversation" in the "Role-based" method. Students will understand how important the healing properties of fruits are for their health. In the school yard, they learn the rules of reproduction, the need to care for the trees, flowers and various plants that are present in their backyards. The

notion that nature conservation is important for its purity, beauty and innocence is also gaining ground.

An integrated approach in primary education also provides an opportunity to develop students' creative thinking skills. The composition of creative thinking influences the formation of the most vital and spiritual qualities for the student, regardless of the field or profession in the future. Creativity in the reader gradually prepares the ground for creative ideas. With this in mind, it is recommended to give free rein to the student's imagination by presenting fairy tales and stories "There is a beginning, there is no continuation" in the native language and reading lessons. In grades 3-4, students can weave fairy tales or create text on specific topics themselves. Given that the formation of creative thinking begins in the minds and minds of children in the same primary school, it is advisable to develop the ability to express their impressions in reading lessons in grades 1 and 2 by reading works that affect and excite the student.

In recent years, 70 percent of developed countries have been working with integrated curricula and textbooks in the education system. Teaching subjects in accordance with the goals and objectives of education requires the improvement of its content and form. Primary education The state educational standards provide for the integration of the subjects "Mother Tongue", "Reading", "Mathematics", "Natural Science" into the field of education "Man and Society", as this field includes concepts related to a number of subjects. In primary education, the issue of teaching subjects in the field of "Man and Society" on the basis of an integrated program is still one of the problems that need to be addressed.

"Given the effectiveness of the learning process through the organization of the educational process on the basis of integrative programs and textbooks, it is advisable to use different levels of integration:

- a) present the topics in sequence, focusing on completing the previous one;
- b) finding common ground in curricula and ensuring interdisciplinary coherence;
- c) systematization of knowledge and concepts to be mastered through related subjects using modular integration;
- g) interdisciplinary integration (ie, the achievement of a common goal by combining materials that are close in nature; the formation of the necessary skills and abilities) using a variety of texts, exercises, problems, "Mother tongue", "Reading", "Mathematics", "Science" ("The world around us"), "Fine Arts" ("Painting"), "Technology";
- d) presenting a combination of topics related to several subjects through the creation of integrative programs (for example: "Mother tongue", "Mathematics", "Etiquette", "Natural sciences", combining concepts related to subjects in the lessons "Reading", "Natural sciences") is emphasized by scientists "[2].

If we look at the annual plan for Grade 4, in fact, the topics are very close in content [4]. The teacher has no difficulty in integrating them, but rather has the opportunity to provide students with additional information outside of the textbook during the time saved as a result of non-repetition. For example, in the Reading lesson, students integrate not only the map of Uzbekistan, but also the map of the world and its location in Central Asia, then the map of Central Asia and the map of Central Asia and Uzbekistan, the border of Uzbekistan. countries,

the location of the capital of the Republic, as well as why Tashkent was chosen as the capital, the location of the regions in the territory of the republic, in particular, the location of the Fergana Valley, oasis and other regions on the map. (See Table 4).

TABLE 4 AN INTEGRATED MAP OF THE 4TH GRADE CURRICULUM

No	Reading	The world around us	Technology	Fine Arts	Educational Hour
1	Map (N.Norqobil) (17.09)	Maps (29.11)		Conversation on the architectural monument of Uzbekistan (13.11)	
2	Courage and Light of Mind (Miraziz A'zam) (19.09)				Knowledge is an incomparable treasure (10.05)
3	Autumn. Shukur Sa'dulla (25.09)		Making flowers from autumn leaves (24.09)	Painting on the theme "Autumn flowers" (9.10)	
4	Melon Festival (Sh. Sa'dulla) (26.09)		Making flowers by the method of application of natural materials (24.09)	Composition work on the theme of the melon festival (25.09)	Autumn blessings (16.11)

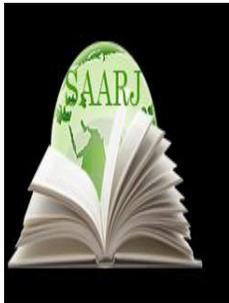
Indeed, the use of integrated technology creates favorable conditions for the implementation of pedagogical, psychological educational goals; general didactic requirements are fulfilled in membership; saves student time and energy; excessive mental and physical stress is prevented, the effectiveness of training increases. Students will have the opportunity to master the necessary skills and abilities, concepts and knowledge in a comprehensive way as a result of combining the content of the subjects. In particular, the content of the subjects "Mother tongue" and "Reading" are texts, poems, proverbs, exercises, stories, aimed at the formation of concepts of morality, speech, fine arts, culture of communication, study of national and universal values, nature, society, enriched on the basis of samples of works of art, there was no need for textbooks and manuals such as "Fundamentals of Economic Knowledge", "Constitution Lessons".

In modern education, scientists EV Bondarevskaya [38], IS Yakimanskaya, VV Serikov, NI Alekseev have developed a number of concepts of person-centered education. They proposed a variety of technologies that combined unique socio-pedagogical, didactic and psychological aspects. These technologies are used in education in Russia and other CIS countries.

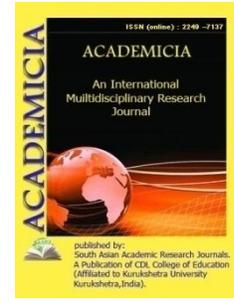
REFERENCES

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Action Strategy for further development of the Republic of Uzbekistan". - Collection of Legislation of the Republic of Uzbekistan, 2017, No. 6, Article 70.

2. Maksimova, V. N. Mezhpredmetnye svyazi v uchebno-vospitatelnom protsesse sovremennoy shkoly / V. N. Maksimova. - M.: Prosveshchenie, 1987.
3. Podlasy, I. P. Pedagogy of primary school / I. P. Podlasy. - M.:
4. Vados, 2000. - 400 p.
5. Rudnyanskaya, E. I. Integrirovannyye uroki po obshcheobrazovatelnyim distsiplinam i prirodovedeniyu v nachalnykh klassakh / E. I. Rudnyanskaya. - Volgograd: Uchitel, 2002. - 72 p.
6. Suxarevskaya, E. Yu. Technology integrated lesson: practice. posobie dlya uchiteley nachalnoy shkoly, studentov ped. ucheb. zavedeniy, slushateley IPK / E. Yu. Suxarevskaya. - Rostov n / D: Uchitel, 2003. - 128 p.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00283.4**

PHILOSOPHY OF INDEPENDENCE - METHODOLOGICAL BASIS OF TECHNOLOGY AND TECHNOLOGY DEVELOPMENT

Rano Malikovna Karimova*

*Senior Lecturer,
 Department of "National ideology, Spirituality and Legal Education"
 Navoi State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

In today's world, the processes of globalization are intensifying, the "civilized" competition for material and spiritual wealth is intensifying, and the developed countries are moving more and more towards the formation of "alliances". preserving economic, political and spiritual independence. This is the scientific and practical basis of the philosophical worldviews that reflect the economic, political and spiritual interests of all peoples living in these countries, that is, the creation, formation, development of the philosophy of independence, its transformation into the national order.

KEYWORDS: *Independence, Technique, Technology, Thinking, Phenomenon, Philosophy, Dependence, Nanotechnology, Innovation, Society, Philosopher, Methodology.*

INTRODUCTION

The concept of independence. All the flora and fauna of the objective world, the human world, on the one hand, live independently, and on the other hand, are interdependent. Such independence and interdependence is a universal philosophical principle, the highest expression of which can be seen in the socio-economic, technical and technological, political and legal, spiritual and cultural life of independent states. In the world of humanity, independence begins with the way of life, first of all, based on the independent thinking of the individual, and then in the form of social units, structures and systems united on the basis of common needs and interests, goals and objectives. At the same time, it should be borne in mind that there are aspects of independence that apply to flora and fauna. For example, each family of plants differs from other families of plants in terms of tolerance or intolerance to existing climatic and soil conditions. This shows that they live independently. The animal kingdom, on the other hand, is

based on the independent life of all animals, both together and independently, and is often based on a system of animal instincts. Thus, independence in the plant and animal kingdoms arises, is formed and develops in accordance with the laws of nature. Recognition of independence in the natural world allows for the solution of techniques and technologies in the interests of man. Today, one of the standards for maintaining a balance between nature and society is the effective use of machinery and technology.

So the question is, what is independence? This question can be answered from the point of view of understanding nature and evaluating society. Independence is the understanding of nature - the independent existence of flora and fauna in accordance with the laws of self-organization. The study of independence as one of the factors of the existence of any society requires its application as a philosophical science. From the point of view of man and society, it is the most appropriate way to approach this issue on the agenda.

The word independence: "Independent [Arabic - free, free; disobedient, separate] - 1) at will; to be, not dependent; 2) able to act, think independently, live without the help or guidance of others; 3) it belongs only to itself, without the participation and influence of others," he said. Hence, independence is the legitimate right of every person, nation, people, and state to its own material and spiritual wealth, to be guided and guided by the will of others, without the will and dependence of others. in the case of a social being consisting of living.

So, for the Uzbek people, independence is, first of all, the real owner of the material wealth in the area where they live; second, to ensure their political and legal self-government on the basis of national legislation without the guidance of others; thirdly, to be a full-fledged owner of the national values that constitute their spiritual and cultural existence; and fourthly, to create a place for itself in the world and society by creating techniques and information technologies that make people's lives easier and introduce the nation to the world.

The essence of the concept of "independence" as a philosophical category is clearly manifested in the life of every person, nation, people and state in the following cases: consists of precipitations; secondly, for the subjugated peoples, independence is a strategy for achieving freedom, while dependence is a tactic; Thirdly, it is a reality for the people who have overcome great suffering, discrimination, humiliation, submission and dependence, slavery and achieved freedom, happiness and effective creative work to ensure that this happiness is not lost. Because the true essence of independence is to understand these concepts!

"For us, independence means, first of all, taking control of our own destiny, understanding ourselves, restoring national values and traditions, maintaining peace and stability in this place, which is important for all of us, in every home," he said. In our dear homeland, justice, fairness, religion, kindness and determination are the order of the day.

For us, independence means strengthening our statehood, building the foundation of our great future, raising our national consciousness and pride, and taking our rightful place in the world community. "

Category of independence and its general methodological significance. The general methodological significance of the category of independence is that it came from the interests of the nation, the people, and gave the spirit of independent development in all areas - production, science, technology, economics, politics, law, spirituality, culture and way of life. And it is this

spirit of independence that serves as the methodological basis of every event, process. This is the law of independence, and there can be no other way. The other way was another deplorable step of deprivation of liberty, submission, slavery, submission, and injustice. Thus, independence is the right to life for the Uzbek people, it is a matter of life and death. This right is only to fight, to work, to establish justice and to strengthen the development of the happiness of the Motherland. On the essence and general methodological significance of independence in the life of society, the President of the Republic of Uzbekistan Sh.M.Mirziyoev said: can be buried in the ground. We must deepen our understanding of the importance and value of our independence in the light of such tragic events in our recent history, and we must always be ready to defend it from any evil forces. ”

Prior to independence, the people of Uzbekistan were deprived of the opportunity to pursue a policy of independent development of machinery and technology as a state. However, Uzbek scientists have made a significant contribution to the development of machinery and technology in the former Soviet Union. Among them are dozens of Uzbek scientists, such as TA Sarimsakov, S. Sirozhiddinov, H. Abdullaev, M. Urazbaev, O. Yunusov, H. Rakhmatullaev (Rahmatulin) with their intellectual potential and discoveries in the field of science and technology. . However, they became the invisible victims of the great state chauvinism and the ideas of class struggle. If we look at the history of the development of techniques and technologies in the history of mankind, at each stage of it we find traces of the heritage left by our ancestors.

The Uzbek philosophy of national independence distinguishes the development of technology as a revolutionary process in the history of mankind in the following historical stages and identifies their characteristics.

The first is the Neolithic technical revolution. This unique "first natural artificial weapon" was created in the IV-III centuries BC, when a number of new tools (wheels, mills, levers, bows, carts, boats, knives, spears, mirrors, various jewelry and the like) were created. -V includes the period up to the V century. From the 14th to the 15th centuries, however, the accumulation of natural scientific knowledge made it possible to create new techniques and technologies.

However, in the XIV-XV centuries, such great thinkers as Farobi, Beruni, Ibn Sino, Al-Khwarizmi laid the foundation for the emergence of a number of natural sciences. At the same time, he wrote books and pamphlets of methodological significance on more than a hundred developments in the creation of machinery and technology. Our great ancestors - Al-Khwarizmi, the founder of the science of algebra and the concept of "Algorithm", Al-Beruni, who for the first time calculated the length and radius of the Earth, I think you know the scientific heritage of great Uzbek scientists like Mirzo Ulugbek, who created an astronomical chart that accurately reflects the location of the star in 1018. ” Their legacy is the spiritual property of the Uzbek people, proving that they are the people who made great discoveries in Uzbekistan. For example, the names of Al-Khwarizmi and Ibn Sina, such as "Algebra", "Algorithm", "Medicine", are still preserved as the names of fundamental and academic disciplines. In this regard, Sh.M.Mirziyoev: “Al-Khwarizmi is still admired by our ancestor. Today's technology and software products are based on the algorithm he created. You should be proud of it, read it as diligently as our great ancestor and always look for it. ”

2. Cosmic, that is, the direction of accelerating the work of observing the changes taking place on the planet from space. This includes equipment designed for space exploration: rockets, satellites, nanotechnology, computers and others. In this regard, the Decree of the President of the Republic of Uzbekistan No. PF-5806 of August 30, 2019 "On the development of space activities in the Republic of Uzbekistan", the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated September 17, 2019 No. 781 On October 1, 2018, between the Government of the Republic of Uzbekistan and the Government of the Republic of India: remote sensing (surveillance) of the land; satellite communication and satellite navigation; space science and planetary research; use of spacecraft, launch vehicles, space systems and ground systems; The Agreement on Cooperation in the Exploration and Peaceful Uses of Outer Space, including Geophysical Instruments and Methods, was signed.

3. The initiative of the President of the Republic of Uzbekistan and the Ministry of Industry and New Technologies of the Republic of Uzbekistan »Resolution No. PK-4265 of April 3, 2019 was adopted. On the basis of this decision, a program for the development of the chemical industry in 2019-2030 was approved, according to which nitrogen, phosphorus, potassium and complex mineral fertilizers, including these products, were exported to JSC "Navoiazot", JSC "Samarkandkimyo", JSC "Fergana", Fergana "Fergana". JSC, JSC "Ammophos-Maxam", LLC "Dehkanabad Potash Plant", as well as in the city of Yangier, Syrdarya region and Tomdi district of Navoi region.

4. The direction aimed at creating a national technological development area on the basis of the use of technological, ie the most modern technological systems (a system of relatively closed automated technologies). In this regard, the modernization of production in the country, the widespread dissemination of the results of scientific and practical research and know-how in the process of technical and technological renewal, the development of scientific institutions and the development of the real economy through cooperation with enterprises. Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of practical implementation of innovative ideas, technologies and projects" dated April 27, 2018 No 3682, which provides for the modernization of production, development and modernization of technology. and the widespread introduction of know-how, the establishment of close cooperation between scientific institutions and enterprises of the real economy in this area, the implementation of the dynamic development of the country in an innovative way.

5. Computerization, that is, the process of automated production through the gradual elimination of the boundaries between the scientific and technical levels of knowledge in all areas of human material and spiritual activity through the effective use of modern computer technology. Technical cybernetics is one of the most developed branches of cybernetics, which includes the theory of automatic control, information and others. In this regard, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further develop computerization and introduction of information and communication technologies" was adopted for the first time on June 6, 2002, No. 200.

From a philosophical point of view, technical cybernetics is a general theoretical basis for a group of disciplines that study the information function of technology. The development of cybernetics has also led to the problem of artificial intelligence. With the use of modern computers, the possibility of creating more independent-thinking technical systems has been

identified, which can not only work with the received data, but also to communicate with humans in natural language through operators. This can be seen in the example of robots.

“The main task of robots is to perform the tasks, that is, to perform manipulations with tools, equipment and accessories, additional materials. Experienced experts say that there are at least three generations of such equipment.

The first generation includes programmable robots that can perform the program itself. The second includes adaptive robots that have sensors and can use them to receive, analyze, and modify data from the environment as needed.

Most of the third generation consists of intelligent robots that can distinguish objects in the environment and perform certain movements independently.

Scientists are currently conducting research on the creation of robots belonging to the third and fourth generations. Robots with the status of artificial intelligence, created by Uzbek scientists, have also been created and are displayed in various exhibitions.

The Uzbek philosophy of national independence serves as an ideological, scientific and theoretical basis for the development of modern techniques and technologies, as well as the positive and negative consequences of their application in life. In this case, the relationship between "nature + man + production + machinery and technology + society": a) man - technology; b) man-technique-man; c) man-technique - nature; d) human-technical-social”.

In this case, the following factors:

first, objectively general (non-social) factors - the natural environment, the volume and extent of production, the degree and nature of technology; typology of technologies;

secondly, the search for objective specific social factors - specific economic, social, political, organizational, managerial, incentive forms;

third, subjective-general (non-social) factors - the level and nature of scientific and technical knowledge, the assessment of the usefulness or harm of production, the human factor, methods of operation;

fourth, subjective-specific (clearly social) factors - social activism or sluggishness, creative initiative, fear of taking risks, profit from entrepreneurship or fear of bankruptcy, and others.

Taking them into account serves to ensure a full-fledged harmony between "society + nature + machinery and technology" in the relationship between "man and the world", based on non-harm to each other.

CONCLUSIONS

1. Independence means that every person, nation, people, and state has the legal right to its own material and spiritual wealth, and is able to act voluntarily, independently, without the help, guidance and guidance of others. is a social being that consists of forgiveness.

2. Subordination is a person, people, nation, people and state that does not have the will, rights and freedoms, is subordinate to others, is under the rule of others.

3. The object of the philosophy of independence is the object, event and process of the natural world and the life of society, which occurs in the real world.

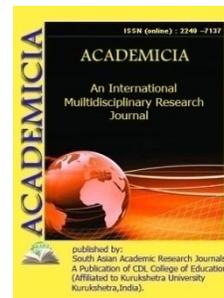
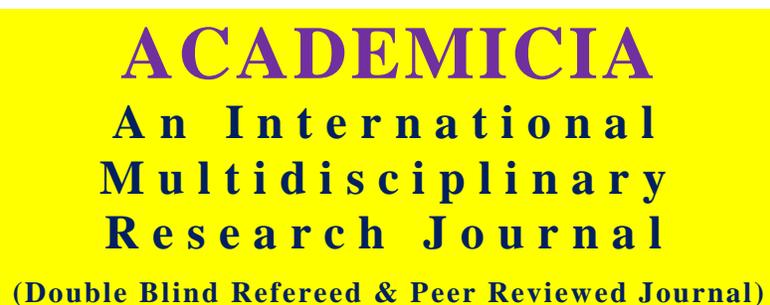
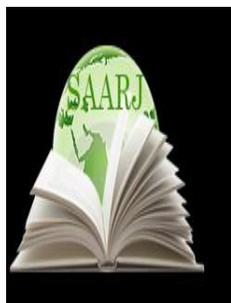
4. The philosophy of independence is a doctrine of the general laws of the independent life of individuals, peoples, nations, peoples and states, the subject of which is the essence of independence, its origin, the principles of development and the laws of development.

5. The Uzbek philosophy of national independence considers the development of technology as a revolutionary process in the history of mankind as follows: Neolithic; machinery (industry); scientific and technical; to the stages of the information technology revolution.

6. The Uzbek philosophy of national independence is based on the essence of the laws in force in nature and society and the principles of their harmonious operation. cosmic; chemistry; technology; is to set in motion.

REFERENCES

1. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. - T: "Uzbekistan", 2017.
2. Mirziyoyev Sh.M. We will resolutely continue our path of national development and raise it to a new level. - T.: NMIU "Uzbekistan", 2017.
3. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. January 24, 2020.
4. Mirziyoyev Sh.M. From national revival to national ascent. 4 years. - T: "Uzbekistan" 2020.
5. Krapivensky SE Social philosophy. - M.: Vldos, 1998. - P.229.
6. Yuldashev SA, Usmonov OM, Karimov RR Ancient and medieval Western European philosophy. - T.: "Sharq", 2003.
7. Explanatory dictionary of the Uzbek language. 2 years. - T.: "National Encyclopedia of Uzbekistan" State Scientific Publishing House, 2006.
8. Western philosophy. - T. "Sharq", 004. - P.70.
9. Yahshilikov Zh.Ya, Muhammadiev NE National idea and ideology Monograph. - T: "Fan", 2015.
10. Yahshilikov Zh.Ya, Muhammadiev NE National Ideology Development Strategy. Monograph. - T: "Fan", 2017.
11. Muhammadiev NE National idea and ideology of the Uzbek people. Monograph. - T: ToshPTI, 2018.



DOI: **10.5958/2249-7137.2021.00284.6**

SPECIFIC MANIFESTATION OF THE TRUST PHENOMENON IN MODERN SOCIETY

Samarbek Kurbannazarovich Eronov*

*Philosophy Lecturer,
Department of Social and Humanitarian Disciplines,
Almalyk branch of the Tashkent State Technical University named after Islam Karimov,
UZBEKISTAN

ABSTRACT

This article is devoted to the analysis of trust as a social and cultural phenomenon. It points out that the interconnection and interdependence of the spheres and branches of social life gives rise to the need for an interdisciplinary approach to the problem of trust in order to form a concept of trust that would comprehensively and adequately reflect social reality. The realities of modern globalization processes have led to a spiritual crisis of modern civilization and, namely, the culture of trust based on the formation of a culture of security is capable of ensuring social security. Despite the fact that the concept of trust in the system of socio-cultural knowledge has deep scientific foundations, nevertheless, as a scientific and philosophical category, from the point of view of a holistic socio-philosophical analysis, it needs to be studied. The article puts forward the problem of lack of trust as the main reason for human hatred, aggressiveness, ruthlessness, i.e. such indicators, which are characteristic of the modern world full of dangers. The importance of restoring and establishing the phenomenon of trust as a source of prosperity for human civilization, a lost worldview, which is based on goodness, justice, appropriate social relations and relations with nature, is affirmed. As a result of the analysis of the study of the phenomenon of trust, the article proposes to consider trust as a socio-cultural phenomenon that reflects the goodwill of individuals and humanity as a whole, and manifests itself in certain historical conditions of social development regarding any social relations, phenomena and objects.

KEYWORDS: *Trust Phenomenon, Social Reality, Socio-Cultural Knowledge, Holistic Socio-Philosophical Analysis.*

INTRODUCTION

An interdisciplinary approach to the study of trust as a socio-cultural phenomenon has great potential, here the socio-philosophical experience of studying the phenomenon of trust, theoretical, methodological and practical development of trust as a socio-psychological phenomenon are enriched by the achievements of economic and managerial sciences. The interconnection and interdependence of spheres and branches of social life gives rise to the need for an interdisciplinary approach to the problem of trust in order to form such an idea of trust that would holistically and adequately reflect social reality.

At the same time, the complication of social life, the acceleration of the pace of its development, revolutionary changes in information and communication technologies and globalization processes have truly become the reason for the transformation and change of the paradigm of social progress, and in these conditions, threats and instability in the world have become a real face of the modern stage of civilization development.

The acquisition by the sources of global problems of a man-made nature, the pursuit of humanity to create high-tech processes and even more comfortable living conditions have led to a state of remoteness of man from his primordially human nature. This is manifested in the deficit of such truly human qualities as humanity, compassion, mercy, compassion and trust.

These realities have led to a spiritual crisis of modern civilization, have become the reason for the growth of dangers and social threats to society and personal safety.

It is in these difficult conditions that a culture of trust, based on the formation of a safety culture, is able to ensure social security, covering the multifaceted nature of public relations and relations, ideas and social practice, values and value orientations.

MATERIALS AND METHODS

A holistic socio-philosophical analysis of the phenomenon of trust led to the study of socio-philosophical aspects, the socio-cultural nature of the origin of trust, as well as various concepts of this phenomenon, proposed by domestic and foreign scientists. For this, the studies of N. Shermukhamedova, S. Mamashokirov, G.M. Zabolotnaya, G.F. Shafranova-Kutseva, V.A. Davydenko, A. Seligmen, R. Darendorf, P. Shtompka, F. Fukuyama and others. Methods of historical analogy, the unity of the historical and the logical, analysis, synthesis, ascent from the abstract to the concrete, generalization are used.

DISCUSSION AND RESULTS

The range of socio-philosophical aspects of the study of the phenomenon of trust is quite wide, from the interpretation of trust as a spiritual and moral factor in ensuring public order to as a significant economic means of investing in a particular state, improving the quality of life, stabilizing and strengthening the sense of security of the population. However, as a scientific and philosophical category, trust needs a broader and deeper socio-philosophical analysis.

Trust in modern society.

When we talk about the culture of trust from the point of view of ensuring security, I think that it will be correct to understand it as an awareness of the degree of importance of the values of trust and the creation of trusting relationships in interpersonal and social relations, in mutual efforts,

as well as as a necessary condition for ensuring the safety of a person, a social group , society, state, in general, the safety of life and activities of all mankind.

Trust is a rather dynamic category that reflects important features and trends of social development, the degree of cohesion and inconsistency of society, a category with which socio-economic, political, socio-cultural processes and priority trends of social development are associated.

In modern society, these trends are determined by the transition of social justice into completely different principles of the formation of social order, the disunity of the world and unacceptable social relations, which leads to a decrease and, as a result, a loss of unity and cohesion of various states.

In the absoluteness of the spiritual postulate, one can only hope that the restoration of trust among the people in the “personality-society-state” system is possible only with the preservation and revival of trust in the worldview of youth, sealed by historical memory and embedded in one or another socio-cultural system.

Humanity once again in conditions of spiritual impoverishment and, as a result, self-destruction, is approaching its complete destruction. Each thinker has the right to explain the reasons for this state in his own way. In this article, however, we put forward the problem of lack of trust as the main reason for human hatred, aggressiveness, ruthlessness, i.e. such indicators, which are characteristic of the modern world full of dangers.

In this regard, it is quite appropriate to cite the opinion of G.M. Zabolotnaya that “Trust is one of the main factors determining the specifics of not only interpersonal, but also all social relations.” According to her, it is, i.e. trust, as it were, is “built in” [Zabolotnaya GM, 2003: No. 1 (4)] into the mechanism of ensuring the unity and stability of society. Not only social, but also, along with technical progress, relations with nature, where harmony is violated, have become a victim of human greed. This means that the problem of security has acquired a global character and the urgent need has come to address the issue of preserving not only humanity itself, but also the environment of its life and work.

Modern society is fundamentally different from previous societies. For today's man, armed with unprecedented information and communication means, has advanced quite far in scientific and technological progress, which, in turn, is a product of the acceleration of socio-cultural dynamics and globalization of the world space. However, realizing itself as a part of former civilizations and not opposing themselves to them as the “crown of the universe”, humanity has reached great heights in science and technology, at the same time, it is revealing itself in the process of difficult-to-recover losses of that social worldview and knowledge that were the key to the harmony of society with the outside world ...

According to Bruce Lipton, today our planet, due to greed, barbarity, shortsightedness, destructive nature of human activity, has come to the edge of disaster and needs protection [Lipton B., M .: 2008. S. 222].

Today, it is important to restore and establish the phenomenon of trust as a source of prosperity for human civilization, a lost worldview, which is based on goodness, justice, appropriate social relations and relations with nature. The study and scientific substantiation of this extremely significant social problem, giving special emphasis to the socio-philosophical analysis of the

phenomenon of trust, its social value and a holistic study of its functions in modern conditions, is considered very relevant.

Despite the fact that the concept of trust in the system of socio-cultural knowledge has deep scientific foundations, nevertheless, as a scientific and philosophical category, from the point of view of a holistic socio-philosophical analysis, it has not yet been studied. A more or less complete analysis of the phenomenon of trust, as well as its socio-cultural origin, is presented, first of all, in the socio-philosophical works of A. Seligmen, F. Fukuyama, G.M. Zabolotnaya. In particular, the evolutionary concept of the phenomenon of trust as a product of modernity, proposed by A. Seligmen, deserves attention.

CONCLUSION

The phenomenon of trust, reflecting the historical originality of the development of society and social relations, has its own history of study and theoretical reflection. In modern society, which poses a threat to the individual and, in general, the security of the human community, in the context of high-intensity social development and a catastrophic deficit of trust, there is a need to obtain a holistic understanding of the phenomenon of trust and its specifics. In this regard, trust must be considered at the border of philosophical and sociological knowledge, for the sociological study of the category of trust determines theoretical and empirical reasoning about the dynamics of social trust, and it is at this stage that the need for its philosophical understanding arises.

From the point of view of socio-philosophical analysis, we propose to consider trust as a socio-cultural phenomenon that reflects the goodwill of individuals and humanity as a whole, and manifests itself in certain historical conditions of social development regarding any social relations, phenomena and objects.

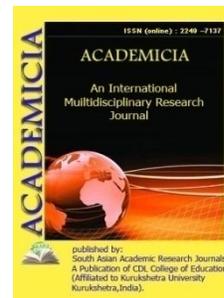
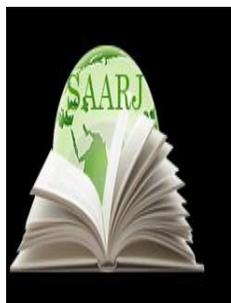
Thus, trust and distrust in solving philosophical and scientific problems are a positive factor in the advancement of new ideas and new theories. The study of trust and distrust serves as a universal psychological-existential means of creating forms of transferring cultural experience.

In the last half century, the attitude of social thinkers to the concept of the coming century has undergone certain changes as it approaches. Approaching the 21st century, more attention began to be paid to non-positive changes in human life, on the contrary, the growth of social, political and spiritual problems of modern civilization with its material achievements became the subject of reflection. Along with philosophical research, the topic of trust has taken a special place here. The appearance of the future society largely depends on the presence or absence of trust in it, and as the imaginary signs in it increase, the topic of trust becomes even more relevant.

REFERENCES

1. Zabolotnaya G.M. The phenomenon of trust and its social functions // Bulletin of PFUR, Sociology series, 2003, No. 1 (4)
2. Lipton B. The Biology of Faith: The Missing Link Between Life and Consciousness. M.: LLC Publishing House "Sofia", 2008. S. 222.
3. Seligman A. The problem of trust. M.: Idea-Press, 2002

4. Alyoshin S.V. Trust as a Sociocultural Phenomenon: Monograph. - Rostov-on-Don: [b. and.]; Taganrog: Publishing house of the Southern Federal University, 2017. -- 100 p.
5. Alyoshin S.V. Trust as a sociocultural phenomenon: dissertation ... candidate of philosophical sciences :. - Taganrog, 2012. -- 148 p.
6. Tishkova N.Yu. Trust as a Phenomenon of the Life World: Dissertation ... of a Candidate of Philosophy. - Vladivostok, 2002. -- 167 p.
7. Alekseeva A.Yu. The phenomenon of personal trust in the situation of an institutional loan: diss ... cand. social sciences: 22.00.04 / Alekseeva Anastasia Yurievna; Novosibirsk state un-t. Novosibirsk,
8. Aleshin S.V. Trust as a sociocultural phenomenon: author. dis. ... Cand. Philos. sciences. : 09.00.11 / Alyoshin Sergey Vasilievich; Krasnodar. University of the Ministry of Internal Affairs of Russia. Taganrog, 2012.
9. Vershinin S.E. The phenomenon of mistrust in the context of post-Soviet society: to the formulation of the problem // Scientific Yearbook of the Institute of Philosophy and Law of the Ural Branch of the Russian Academy of Sciences. Yekaterinburg: Institute of Philosophy and Law of the Ural Department. RAS. 2001.
10. V.P. Vizgin Mentality / Internet version of the publication: New Philosophical Encyclopedia: in 4 volumes / Institute of Philosophy RAS; Nat. socio-scientific fund; Prev. scientific-ed. Council of V.S. Stepin. 2nd ed., Rev. and add. M.: Mysl, 2010. [Electronic resource]. Access mode: <http://iph.ras.ru/elib/1852.html>.
11. Vinogradova N.L. The paradox of dialogue in the era of globalization // Materials of the International Scientific and Practical Conference "Social Evolution, Identity and Communication in the XXI Century" (December 2009). Stavropol: Publishing house of GOU VPO "North Caucasus State Technical University, 2009.
12. L.V. Vorobieva Socio-philosophical analysis of trust // Actual problems of socio-humanitarian knowledge. 2008.
13. S.V. Gelfanova Trust as a cultural phenomenon. / S.V. Gelfanova, V.N. Lavrov. [Electronic resource]. Access mode: <http://www.delorus.com/medialibrary/detail.php?ID=1896>.
14. S.V. Gelfanova The phenomenon of trust in the socio-cultural development of society: author. diss. ...Cand. Phil. Sciences: 09.00.11 / Gelfanova Svetlana Vladimirovna; Chelyab. state un-t - Chelyabinsk, 2007. [Electronic resource]. Access mode: <http://cheloveknauka.com/fenomen-doveriya-v-sotsiokulturnom-razvitii-obschestva>.
15. Golenkova Z.T. The main trends in the transformation of the social structure of modern Russian society // Bulletin of RUDN. Ser. "Sociology". 2001. No.1



DOI: **10.5958/2249-7137.2021.00293.7**

SELECTION OF HIGH-YIELDING CORN HYBRIDS FOR SPRING AND SUMMER CROPS IN THE CONDITIONS OF UZBEKISTAN

Normamatov Absalom Rejabovich*; **Azizov Kabuljan Kahramanovich****;
Boliev Asliddin Tursunmamatovich***

*Associate Professor,
Termez state University, UZBEKISTAN

**Senior Research Staff,
Corn Scientific Research Institute, UZBEKISTAN

***Student,
Termez state University, UZBEKISTAN

ABSTRACT

The article presents research data for the creation of local, adapted to the conditions of the region of the Aral Sea crisis, i.e. Uzbekistan, high-yielding maize hybrids of different maturity groups and directions of economic use, combining complex resistance to adverse environmental factors, high productivity and improved grain quality. These studies have led to the creation of new maize hybrids for spring and summer sowing.

KEYWORDS: *Variety, Hybrid, Cytoplasmic Male Sterility, Diallelic Crosses, Control, Morphology, Biology, Corn, Grain, Protein.*

INTRODUCTION

Corn is one of the main crops of world agriculture, second only to wheat and rice in terms of production. In the 90s of the twentieth century, its crops in maize-sowing countries amounted to 109 million hectares with a gross grain production of 412 million tons, which allowed it to occupy the third place in production among agricultural crops (FAO monthly production, 2000). In the Republic of Uzbekistan in 2009, corn was sown on an area of 33 thousand hectares (FAO monthly production, 2010).

In the development and intensification of agriculture in the Republic of Uzbekistan, a large role belongs to the selection of high-yielding varieties, the systematic change of varieties and hybrids

to more productive, disease-resistant, with a complex of economically useful characteristics and qualities.

The scientists-growers of the Republic, where corn is the most important forage crop, a source of raw materials for the production of high-quality feed and silage, are faced with the task of creating new high-yielding varieties and hybrids of intensive type of different groups of ripeness and areas of economic use.

The creation of such varieties and hybrids involves the development of the theory of selection, the development of more effective genetically based methods for evaluating and creating breeding material. In this regard, the role of genetics in the development of the theoretical and methodological foundations of maize breeding increases.

Since selection in maize breeding is conducted by phenotypes, that is, finding ways to identify genotypes by phenotypes in relation to qualitative and quantitative traits is the leading problem of selection. To successfully solve this problem, it is necessary to know the genetic determination of economically valuable traits in specific genotypes of parental forms, the nature of their conjugation, which allows us to create new highly combined, self-pollinated lines adapted to the climate conditions of Uzbekistan, as well as to improve the method of selecting parent pairs to obtain high-yielding maize hybrids with the specified properties. This will allow us to solve the main task of genetic and breeding research - optimization of the breeding process for the creation of new varieties and hybrids of corn.

The degree of knowledge of the problem

The selection of maize in Uzbekistan until the early 80 - ies of the last century was based on the creation of high-yielding varieties, mainly in the silage direction (I. V. Massino, 1984). Hybrid corn, represented by hybrids of non-district selection (VIR 42, VIR 338, etc.), was used in grain crops, but there was no sustainable seed production of these hybrids in the Republic. The selection of hybrid maize in the Republic at that time was based on the ecological testing of hybrids of non-district selection, the selection of the highest-yielding combinations from them, and attempts to establish their seed production by adapting their original parent forms to the climate conditions of Uzbekistan. However, such breeding works were strictly limited by the specific conditions of Uzbekistan. An important factor in deterring the widespread introduction of foreign-made hybrids is also the environmental features of the local climate, when plants bloom at a temperature of 40-42°C and low relative humidity.

Such harsh conditions during flowering led to the fact that for most of the foreign hybrids zoned in the republic and their parent forms, it is almost impossible to get full-fledged cobs, which leads to large yield losses, both in the production of commercial grain and in seed production.

Thus, the most cost-effective solution to the problem of expanding the acreage under corn was held back due to the lack of local hybrids and varieties that are highly adaptive and resistant to the climate conditions of Uzbekistan.

The first high-yielding Uzbek hybrids Vostok 2 ATV, Samarkand 501 TV, Samarkand 503 TV, Dneprovsky 70 TV, created jointly with scientists of the Krasnodar Research Institute of Agricultural Sciences and the Ukrainian Research Institute of Corn, in the early 80s of the last century could not take their place in the production of the republic due to the fact that they were

all created using the "Texas" type of CMS and were unstable to the defeat of southern helminthosporiosis.

The beginning of modern research in maize breeding in the Republic was started in 1983 in collaboration with the Department corn SafSRI (V. P. Gorbunov), the Department of breeding maize and sorghum UzNIIJ (I. V. Massino), Uzbek research Institute of grain (K. Eshmirzaev) and Kattakurgan district branch of UzNII grain (A. Khudoykulov) was carried out mass crossing of promising lines of VIR world collection with a number vysokotarifitsirovannyh testers from the same collection. The resulting over 1000 experimental hybrids were tested in four locations in Uzbekistan and the best combinations formed the basis for creating new hybrids (I. V. Massino, 2006).

The continuation, development and expansion of these research works aimed at creating a new breeding material for breeding high-yielding, adapted maize hybrids for the conditions of Uzbekistan is an urgent problem for the further development of agriculture in the republic.

To achieve this goal, the following tasks were completed:

- study of local promising populations of maize, cultivars from the world collection of VIR and self-pollinated lines from the world's leading research institutions according to the degree of their adaptation to the climate conditions of Uzbekistan,
- Assessment of their morphobiological parameters and identification of the most promising cultivars;
- Involvement of selected promising cultivars in hybridization to obtain experimental hybrids.

Object and subject of the study

The objects of research at different stages of breeding were self-pollinated lines, varieties, hybrids and populations of corn obtained by us from the world collection of VNIIR, Krasnodar Research Institute of Agriculture. In response to the Ukrainian Institute of maize, Moldavian Institute of maize and sorghum, Georgian Institute of agriculture, the Kazakh Institute of agriculture, Institute of maize Serbia, Hungarian research Institute of corn, Bell Institute of maize, an Iowa University, CIMMYT, as well as seed companies "Pioneer", "Coop de Rai", "Spirroy group, Maisadour", "GSN" and "Deeplink", "KWS".

Place and conditions of research

The research was carried out in 2007-2015, in the department of selection and seed production of corn and sorghum of the Uzbek Research Institute of Animal Husbandry, located in the state farm "Erkin" (now the Uzbek Research Station for Corn). The station is located 3 km southwest of Tashkent with coordinates 41022 ' s. s. and 60050 v. d., on the territory of the Erkin village council, Zangiotinsky district, Tashkent region.

Climate indicators for the years of the study were compiled by us on the basis of meteorological observations of the weather station "Kaunchi", located 10 km from the site of the experiments.

According to this station, the average annual air temperature was 13.1 ° C, reaching a maximum in July-26.8 ° C and a minimum in January -2.3 ° C. The greatest amount of precipitation falls in the period November – April. In June - August, there is almost no

precipitation.

Indicators of relative humidity almost correlated with the monthly amount of precipitation, that is, in those months-June, July, August, when there was almost no precipitation, according to long-term data, the lowest humidity was noted.

The soils of the experimental site are typical gray soils of the slopes and foothills of the western Tien Shan, on forest-like loams, not saline, with deep groundwater (more than 3 m).

Agrochemical assessment of the soils of the experimental site showed a fairly high availability of the arable layer with gross reserves of humus-1.20%, nitrogen-0.1%, phosphorus-0.16%, potassium-1.6% (Table 1).

For the bookmark of the experiment, the field was chosen aligned with a monotonous slight slope, without significant differences in mechanical composition.

TABLE 1 AGROCHEMICAL CHARACTERISTICS OF THE EXPERIMENTAL SITE SOILS

Depth, cm	Gross margin, %					Mobile elements, mg / kg		
	Humus	Nitrogen	Phosphorus	Potassium	CO ₂	Nitrogen	Phosphorus	Potassium
0-30	1.20	0.100	0.160	1.60	7.0	28.2	35.5	290
30-53	0.81	0.059	0.141	1.41	7.29	8.25	16	180

Immediately before laying the experiment, soil samples were taken along the diagonal of the soil plot to assess soil fertility. The content of mobile forms of phosphorus, potassium and nitrates in the horizon of 0-30 cm was P₂O₅-35.5, K₂O – 290, NO₃ – 28.2 mg / kg of soil, and in the horizon of 30-53 cm, respectively, 16, 180 and 8.25 mg/kg.

The analysis of soil samples showed that the elements of mineral nutrition of the soil of the experimental site were provided at an average level and to obtain high yields of corn grain, it was necessary, with the available resources of heat and water supply of crops, to apply mineral fertilizers during the growing season.

Agrochemical studies were conducted by the Tashkent Regional Agrochemical Center (2007-2014).

The methodology of the research

The study was carried out using the "Recommendations on the cultivation of maize under irrigation in Uzbekistan" (Tashkent,1974), "guidelines on the selection of corn" (Moscow,1982), "Methods of State variety testing of agricultural crops" (M.,1984) and "Methods of genetic selection and genetic experiments" V. K. Savchenko (1973). The yield data were processed by the method of dispersion analysis according to B. A. Dospekhov (1985).

In the collection nurseries, the studied cultivars were sown in the spring and summer sowing period on 1-4 row plots in 2-3 times repetition, with a density of 50 thousand plants per hectare, the area of the plot is not less than 5 m². For manual crosses, the panicles and cobs of the plants were insulated with paper insulators. The cobs of the plants were isolated 2-3 days before the appearance of pistillate filaments. Insulators were put on the panicles of the selected plants one

day before the start of the crosses with their participation, in the phase of the appearance of stamen filaments on most of the main axis of the panicle. Crosses were carried out between 7 and 10 o'clock in the morning, while the pollen of the plants had the greatest viability. During the crossing period, the plants were evaluated by the degree of pollen productivity, and the duration of the flowering period of the panicles of the studied cultivars was also taken into account.

Before harvesting, the plant safety and its height were taken into account, the parameters of laying the first economically viable cob were determined, and the number of preserved leaves was taken into account. The harvest of cobs was taken into account from the entire area of the plot, then an average sample was taken for drying and further accounting.

The primary data obtained as a result of analyses for each trait were processed by the method of variance analysis, and the Fischer criterion was used to prove the significance of differences between varieties and reciprocal hybrids. According to the "Method of genetic selection and genetic experiments" by V. K. Savchenko (1973), decomposing the variance of variants into the variance of general and specific combinational ability (ACS and SCS). All mathematical calculations were performed on a computer. Data on the accounting of grain yield were processed by the method of dispersion analysis according to B. A. Dospekhov (1985).

The agrotechnics of the experiments were generally accepted for the irrigated conditions of the Tashkent region and included: in the spring sowing season:

- Winter plowing in autumn to a depth of 30 cm with the introduction of mineral fertilizers (P_{90} and K_{60});
- in the spring, preparation for sowing (planning, chiseling, malovanie);
- marking the field with a cultivator, manual sowing;
- thinning of seedlings, tractor cultivation, hoeing, manual weeding;
- fertilizing with nitrogen at the rate of 180-200 kg / ha in two terms – in the phase of 5-6 and 10-12 leaves with cutting of irrigation furrows;
- carrying out of 5 watering in phase 5-6, 10-12 leaves, its emergence, flowering spadix and the milk stage of grain; in the summer sowing period:
- sowing and plowing after harvesting of ear crops with pre-arable application of mineral fertilizers (P_{60} and K_{60});
- pre-sowing preparation of the soil with marking for manual sowing;
- Hand sowing, watering of the feed;
- thinning of seedlings, tractor cultivation, hoeing, manual weeding;
- fertilizing with nitrogen at the rate of 180 kg/ha;
- carrying out 4 vegetation watering operations.

SELECTION OF HIGH-YIELDING MAIZE HYBRIDS OF THE FAO 500-600 RIPENESS GROUP

The specifics of the climatic conditions of Uzbekistan with high temperatures and low relative humidity during the growing season place special requirements on the maize hybrids produced.

To create a new hybrid of corn, the correct selection of parent forms is of great importance. Their suitability for use in the selection process was evaluated in a collection nursery, which performs one of the most basic functions in the selection of corn. The collection evaluation of the parent forms of maize of the FAO 500-600 ripeness group in the conditions of Central Asia was carried out only in the second half of the twentieth century. Known works of V.Gado (1989), T. Mamatova (2002), F. Abdullayeva (2004), R. Sh.Tellyaev (2000, 2003) in Uzbekistan. The most complete of these is the work of V. P. Gorbunova's assessment of self-pollinated maize lines from the VNIIR world collection on drought resistance and responsiveness to irrigation in the conditions of Uzbekistan. The best self-pollinated lines identified as a result of these studies were crossed with five testers and the resulting more than 1000 hybrid combinations were tested in four locations in Uzbekistan.

In continuation of these works, in 2007, the collection nursery of the laboratory of maize and sorghum Breeding of **UzNIJ** was used to cross self-pollinated maize lines, which were most often found in the best hybrid combinations of previous years, with five testers. Four of them - Yur 246; Yur 461-I; B I64; Tx 332-were also used in previous studies. Fifth tester was self-pollinating line of Usnig I created in the laboratory breeding of maize and sorghum **UzNIJ** method of individual selection from synthetic population T 228 with a number of breeding lines USA.

An assessment of the biometric parameters of all the lines carried out in 2008 showed their heterogeneity. Thus, in a group of 9 self-pollinated lines used as maternal forms, five had a growing season of 103-108 days. Three more lines had it for 112-119 days, and the late-maturing line was Yur 545-123 days (Table 2).

Differences were observed in terms of height of plants. The shortest lines were A 401 and W 17, reaching a height of 158 and 167 cm, respectively. The highest of this group were the lines W 24-206 cm and C 1-7-224 cm, the other lines had this indicator in the range of 180-190 cm. In the tallest lines W 24 and C 1-7, a greater number of leaves preserved at the time of harvesting were observed on one plant - 14.6 and 14.9 pieces. The least leafy plants were R 43 - 12.6 pcs. In addition, the weight of 1000 seeds in the lines of this group varied very widely - from 217-218 g in the lines 3114 C and A 401 to 319-351 g in the lines Yur 545, Yur 433 and Yur 496.

Differences were also noted in the plants of the test lines. The most precocious lines were Yur 246 and B 164-105 and 104 days, respectively. The Yur 461-1 line occupied an intermediate position on this indicator - 117 days. After all matured plants lines Usnig 1 of 126 days and TX 332 - 134 days. They were also the tallest-223 and 207 cm, and the shortest were plants of the Yur line 461-1 - 159 cm. The most late-maturing lines had the highest indicators of the number of leaves per plant and the mass of 1000 grains.

Thus, in plants of the Tx 332 line, these indicators were 15.1 pcs and 344 g. The lowest values of both indicators were distinguished by plants of the Yur 246 line - 13.2 and 233 g.

TABLE 2 BIOMETRIC INDICATORS OF THE BEST SELF-POLLINATED MAIZE LINES FROM THE VNIIR COLLECTION (2008).

№№	The name of the line	Country of origin	The vegetation period, days	Plant height, cm.	Number of leaves per 1 plant, pcs.	Weight of 1000 grains, g
1	3114 C	USA	104	192	14,3	218
2	W 17	USA	108	167	13,9	278
3	W 24	USA	105	206	14,6	257
4	Yur 545	Yugoslavia	123	188	13,1	319
5	R 43	USA	117	180	12,6	231
6	Yur 433	Yugoslavia	104	189	13,4	326
7	C 1-7	USA	112	224	14,9	269
8	A 401	USA	103	158	13,3	217
9	Yur 496	Yugoslavia	119	192	13,8	351
10	Yur 246	Yugoslavia	105	171	13,2	233
11	B 164	USA	104	190	13,5	290
12	Tx 332	USA	134	207	15,1	367
13	Yur 461-1	Yugoslavia	117	159	13,6	261
14	UzNIJ - 1	Узбекистан	126	223	14,3	344

The resulting testcross hybrids were tested in 2008. Their yield varied widely from the minimum values of 9.03 t / ha for the hybrid W 24 x UzNIJ - 1 to 13.13 t / ha for the combination R 43x UzNIJ - 1 (Table 3).

TABLE 3 PRODUCTIVITY OF TESTCROSS HYBRIDS AND THE EFFECTS OF ACS (2008)

Lines	The Tester					x _i	g _i
	Yur 246	B 164	Tx 332	Yur 461-1	UzNIJ - 1		
3114 C	9.62	9.87	10.69	11.73	11.34	10.65	-0.10
W 24	10.22	10.38	9.81	11.29	9.03	10.15	- 0.60
W 17	10.42	10.24	9.88	9.92	9.73	10.04	- 0.71
Yur 545	9.74	11.01	10.62	10.82	10.66	10.57	- 0.18
R 43	11.30	11.34	10.95	11.95	13.13	11.73	+ 0.98
Yur 433	10.33	11.00	10.61	10.37	11.44	10.75	0.00
C 1-7	11.03	11.35	10.19	11.24	12.99	11.36	+ 0.61
A 401	10.51	10.71	10.68	10.43	11.36	10.74	- 0.01
Yur 496	11.58	10.72	9.95	10.43	11.08	10.75	0.00
x _j	10.53	10.74	10.38	10.91	11.20	10.75	
g _j	- 0.22	- 0,01	- 0.37	+ 0.16	+ 0.45		

Standard: Vostok 2 ATV - 12.10 t / ha.

The conducted statistical processing showed that the highest average yield in combinations with all testers was R 43 - 11.73 t/ha and C 1-7 - 11.36 t/ha. The same lines also had the highest indicators of total combinational ability (ACS) + 0.98 and + 0.61, respectively. The lowest

average productivity – 10.04 t / ha, and therefore the lowest ACS was observed in plants of the W 17 line. Among the testers, the lines Yur 461-1 - 10.91 t/ha and UzNIIJ 1 - 11.20 t/ha, which had positive values of the effects of ACS, were the most prominent in terms of average yield. They were the highest in the line UzNIIJ 1 - + 0.45. In general, assessing the yield of the obtained combinations, we can note their fairly high level; most of them exceeded the limit of 10.0 t / ha. But in comparison with the standard used in this test - the Vostok 2 ATV hybrid, only 2 combinations can be called promising. These hybrids with 1-7 x UzNIIJ 1 and R 43 x UzNIIJ 1, surpassing the standard grain yield by 0.89-1.03 t / ha. The other combinations were significantly inferior to the standard.

Thus, according to the results of the 2008 tests, two lines C 1-7 and R 43 and the UzNIIJ 1 tester were identified, which have sufficiently high values of ACS in the conditions of Uzbekistan.

In the scheme of crosses of 2008, along with the lines C 1-7 and R 43 already used by us in 1985 and the tester UzNIIJ 1, self-pollinated lines of the latest breeding cycles obtained from various breeding institutions were included. B 73; WF 9; W 64; Ku 304 lines were used as the maternal forms. The testers were the locally adapted line No. 150 from Argentina, two populations-the Mexican dark yellow and Mexican white and the American original line Mo 17.

In 2008, a number of observations were made on the biology of plant development in both maternal and paternal forms. Special attention was paid to the duration of the plants ' reproductive phases. Thus, in plants of the mother lines, the flowering of the cobs occurred on 66-75 days after the emergence of seedlings and lasted 10-13 days (Table 4). The shortest flowering period of female inflorescences was distinguished by lines C 1-7 and W 64-10 days.

TABLE 4 RESULTS OF PHENOLOGICAL OBSERVATIONS IN THE CULTURES OF MATERNAL LINES (2008)

The mother line.	The duration of the growing season, days.	Days from germination to the appearance of stigmas.	Duration of flowering stigmas, days.	Plant height, cm.
B 73	122	73	12	177,4
WF 9	125	75	13	182,1
W 64	115	69	10	159,6
Ky 304	123	74	12	183,5
R 43	117	71	12	181,3
C 1-7	112	66	10	224,0

The longest duration of flowering was observed in the WF9 line-13 days. The length of the growing season and the height of the plants were determined. The plants of the line With 1-7 - 112 days were the most precocious, the line W 64 -115 days matured a little later, followed by R 43 – 117 days. Plants of the WF9 line, which has the longest flowering period of the stigmas of the cobs, were the most late-maturing-125 days. The plants of the W 64 – 159.6 cm line were the shortest. The height of the plants of the other lines was approximately the same and was 177-183 cm. The exception was the most precocious line with 1-7. Her plants were the tallest in the group of maternal lines - 224 cm.

Similar observations were made on plants of the paternal forms. Almost all testers had the same period from germination to the beginning of flowering of panicles-72-76 days. The analysis of the indicators of the number of twigs on the panicle and the duration of their flowering showed the advantage of the line UzNIIJ 1 over the rest. This line was the best in the number of twigs on the panicle - 15 pieces and bloomed longer than other lines-14 days, which indicates its high adaptive qualities. The shortest flowering time was observed in plants of the Mo line 17-9 days. The same line had the smallest number of twigs on the panicle-8 pcs. (table 5).

The growing season for all testers was approximately the same and was 125-128 days. The late-maturing population was the Mexican dark yellow-130 days. In terms of plant height, both Mexican populations were particularly distinguished - 232.4-243.5 cm. Significantly inferior to them were the plants of the lines Argentina No. 150 and UzNIIJ 1 – 180.4-198.1 see The shortest of the testers were plants of the Mo line 17 – 172.1 cm.

TABLE 5 DURATION OF PHENOPHASES IN TESTERS ' PLANTS (2008)

The Tester	Duration of the vegetative period, days	Days from germination to the beginning of flowering panicles	Duration of panicle flowering, days	Number of branches on the panicle, pieces	Height of plants, cm
Argentina No. 150	125	72	12	12	180.4
UzNIIJ 1	126	76	14	15	198.1
Mexican Dark yellow	130	75	12	10	243.5
Mexican White	128	76	13	11	232.4
Mo 17	125	73	9	8	172.1

In 2009, the resulting hybrids were tested. The highest productivity in combination with all testers was distinguished by the B 73 line. Its average yield for all testers was 10.69 t / ha, and the highest productivity was noted in its combination with the lines Mo 17 - 11.45 t/ha and UzNIIJ 1-11.76 t / ha (Table 6).

A fairly high grain yield of 10.74 t / ha was obtained from the hybrid B 73 x No. 150. More than 10.0 t/ha had a yield of a combination of lines W 64 and Ku 304 with testers UzNIIJ 1 and Mo 17. The limit of 10.0 t / ha was also exceeded by the hybrids WF9 x No. 150 and WF9 x UzNIIJ 1. The highest total combinational ability of the estimated maternal forms was possessed by the line B 73 (+0.93).

Among the testers, the most productive, and, consequently, the most positive values of the ACS, were the lines UzNIIJ 1 and Mo 17. The total combinational ability of the line UzNIIJ 1 was +0.73, and the line Mo 17 it was +0.44. Another tester-line No. 150 had positive indicators of the effects of ACS, they were +0.03.

TABLE 6 COMBINATIONAL ABILITY OF THE BEST CORN LINES (2009)

lines	The Tester					x_i	g_i
	Argentina № 150	UzNIIJ 1	Mexican dark yellow	Mexican white	Mo 17		
B 73	10.74	11.76	9.91	9.54	11.45	10.69	+ 0.93
WF 9	10.23	10.11	9.23	9.12	9.24	9.60	- 0.16
W 64	9.31	10.43	9.44	8.93	10.37	9.70	- 0.06
Ky 304	9.14	10.27	9.17	9.42	10.31	9.66	- 0.10
R 43	9.45	9.85	8.78	8.17	9.61	9.17	- 0.59
x_j	9.79	10.49	9.31	9.05	10.20	9.76	
g_j	+ 0.03	+ 0.73	- 0.45	- 0.71	+ 0.44		

Standard BC 6661 - 7.97 t / ha.

When comparing the yield of the obtained combinations with the standard zoned hybrid of the Yugoslav selection BC 6661 (7.97 t / ha), it is clear that almost all experimental hybrids exceeded the standard. However, a similar standard combination B 73 x Mo 17 had a yield of 11.45 t / ha. Therefore, the average yield of both hybrids was taken as the criterion for selecting promising combinations, which was 9.71 t / ha.

Thus, hybrid combinations that exceeded this limit, with the participation of lines B 73, W 64, WF9, Ku 304, Mo17, UzNIIJ 1, No. 150 and the Mexican dark yellow population, became the main component of the set of hybrids selected by UzNIIJ for study in control and competitive trials. In total, in the collection nursery for the period 1986-1990, more than 6 thousand crosses were carried out, aimed at creating new hybrids.

Along with the determination of productivity and combinational ability, the selected testers were evaluated by their response to cytoplasmic male sterility (CMS). Crosses were made with sources of Texas (T), Moldavian (M), and C - types of sterility. The lines B 73 T, Ku 304 T, and W 64 T were used as sources of the Texas type of sterility. The sources of the C-type were the lines in 37 S and in 73 S. The line in 73 M was the source of the Moldovan-type CMS.

On the plants of the obtained combinations, during the flowering period of male inflorescences, the number of sterile and fertile panicles was counted daily. According to the testers' reaction to the Texas-type CMS, line No. 150 and both Mexican populations can be attributed to the reducing agents (Table 7). The UzNIIJ 1 line proved to be a T - type anchor. In hybrids obtained by crossing with a C - type sterility source, line No. 150 behaved as a reducing agent. Flowering panicles were observed in 100% of hybrid plants in 37 c x No. 150 and in 73 C x No. 150. The response of the UzNIIJ 1 line was somewhat different. When crossing with a line of 37 C, fertility was restored in 83 cases out of 100, and in combinations with a line of 73 C-in 80%. The influence of a small number of sterile plants was almost imperceptible due to the abundant pollen production of fertile ones. The pollen was quite sufficient for pollination, and therefore the UzNIIJ 1 line can be attributed to C - type sterility reducers. In combinations of 73 C x Mexican dark yellow, the percentage of fertile plants was 14.5, which allows us to attribute it with sufficient confidence to the group of fixers. With the source of the Moldavian type - the line In 73 M crossed lines No. 150, Mo 17 and UzNIIJ 1. In all cases, no fertile plants were observed.

Based on the data obtained, the possibility of using lines UzNIIJ 1 and No. 150 in hybrids with CMS C - type, and lines No. 150 and in hybrids with Texas type of sterility as reducing agents

was revealed. A prerequisite for the study of self-pollinated lines is the assessment of their resistance to disease. Southern helminthosporiosis, according to experts, is the most harmful for corn. However, the climatic conditions of Uzbekistan, due to high summer temperatures and low humidity, did not reveal its spread on the territory of the Republic.

All the lines selected by us in the collection nursery were used in crosses and hybrids with their participation were studied in a competitive test. In addition to the hybrids of our selection, the tests involved combinations obtained from other scientific institutions. For the comparative evaluation of new combinations in the competitive test, a number of zoned and State-tested hybrids were used.

During the period 2008-2012 the length of the vegetation period, biometric parameters and grain yield were evaluated 70 hybrid maize breeding Krasnodar agricultural research Institute, Kuban experimental station of the Institute of General genetics, Georgian Institute of agriculture, the Ukrainian research Institute of irrigated agriculture, Uzbek research Institute of animal husbandry, Uzbek NIIR and Yugoslavia. The hybrid VS 6661, zoned in Uzbekistan, was used as a standard. In addition, the group of zoned hybrids included Ulugbek and Perekop TV. Three more hybrids from our test - Samarkand 501, Samarkand 503 TV, Samarkand 504 and the hybrid population Uzbek 102-were studied at the variety stages of the State Commission during the same period. As a conditional standard, the original hybrid VS 6661 of the Yugoslav selection was included in the competitive test.

The hybrid with the participation of the already described lines in 73 and UzNIIJ 1 had the highest yield during the test period. During the test years, its yield averaged 10.17 t / ha (Table 8). The hybrid Gn 73 x Gn 93, obtained on the basis of lines bred in the Krasnodar Research Institute of Agriculture – 10.07 t/ha, was slightly inferior to him in this indicator. Both of these hybrids exceeded the standard grain yield by more than 2.5 t / ha. The hybrids obtained on the basis of the other lines selected by us in the collection nursery were quite high in yield. In total, 9 new combinations exceeded the standard for grain yield. The Perekop TV – 8.68 t/ha combination stood out from the group of zoned hybrids, but the best of the new hybrids exceeded it by an average of 0.9-1.5 t / ha.

TABLE 7 REACTION TO CMS OF THE BEST MAIZE CULTIVARS (2009-2011)

Crossing combinations	The ratio of sterile and fertile plants, %		Characteristics of the sample by reaction to CMS
	Fertile	Sterile	
B 73 T x № 150	100	0	Reducing Agent
B 73 T x UzNIIJ 1	0	100	Fixer
B 73 T x Mexican dark yellow	100	0	Reducing Agent
B 73 T x Mexican White	100	0	Reducing Agent
W 64 T x № 150	100	0	Reducing Agent
Ky 304 T x № 150	100	0	Reducing Agent
Ky 304 T x UzNIIJ 1	0	100	Fixer
W 64 T x UzNIIJ 1	0	100	Fixer
B 37 C x № 150	100	0	Reducing Agent
B 37 C x UzNIIJ 1	83	17	Reducing Agent
B 73 C x № 150	100	0	Reducing Agent

B 73 C x UzNIIJ 1	80	20	Reducing Agent
B 73 C x Mexican dark yellow	14.5	85.5	Fixer
B 73 M x № 150	0	100	Fixer
B 73 M x UzNIIJ 1	0	100	Fixer
B 73 M x Mo 17	0	100	Fixer

The only hybrid from the group under State variety Testing could compete with the new combinations in terms of grain yield. This is a hybrid of Samarkand 503 TV, which had an average yield of 9.81 t/ha over 5 years. But our observations in the last 2 years (2011-2012) of the course of flowering of this hybrid showed that its plants restored fertility only by 30% and only the presence of good pollinators standing nearby led to high yields.

Thus, on the basis of the competitive tests conducted by us, the best hybrid in 73 x UzNIIJ 1 for 3 years of experiments, called Uzbekistan 601 ECB, was transferred to the State Variety Testing. The most promising hybrids for further work could be recognized as Gn 73 x Gn 93, Kuban 603 SV, B 73 T x Mexican dark yellow, the yield of which ranged from 9.5-10.0 t / ha.

TABLE 8 THE PRODUCTIVITY OF THE BEST HYBRIDS IN A COMPETITIVE TEST

The name of the hybrids	Years of searching	Grain yield, t / ha	Deviation from the standard, t / ha
BC 6661 (standard)	2009-2012	7.57	-
Gn 73 x Gn 93	2010-2012	10.07	+2.50
V 73 x UzNIIJ 1	2010-2012	10.17	+2.60
N 152 x V 84	2008-2009	9.79	+2.20
Kuban 603 SV	2011-2012	9.57	+2.00
V 73 T x Mexican dark yellow	2010-2012	9.54	+1.97
(N 84 x V 73) x VS 16 Eto	2008-2010	9.47	+1.90
VS 6661 Yugoslavian	2010-2012	9.07	+1.50
Ku 304 T x Mexican dark yellow	2010-2011	9.02	+1.45
V 73 S x №150	2011-2012	8.77	+1.20
Gn 63 x Gn 83	2010-2011	8.22	+ 0.65
Samarkand 501	2009-2010	9.04	+1.47
Samarkand 503 TV	2008-2012	9.81	+2.24
Samarkand 504	2008-2012	8.99	+1.42
Uzbekskaya 102	2008-2011	9.05	+1.48
Ulugbek	2009-2010	5.38	-1.99
Perekop TV	2011-2012	8.68	+1.11

NSR₀₅, t / ha: 2008 – 0.63; 2009 - 0.56; 2010 - 0.79; 2011 - 1.12; 2012 - 0.96

The evaluation of the maize breeding material of the FAO 500-600 ripeness group led to the creation of new self-pollinated lines characterized by high combinational ability, better adaptability and productivity in the climate of Uzbekistan.

In addition, involvement in our trials a large number of new breeding specimens of the leading research centres for corn in the world, greatly enlarged the working collection of Scientific

experimental station of plant breeding and seed corn, and laid a Foundation for further research in this direction selection.

Based on the conducted research, the following conclusions can be drawn:

1. The study of the source material obtained from various breeding centers, its adaptation to the harsh climatic conditions of Uzbekistan allowed for a more widespread and purposeful use of the original parent forms of domestic and foreign selection, as well as to create a number of new self-pollinated lines on their basis.
2. Use in the selection process of various schemes of hybridization of corn, selection for breeding lines with complex positive agronomic traits with high effects of General combining ability, forecasting manifestations valuable and biologically useful features and properties in the combinations between them allowed purposefully and effectively influence the course of the selection process that led to the creation of new hybrids of corn.

Gratitude

We thank the management and staff of the experiment station breeding and seed production of maize and techniques of the production of the pilot area, as well as the technicians who helped define biometric parameters of plants.

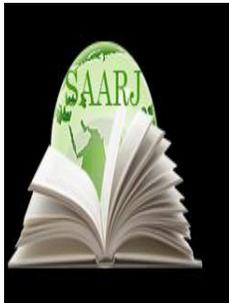
LIST OF USED LITERATURE:

1. Abdullaev F. H. The use of genetic and statistical methods in the creation of source material for various areas of maize breeding in Uzbekistan. Author of the dissertation of the Candidate of Agricultural Sciences. Tashkent, 2004, 24 p.
2. Gado Kh. E. M. Combinational ability of inbred maize lines of selection of the USSR and ARE. Dis. Candidate of agricultural sciences. Tashkent, 1989, 19 p.
3. Dospekhov B. A. Methodology of field experience. Moscow, Kolos, 1985. 351 p.
4. Mamatov T. M. Source material for the selection of corn for heat resistance // Corn and sorghum. 2002. - No. 5. - pp. 13-14.
5. Massino I. V. Selection of corn, sorghum and fodder beet for irrigated production in Uzbekistan. T., Fan, 1984, 166 p.
6. Massino I. V. Resources of photosynthetically active radiation and reserves of feed production on irrigated lands of Uzbekistan (monograph). Tashkent, 1991. p. 206.
7. Methodology of State variety testing of agricultural crops. M., 1984. p. 34-40.
8. Methodological guidelines for maize breeding. M., 182, 55 p.
9. Recommendations for the cultivation of corn in the conditions of irrigation in Uzbekistan. T. Mehnat, 1974, 26 p.
10. Savchenko V. K. Method for assessing the combinational ability of genetically different sets of parent forms. Methods of genetic selection and genetic experiments. Minsk, 1973. P. 48-77.
11. Tillaev R. Sh., Abdullaev F. Cultivation and production of maize in Uzbekistan: the state and tasks of improvement. Proceedings of the international meeting "Production and improvement of maize in Central Asia and Transcaucasia", Almaty, 2000. pp. 208-210.

12. Tillaev R.Sh., Massino I.V. Results of brief scientific-practical activity of research institutes in 2000-2002 in the scientific-research institute of agrofirmasi of scientific production of seeds, selection of corn and oats. T., 2003, 38b.

13. FAO Monthly Production, New York, 2000, Page 12.

14. FAO Monthly Production, New York, 2013, Page 13.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00291.3

PRELIMINARY STUDY OF SHAKYA BUDDHISTS

Rudra Nath Dahal*

*Associate Professor,
NEPAL

ABSTRACT

According to (Raychaudhari-1972) 'Shakya' was a 'Janapad' (district) of ancient India in the first century BC. In Buddhist scriptures, 'Shakya' is said to belong mainly to the Gautam tribe in the foothills of the Himalayas there was an ancient kingdom of the Shakyas whose capital was Kapilvastu. The famous person of Shakya dynasty was Shakyamuni Buddha or Gautam Buddha. He can be known as Shakyamuni or Shakamuni in 'Pali' language. After the massacre of the Shakyas at Kapilbastu by Biruddak, the surviving Shakyas hid in the hills north of Kapilbastu. After informing about the Barkhabas Bihar (Monastries) built by Buddhist monks at Sankhu in Kathmandu during the reign of King Kirat, Jitedasti. The Shakyas who were hiding like this started living in Bihar as refugees. Pali is the religious language of this community All scriptures and deeds are governed by the Mantras and Sutras of Pali. According to the Gautam Gotra (Clan) introduction; (Law-1973 and Thapar-1978), Lord Gautam Buddha was born from the womb of Mayadevi as the son of King Shuddodhan of Kapilbastu, Tilaurakot about 2600 years before today. He also had caste, religion, clan, and tribe. The national religion of that state was Sanatan Dharma Hindu. King Shuddhodhan was a Hindu Sanatan Dharma based on Veda. Siddhartha Gautama Buddha was a Siddha man with unparalleled thought power, devotion and asceticism. The thought awakened in him and his thoughts towards the world of life eventually turned into Buddhism. Seize the rise and fall of civilization was in the period of Gautam Buddha. According to Historian Pro. Dr. Ram Prasad Upadhyaya, as soon as he was born, Siddhartha Gautama walked seven steps to the north and said, "I have been reborn on this earth for salvation. This will be my last birth and I will not be born again." Were said thus, in the Shakya dynasty, Krakuchhand and Kanakamuni are the main men who attained divinity before Siddhartha. After the end of state power from the invasion of Biruddak, the surviving Shakya dynasties fled to different parts of the country and entered Kathmandu as refugees during the reign of Kirat King Jitedasti. According to (Sharma-2017) 'Shakya' is a surname under the

Newar community. Lord Gautam Buddha is also believed to be of Shakya descent. When human settlement started in Kathmandu Valley, human civilization had already developed in India and China. Historians are of the opinion that at that time, due to the influence and association of the North- South movement of Dravidians, Aryans, Huns and Mongols, many ethnic groups such as Nag, Yaksha, Gandharva, Kirat, Khas and Tharu developed in Nepal. The influence and spread of ethnic development also affected religion and culture. According to the history of the origin and development of the Shakya caste, it has been confirmed that Gautama Buddha belongs to the Shakya clan and that he is a native of the Mongolian Terai region of the Tharu caste. Due to cultural differences, the Shakya caste was initiated into the Newar community. Therefore, both Shakya and Tharu castes are descendants of Gautam Buddha. Newar society is not formed based on one caste, race, religion, culture. "Newar" name is synonymous with Nepal. According to (Shreshta-2062), Nepali religion and Nepali culture, which embraced Nepali nationality in a fundamental way, 1. Vedic Tantra Shakta Sampradaya (Sect) 2. Buddhist Tantra Shakta Smpradaya (Sect) and 3. There are three ways to categorize a variety of outbursts. Within the Newar Sampradaya (Sect), Buddhism is different from Shakya Buddhism, Tibetan Tamang, Gurung, Magar, Buddhism, rites, and cultures, while Hinduism, which is Vedic or Hindu Newar, is also different from Khas, Brahmin, Madhesi or Hindustani. (Samrakshyak 2057) based on religion, according to the promise of the Newar community. The community can be divided into two by Hindu and Baudda. Sixteen rites are performed in Newar Hindus and ten rites are performed in Buddhism. Apart from these, other traditional rites like birthday and basic rites like Janko, Rathrohan (Old Pasni) and Nyanhu performed on the seventh day of death etc.

KEYWORDS: *Shakya, Gautam Buddha, Kapilvastu, Lumbini, Siddhartha, Tharu, Newar, Rites, Sect, Vajracharya*

INTRODUCTION

'Shakya' the First Century of B.C., the ancient India. (Law - 1973 and Thapar - 1978) According to Buddhist texts, 'Shakya' is said to belong mainly to the Gautam tribe (Gotra). In the Terai of Himalaya there was an ancient kingdom of the Shakyas whose capital was Kapilvastu which is now in Nepal. The famous person of Shakya dynasty was Shakya Muni Buddha or Gautam Buddha. He belonged to a dynasty of Lumbini. He is known as Shakya Muni or 'Shakmuni' in Pali. After the defeat of the Shakyas at Kapilavastu by the Biruddak, all the Shakyas who survived to the northern hillside of Kapilvastu. They started hiding in the hilly areas. Some of the persons of saved shakyas sifted towards up the Kathmandu, Sankhu (Sankhapura) in the period of Kirat King Jitedasti and settled as refugees in 'Varkhava Bihar' which was built by Bhikshues and began to form 'Sangh' and 'Monastries' (Bihar). Again, continuous more than 500 Buddhist monasteries and study centers were constructed in Nepal. The Buddhist sect formed by this rite is called Newar Buddhist sect. There are more than 100 Monastries are still existing of this sect in Nepal. The religious language of this sect is 'Pali'. All scriptures and deeds are governed by the Mantras and Sutras of Pali. Such several volumes of scriptures written in Nalanda and Vikramasila University are still hidden. Pragyaparamita, Pali, Tripitak are live scriptures among them. Siddhartha Gautam, the

Buddha, the identity of Shakya dynasty was born about 26 hundred years ago in today's Kapilvastu, Tilaurakot as a son of King Suddodan and Queen Mayadevi. He had his ethnicity, caste, race, religion and gotra etc. Pali language was spoken in his kingdom and the national religion of that kingdom was Hinduism. Based on Ved, eternal Hindu religion of Siddhartha Gautama was born as the first-born son of King Suddhodhan. Siddhartha Gautama was a proved perfect personality of passion, thoughtfulness, and meditations. His awakened thinking and attitude towards the world of life eventually turned into Buddhism. But it seems strange that Mahatma Gautam Buddha was a Gautam Gotriya Yuvraj (Prince), but it is real. Scholars who have studied the tribal system in this regard have revealed the secret of this in their research. They analyzed of this discipline which studies X and Y chromosome in the way of Gotra Method or human genealogy as following. Mahatma Gautam Buddha's father was King Suddhodhana of Tilaurakot. He was a Kshatriya Person of Aryan race. Such was his ethnic condition.

King Suddhodhan

Caste - Shakya (Kshatriya)

Race - Aryan

Religion - Sanatan (Eternal) Vedic (Hindu) religion

Gotra (Clan) - Gautam

Pravar (Selected) - Trinaya (3)

Home and Shrautam Sutra - Katyayan

Dharma Sutra - Bauddhayan

Branch - Vajasaneyee Madhyandina or Kauthumi

Veda - Religious philosophy, Samaveda and Karma Philosophy Shukla Yajurveda

As mentioned above, according to the King Suddhodhana was Gautam Gotriya (Clan) Hindu King. He was a very religious and truthful king. During his period, the war and all the operations conducted from the palace was the religious process. King Suddhodhana's religion was Vaudhayana is the religion of life determined by the Vedas. What is life in it? How to operate it? What should be the values in life? etc. It was a Vedic custom for the people of that tribe to lead their lives based on the same religious formula. Religious Formula of King Suddodhan was Vauddhayan. Under his rule, Philosophy of life was taught to Prince under Vauddhayan. Siddhartha impressed very much with Vauddhayan. Because he wanted to know the world of life from a different point of view. The Buddhist scriptures have been instrumental in developing a different way of thinking about his life and in search of the eternal truth of life, his original philosophy was based on Buddhism and incorporating new subjects into philosophy. The Vuddhayan Dharma Sutra, thus synthesized and modified, eventually became Buddhism.

According to the Gautam Gotra lineage, it is said that the Vedas and the Buddhist Sutras were written about five thousand years ago. It has been 2500 years since the birth of Mahatma Gautam Buddha, who embraced that Buddhism and built a new spiritual path to the world of life. Therefore, 2500 years before the birth of Gautama Buddha, the Buddhayan Sutras came into

existence as a written form of the Vedas and one of the organs of Veda, for this reason, Vauddhayan was the major religious Formula of Mahatma Gautam. Similarly, his name is also associated with Gautam Gotra. The word Gautam came into existence in the Vedic period as Maharshi Gautam. Yubaraj Siddhartha, a descendant of Maharshi Gautam 2500 years later, adopted the word Gautam after his real name Siddhartha. The only reason for this is Maharshi Gautam's idealistic lifestyle and influential personality. Yuvaraj Siddhartha was influenced by the life and deeds of Maharshi Gautam. Due to which, he added the word Gautam after his name Siddhartha to Siddhartha Gautam. He always preached about life and the universe, reminding people to follow the path guided by Buddhism and lives accordingly. He also incorporated the things about life and the universe from his penance into Buddhism. Finally, his followers propagated the knowledge gained from the divine vision in the name of Buddhism. Hence the spiritual discovery of Siddhartha Gautama is called Buddhism. After the name of the religion, he propounded became Buddhism, his followers started calling him Lord Gautam Buddha instead of Siddhartha Gautama.

Gautama Buddha and Rise and fall of Kapilavastu Civilization

Kapilvastu, the birthplace of the Superhumanbeing Gautam Buddha, is extremely important for the world human community from a religious, social, archeological, and cultural point of view. According to various researchers and interpretations of religious texts, the Shakya dynasty of Kapilvastu was the Gautam clan (Gotri). According to Historian Pro.Dr.Ram Prasad Upadhyay, Siddhartha Gautama was born in Lumbini in 623 BCE when King Suddhodhana of Kapilvastu and Princess Mayadevi of the Koli Republic went to Maternal home, Koligram (Ramgram, present-day Bihar, India) while pregnant (According to Shakya dynasty tradition, the child should be born to the maternal home). Siddhartha Gautam was born in 623 B.C. in Lumbini. As soon as he was born, Siddhartha walked seven steps to the north and said, "I have been reborn on this earth for salvation. My birth will be the last and I will not be born again."

It is clear from this that other men who attained divinity were also born in the Shakya dynasty of Lumbini and as his last attempt Siddhartha was born. Thus, in the Shakya dynasty, Krukuchhanda and Kanakamuni are the main men who attained divinity before Siddhartha. According to Upadhyaya, the extreme development of Kapilavastu took place during the time of Buddha and the end of Kapilavastu civilization also took place during the time of Lord Gautam Buddha. The Kapilavastu civilization was one of the richest at that time and the largest population belonged to the Gautam Gotri dynasty. The Kapilavastu civilization, which had reached the zenith of development, was destroyed during the lifetime of Gautam Buddha.

Gautama Buddha had to witness the fall of the Kapila object during his lifetime. Kapilvastu had a Kaushal kingdom next to it and the king of that kingdom was Prasenjit. The king tried to marry the princess of the Kapilvastu dynasty. The Shakyas deceived Prasenjit and married Vasavadat, the daughter of Mistress. When a son was born from Vasavadat, his name 'Viruddak' was given. Once when Viruddak came to his maternal state, Kapilvastu, the Shakyas insulted him. In addition, there was a serious dispute over the distribution of water from the Rohini River on the border between the two states. After Kaushal became the king of the kingdom, the Viruddak tried to attack Kapilvastu but Gautam Buddha himself stopped the attack. Attempts to attack of Viruddak, three times were stopped by Gautam Buddha himself. But for the fourth time, On the opportunity of the absence of Gautam Buddha, Viruddak attacked Kapilvastu. He attacked

Kapilvastu in a very planned manner and with a large army, 77,000 people were killed in Kapilvastu. According to Pro.Dr.Vasudev Tripathi, most of those killed in the attack were of the Gautam clan (Gotri) Shakya dynasty. With this massacre, the kingdom of Gautam Gotri Shakya dynasty came to an end in Kapilvastu. With this, the Kapilvastu civilization also came to an end. In this way, the Shakya dynasties, who had escaped the onslaught of the Viruddak in Kapilvastu, fled here and there. According to (Law - 1973 and Thapar - 1978), most of the Shakya dynasties who survived the genocide of the Viruddak had entered the Kathmandu Valley as refugees during the reign of Kirat King Jitedasti.

' Shakya ' descent, habitat, and culture

According to (Sharma - 2017), ' Shakya ' the surname within a Newar community. Lord Gautam Buddha is also believed to have been of Shakya dynasty. Human civilization had already developed in India and China when settlement started in Kathmandu Valley. Historians believe that the influence of the north-south movement of the Dravidians, Aryans, Huns, and Mongols at that time led to the development of many ethnic groups in Nepal, Nag, Yaksha, Gandharva, Kirant, Khas and Tharu. The influence and expansion of ethnic development was also felt in religion and culture. Kathmandu Valley dwellers consider Kirant and Adideva Rudra / Mahadev / Pashupati of Dravidians of South India. Vishnu devotees worship each other's deities while Bhagwat or Shiva devotees wear Purana Rudri. According to Buddhist scriptures, Brahma, Indra, etc. came to see Buddha when he was born. Hindus consider Buddha to be the ninth incarnation of Vishnu. Shaivites worship the Shivalinga with the crown of the Buddha. Even though scholars have not laid the foundation of such religious harmony in Nepal since time immemorial, it can be easily inferred that it was possible due to the mixed settlement since ancient times.

According to Shrestha (2014), the study of archaeologist Janaklal Sharma shows that in the Newari society, 6 (six) Thare (Sub-caste) Shresthas belong to additional groups. Karmacharya, Gurvacharya, Joshi etc. are in that group. All of them are on the Hindu side of Newari society. Rajopadhyaya, Upadhyaya etc. are also covered under this branch. Dhobi, Kasai, Kushule, Kapali, Pode, Chyame, and Kullu are also included in this branch. Buddhists are placed in the other branch. There are Vajracharya, Shakya or Banda, Udas or Tuladhar, Tamrakar, Kansakar, Amatya, Pradhan, Rajbhandari. This group of branches includes Jyapu, Kumal, Chitrakar, Salmi, Manandhar, Napit, Tandukar Kau and some others Pode and Chyame. Sharmaji also writes that since there is religious tolerance in Newari society, it is difficult to say that Newars other than Vajracharya, Shakya, Udas, Rajopadhyay and Upadhyaya are only Hindus or Buddhists. Because they seem to believe in both religions There are many families among them who perform both Buddhist and Hindu priests at the same time. Therefore, in some Newar Thar families, most of the rituals can be performed by any Hindu priest, but it is customary to perform the rituals of 'Thee' only from Deubhaju.

According to (Shrestha - 2062) According to the bulletin published by Shakya Foundation, there are 299 Chuda Karmas and 'Varechui' monasteries in the Nepal Valley. In which Vihar, Acharya Taha (Level) or 'Dekha Kayagu' is performed. At the Buddha's place, Atoning of AcharyaLevel (Abhishek) is performed according to the Vajrayani tradition up to Acharya Taha (Level). There is a tradition of identifying Shakya based on this monastery. Although Buddhists follow the tradition of the Shakya dynasty, according to the story of the Buddhist caste, Devraj Indra, Sahapati Brahma, Chatur Maharaj Dhritarashtra, Virullahak, Virupaksha and Yaksha are

considered as guardian deities. Similarly, the natural deities of Shakya, snake, tree, moon, sun, Taurus (Vrishabha), Salu (frog) and Siri Sirima are also given the status of Lakshmi or life-saving deity. Apart from this, the Shakyas also pay homage to the popular deities Mahakal, Ganesh and Shiva in the Newar society.

While digging into the history of the origin and development of the Shakya caste, it has been confirmed based on historical evidence that Lord Gautama belongs to the Buddhist Shakya clan as well as Gautam Buddha belongs to the Tharu caste who are tribals of the Mongolian Terai region. Just as the Manandhar caste is considered a part of the Newar society, the fact that the Tharu society is also synonymous with the Shakya caste has come to light after studying and researching historical documents. It is said that due to cultural differences, the same ethnic Shakya caste became Dikshit in the Newar society, but the Tharu caste, which is considered to have become a form of apostasy from the stable, became known as the Adivasi of the Tarai. Therefore, both the Shakya caste and the Tharu caste are descendants of Gautama Buddha. Newar society is not based on the same caste, ethnicity, religion, and culture. Those who accept that Newar is a synonymous name of Nepal are trying to find out what caste Siddhartha Gautam is a Newar from.

According to Shrestha (2062), in response to the question as to what the proof of Lord Gautam Buddha is being like Tharu, Ram Raja Prasad Singh, who has been the Attorney General, says that Lord Gautam Buddha Tharu of Shakya origin is based on a proven historical document. Religious literature of the Buddhist period, compiled by world-renowned Buddhist pilgrims such as Fayyan and Hwensang from Nalanda and Dharmashila Universities, was taken to China, Indonesia, and Sri Lanka. The same literature is being translated before the world community. From such literature we can understand that not only Lord Buddha but also King Ashoka was a Tharu. Even today we can see that the majority of the indigenous Tharu castes are found in Kapilvastu.

Possible in the thirteenth century Tharu verse and the Buddhist historian Taranath Tharu-1575, referring to the Champaran of India as the center, the region up to Kapilvastu in Nepal was mentioned as 'Tharu Bagrat' in the fifth century. Some argue that the Tharu people fled from the Thar Desert in Rajasthan, India, to escape the onslaught of the 13th-century Alauddin Khilaji and Akbar and enter Nepal's jungles. But Ramananda Prasad Singh claims that Tharu is not a Rajasthani Ayat but a Bhumi Putra of Nepali Tharu Vagrat and Bhavagan Gautam Buddha is a Shakya son of Tharu caste.

Hari Prasad Chaudhary, a resident of Saptari, said that the Buddhist culture of the Tharu caste has been disrupted due to repeated attacks and encroachments by Hindus and Muslims. Hari Prasad Chaudhary of the Pragati Shil Tharu Youth Organization says that the Shakya and Koliya of Tharumul, who entered Nepal after the attack on Kapilvastu, were initiated into the Newar society and revived Buddhism.

According to Shrestha (2062), Nepali religion and Nepali culture, which have embraced Nepali nationality in a fundamental way, can be classified into 3 (three) types, namely, Vedic Tantra Shakta Sampradaya, Buddhatantra Shakta Sampradaya and various external sects. Buddhism practiced by the Shakyas within the Newar sect is different from the Buddhism practiced by the Tibetan Tamang, Gurung, and Magar and the cultures are also different if the Vedic or Hindu Newar Hindu religion is also different from Khas Brahman, Madhesi or Hindustani. Although

these two religions seem to be roughly separated from the Newar rites and culture, on closer inspection, both reach into the Shakta Tantra sect and reach into fish, meat, mudra, maithun and tapasic worship materials. The Vedic people follow the Vedic tradition of Rajopadhyaya as a priest, while the Vajracharya priests, who call themselves Buddhists, also perform rituals according to the Vajrayana Tantra system. Newar can be called a Vedic Tantra Shakta sect and a Buddhist Shakta sect.

Newar Dharma Sanskar:

1. Vedic Shakta Tantra sect

Upakarma Parampara - Rajopadhyaya Bajrayani Parampara - Vajracharya

(Dhyowarmu)

2. Buddhist Shakta Sect

Vajarayani Parampara Vajracharya

(Gurujum)

Both Vedic Shakta Tantra Sect and Buddhist Shakta Sect apply Karmachary (Aachaju)

Above-mentioned both Vedic and Buddhist sects come together in a Shakta system, it can be said that Newar collectively is a Shakta system that considers the mother state as a religion. The living Goddess Kumari is revered by the Vedic, Buddhist, and other sects as her protector deity, symbol of unity and original identity, as she is a Newar united in the same nationality, coordinated by different racial societies. To protect the traditional Newar settlement around the city. Brahmayani 2. Indrayani 3. Rudrayani 4. Virgin 5. Chamunda 6. Varahi 7. Bhadrakali 8. Vaishnavite. From the tradition of establishing Pith Matrishakti Ashta Matrika as the protector deity, it can be said that Newars are basically followers of the Shakta Tantra tradition.

According to (Shreshta-2062), there are 16 (sixteen) rites based on the Hindustani Dharma Niti Granth 'Manusmriti' and according to the Tibetan Buddhist tradition, there are 12 (twelve) rites originally different from the 4 (four) rites. Although there are differences based on ethnicity, Newar's Nepal religion and Nepali culture are basically categorized into the following 12 (twelve) cults.

1. Dhauwaji Nak: Banegu (Go to feed Dahi Chiura)
2. Machavu Vyakegu (Infant cleansing)
3. Na Chhuye (Naming)
4. Machavu Lahik: Vane Thache (Taking maternity to maternal house for caring)
5. Macha janko (Pasni)- First feeding
6. Nhaypam khankegu (Ear piercing)
7. Aakha: Syanegu (starting study on the day of Sri Panchami)
8. Busam Khakemgu –for son and Ihee- for daughter
9. Kayata Puja (Bratabandha) - Vedic son and Varechui - Buddhist son

Warha Tyegu (Cave keeper) - Daughter of both Vedic and Buddhist

10. Idipa (Marriage)

11. Budha Junko (Vudha Pasni)

12. Sijya (Death Karma)

As 'Shakya' is a Buddhist Shakta Tantra sect within the Newar community, the rituals and deeds mentioned are performed according to the Bajrayani tradition.

According to (Bajracharya-2057) the Newar community can be divided into two communities based on religion, namely Hindu and Buddhist. In the life cycle rites, sixteen rites are performed on Newar Hindus and ten rites are performed on Buddhists. Apart from these, other traditional rites like birthday and original rites, janko, chariot ride (Budho Pasni) and 'Nhayanhuma' performed on the seventh day of death etc. are performed.

According to the mentioned opinion, the ten rites of the Buddhist Shakya sect are as follows.

1. Garbhadhan (Fertilization) 2. Punsawan 3. Simantonayan 4. Jaat Karma (Caste Karma) 5. Naam Karma (Naming) 6. Annaprasan (First Feeding) 7. Chuda Karma 8. Bratadeshan Karma 9. Bratamokshan Karma 10. Pani Grahan

Apart from this, various other rituals are also performed in the Shakya sect. Although some of the rites of Hindu Newar and Buddhist Newar are the same, the process of performing them is very different. It is the priests who make it happen.

CONCLUSION

The famous person of Shakya dynasty was Gautam Buddha. He was the son of a dynasty of Lumbini or King Shuddhodhan. He is also known as Shakyamuni or 'Shakmuni' in 'Pali'. Surviving Shakya dynasties after Biruddak's massacre at Kapilbastu scattered here and there and entered the Kathmandu Valley during the reign of Kirat King Jitedasti. Most of those killed in Biruddak's attack were from the Gautam Gotri Shakya dynasty. With this massacre, the state power of the Shakya dynasty came to an end in Kapilvastu and with it came the end of the Kapilvastu civilization. King Shuddhodhan was a Hindu regional Gautam Gotriya king. He was a very religious and truthful king. At that time, everything from the conduct of war to the operation of the palace was according to the religious process. King Shuddhodhan's Dharmasutra was Buddhism. Buddhism is the religion of life determined by the Vedas. Although Gautam belonged to a regional clan, after the mixed ethnic community of Kathmandu merged with the Newar community, the Shakyas eventually became the Newar community. Similarly, Tharu society is also synonymous with Shakya caste. Due to cultural differences, the same ethnic Shakya caste was initiated into the Newar community, while the Tharu caste, which is believed to have evolved from the stable, is now known as the Tarai tribe. Therefore, both the Shakya caste and the Tharu caste are descendants of Gautam Buddha. Newar society is not based on the same caste, ethnicity and religion and culture. Those who accept that Newar is a synonymous name of Nepal, while examining the caste and ethnicity of Siddhartha Gautam, find that Gautam Buddha was taken as a Dikshit Newar from the Tharu origin of the Shakya clan. Newar can be called Vedic Tantra Shakta sect and Buddhist Tantra Shakta sect according to the religion. Since these two sects came together in Shakta Tantra, collectively, Newar can be said to be a Shakta Tantra religion which considers it as a matriarchal state power. Collectively, Newar can be said to be a

Shakti Tantra religion that believes in a matriarchal state. The living Goddess Kumari has been revered by the Vedic, Buddhist and other sects as her protector deity, symbol of unity and original identity, as she is a Newar who is united in one nationality, coordinated by different racial societies. There are sixteen rites based on 'Manusmriti', a Hindu religious policy, and according to the Tibetan Buddhist tradition, Newar originally had twelve rites separate from the four rites. As the Shakya is a Buddhist Shakta Tantra sect within the Newar community, the rituals and deeds mentioned are performed according to the Bajrayani tradition. The Newar community can be divided into two communities based on religion, namely Hindu and Buddhist. In the life cycle rites, sixteen rites are performed on Newar Hindus and ten rites are performed on Buddhists. Apart from these, other traditional rites like birthday and original rites, Janko i.e. chariot ride (Budho Pasni) and 'Nyanhu' on the seventh day of death etc. are performed.

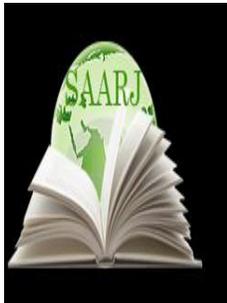
According to the mentioned opinion, the ten rites of the Buddhist Shakya sect are as follows.

1. Garbhadhan (Fertilization)
2. Punsawan
3. Simantonayan
4. Jaat Karma (Caste Karma)
5. Naam Karma (Naming)
6. Annaprasan (First Feeding)
7. Chuda Karma
8. Bratadeshan Karma
9. Bratamokshan Karma
10. Pani Grahan

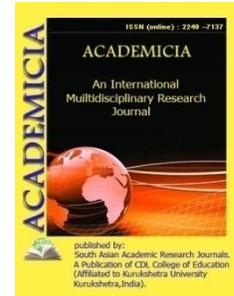
Apart from this, various other rituals are also performed in the Shakya sect. Although some of the rites of Hindu Newar and Buddhist Newar are the same, the process of performing them is very different. It is the priests who make it happen.

REFERENCES

- Acharya, Balram (2066) Nepali Society and Culture, Bhotahiti, Kathmandu, National Book Center
- Adhikari, Resharaj, Harihar Ghimire (2057) Nepali Society and Culture, Bhotahiti, Kathmandu, Bidhyarthi Pustak Bhandar
- Bajracharya, Bajramuni (2057) Introduction to Newar Rites, Lalitpur, Dha: Chaa: Dhukoo
- Batala, Rajesh Kumar (1976) Introduction to Gautam Gotra Dynasty, Gautam Gotra Akata Samaj Nepal
- Law, B.C. (1973) Tribes in Ancient India Bhandarkar Oriental Series No.4, Poona: Bhandarkar Oriental Research Institute
- Raychaudhari H. (1972) Political History of Ancient India, Calcutta, University of Calcutta
- Regmi, Dilliraman (1965) Medieval Nepal, Vol.1, Calcutta, Mukhopadhyaya
- Shakya, Min Bahadur (1986) A short History of Buddhism in Nepal, Lalitpur, Young Men's Buddhist Publication
- Shakya (2018) Shakya, Vol.3, Kuleshwar, Kathmandu, Rashtriya Shakya Samaj
- Shrestha, Padam (2062) Newar, Rahasya: Samaj
- Thapa, Dr.Shankar (2005) Historical Context of Newar Buddhism, The Bajrayana Tradition of Nepal, Lalitpur, Nagarjuna Publication Pvt. Ltd.
- Thapar, R. (1978) Ancient Indian Social History, New Delhi, Orient longman



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00285.8

FORMATION OF CIVIL IDENTITY OF UZBEKISTAN YOUTH AS A FACTOR OF INTERNATIONAL CONSENT

Shakirdzhan Mamazhanovich Zakirov*

*Professor,

Department of Social and Humanitarian Disciplines of the Almalyk TSTU Branch,
 UZBEKISTAN

ABSTRACT

The article is devoted to one of the important social problems of a multiethnic society. It is known that the effective development of any social organism depends on a balanced relationship between its constituent elements. An important component of the social structure of a multinational society is its ethnic composition. It is the state of interethnic relations in society that largely determines social stability, the vector and pace of its development. In this article, the author examines interethnic relations in the Republic of Uzbekistan. Building a civil society presupposes the guarantee and provision of human rights, the rule of law and the satisfaction of the humanistic needs of citizens. Self-identification of a person forms his essential characteristic as a social individual. In the article, the author puts forward the idea of convergence and compatibility of national identity with civil identity, which is especially important in the process of forming the younger generation. The government's policy of harmonizing interethnic relations, as well as the policy towards the country's youth, involves creating an atmosphere of friendship and cohesion in society, strengthening in the minds of every citizen the feeling of a single multinational family, regardless of his nationality, race and religious beliefs. According to the author, the balance and compatibility are important components of interethnic and social harmony of national and civic identification of citizens, and, in particular, representatives of the younger generation, which, in turn, is a condition for stabilizing the social sphere of society.

KEYWORDS: *Multiethnic society, identification, national self-awareness, youth, civic identity, national identity, national independence, civil society, tolerance, interethnic accord, culture, values.*

INTRODUCTION

National identity acts as an essential feature of a national community. National identity is a category that reflects a person's awareness of his own belonging to a certain national community, permeating his entire individual and social being.

State-civic identity, national-civic identity, or simply civic identity allow the civic community to act as a collective subject for a multi-ethnic society, as the consciousness of belonging to the community of citizens of a particular state.

The peculiarity of Uzbekistan is that it is a multinational, poly-confessional state, over 60 percent of the population of which is young people under the age of 30. These are students of educational institutions, members of labor collectives, heads of various state and business structures, in a word, active participants in social ties and relations. Therefore, the state of tolerance of this age group in our society largely determines the interethnic and interfaith climate in the country. It is known that young people, by virtue of their age specificity, such as the incompleteness of the processes of the formation of life foundations, are prone to radical actions, expression and youth maximalism, therefore, it causes the need for special attention and care for it. In this regard, at least three events that took place in Uzbekistan history can be considered significant, firstly: the adoption in 1991 of the Law of the Republic of Uzbekistan "On the foundations of state youth policy in the Republic of Uzbekistan", as well as further improvement of the state's activities in this area through the adoption in September 2016 of the Law of the Republic of Uzbekistan "On state youth policy", secondly, the creation of a youth organization - "Union of Youth of Uzbekistan" on the site of the public youth movement "Kamolot", thirdly, the speech of our President at the Plenary session of the 72nd session of the UN [1], in which the actual problems of the youth of the planet and the global threats they face were voiced, during which a proposal was made on the need for an international convention on youth. As you can see, in Uzbekistan, youth is in the center of attention of the country's leadership. In order to create even greater conditions for young people to realize their potential, the leadership of our country at the international community level puts forward promising initiatives.

The problem of a person's identification in a community, culture or traditions is relevant in any society. Identifying yourself with someone, in our case, with any social community, means likening yourself to it, sympathizing with it, worrying about it, being proud of it, feeling the need for it, being involved in it, realizing and to feel the fullness, wholeness and meaningfulness of being only in unity with it, in a word, the impossibility of one's existentiality outside of it gives a stimulus at a higher social level to the formation of axiological orientations and perspective aspirations, ideological attitudes, political sympathies, priorities and preferences. Such an understanding of identification even more actualizes the issue of a closer attitude and systemic-interdisciplinary study of this socio-cultural and spiritual-psychological phenomenon. In studies to find grounds for the positive compatibility of national-civil identity with ethnicity, the latter is also given in a broad interpretation, not only "as self-identification, but also an idea of one's people, its language, culture, territory, interests, as well as an emotional attitude towards them and under certain conditions, the willingness to act in the name of these ideas "[2]. Many studies by foreign authors are permeated with the idea of dissipation of identification processes. A theoretical analysis of this issue leads to the conclusion of the contradictory unity of identification - postmodern discrediting of all traditions and any kind of identification and its

rational ideological or mythological design in "imaginary communities." This methodological position contradicts the point of view on the spatial and cultural characteristics of the nation, which is no less important for understanding identification processes. This is an understanding of a nation as a real community, which has its own history, language, religion, law, etc.; perception of the nation as a result of the development of the state - the industry of creating communication and transport networks, institutions of national culture and education; finally, the replacement of the category "nation" with national (as a collectively shared image) and nationalism (as a political doctrine and political practice). Despite the fundamental differences (a nation is a really existing entity or a "virtual" community), in modern states, national culture retains its significance - a symbolic row (state heraldry, rituals, customs, traditions, spirituality, etc.), organizations and institutions that embody power, institutions of a specialized field (education, art, etc.). This is also related to the fact that national identity is still built on a certain value series, including the concepts of "national identity", "freedom", "patriotism", "respect for history and cultural traditions", and the level of national and cultural identity is understood in a broad generalized sense and is viewed as an integrative, rationally constructed phenomenon using political and ideological mechanisms that forms a "cultural matrix" that unites and holds together a collective community living in one territory. National identity is based on the synthesis of social, cultural, political ideas and values, achieved as a result of the interaction of various competing models of identity. In many countries, ethnic and religious identities are an important part of national identity. The core of national identity is culture - a powerful integrating symbolic (spiritual) resource, due to which cultural identity, in contrast to civic identity (civic "belonging" to a particular state), is largely the result of personal choice. This does not exclude the participation of the state in the construction of national and cultural identity. For example, in countries such as Spain, China, Mexico, Nigeria, and many others, in the absence of ethnic and linguistic uniformity, the concept of a single nation was formed. It is clear that, forming a special symbolic space, saturated with value-semantic content, fixing images, norms and styles, transmitting myths and stories, the state integrates the socio-cultural space, creating the necessary conditions for social interaction and personal self-realization. In Uzbekistan, as a multiethnic society, the issue of forming the concept of a single nation is not raised. Rather, on the contrary, according to the government's policy in the field of nations and interethnic relations, the development of each nation's national specificity, national uniqueness is at the forefront in order to preserve its uniqueness by each national community in the context of the all-consuming and leveling process of globalization. For example, it should be noted that today about 10 thousand general education schools operate in the republic, in 845 of which education is conducted in Russian, in 491 in Kazakh, in 259 in Tajik, in 52 in Turkmen, in 40 - in Kyrgyz, in 7 - in Korean. The pedagogical institutes of the republic are training teachers for the respective schools. The activities of the mass media in the republic are also aimed at meeting the needs of the multinational population. Newspapers and magazines are printed in 8 languages in Uzbekistan. Radio and TV programs are broadcasted in 12 languages. This testifies to the democratic essence and humanistic orientation of the policy in the field of interethnic relations.

In Uzbekistan, since the first days of independence, interethnic relations have been given close attention. So, back in 1992, on January 13, by the initiative of the First President I.A. Karimov, the Resolution of the Cabinet of Ministers under the President of the Republic of Uzbekistan "On the Republican International Cultural Center" was adopted [3]. The second article of the Regulations on the Republican International Cultural Center stated that "The purpose of the

Center is to identify, study, and contribute to the satisfaction of the diverse national, cultural, spiritual and linguistic needs of national groups, the development of customs, traditions, rituals of peoples and nationalities living in the Republic of Uzbekistan" ... [4] This is the first distinctive feature of the policy of interethnic relations in our country. In recent years, large-scale measures taken aimed at implementing one of the priorities of state policy - ensuring interethnic harmony and tolerance in society, implementing the provisions of the Constitution of the Republic of Uzbekistan, proclaiming and guaranteeing that the people of Uzbekistan are citizens of the Republic of Uzbekistan, regardless of their nationality, have marked a new level development of the sphere of interethnic relations. So, on May 23, 2017, a Resolution of the President of the Republic of Uzbekistan was adopted on organizing the activities of the Committee on Interethnic Relations and Friendly Relations with Foreign Countries under the Cabinet of Ministers of the Republic of Uzbekistan, in the Regulation on which, among the many functions, it is determined that the Committee "ensures the careful preservation of the noble traditions of interethnic harmony, atmosphere of friendship and cohesion in society, strengthening in the minds of every citizen, regardless of his nationality, race and religious beliefs, the feeling of a single multinational family." [5]

On November 15, 2019, by the Decree of the President of the Republic of Uzbekistan, the Concept of state policy of the Republic of Uzbekistan in the field of interethnic relations was approved; one of the main directions of the state policy of the Republic of Uzbekistan in the field of interethnic relations is: "further strengthening the feeling of a multinational large family in society, friendship and harmony between representatives of different nations and nationalities living in the republic, educating the young generation in the spirit of love and devotion to the Motherland, ensuring the equality of citizens, preventing the infringement of their constitutional rights and freedoms" [6].

The second point is that the polyethnicity of a society, as a historically formed state, gives this society even more opportunities for development, because it is a state of unity in diversity, a state of positive interaction and mutual influence of different cultures, i.e. atmosphere of interethnic tolerance, which is defined as "a social norm of civil society, manifested in tolerance for views, beliefs, customs, traditions and culture of representatives of other nations and nationalities that do not contradict universal human values" [7]. And here the third feature of interethnic relations reveals itself, which consists in the preservation and strengthening of social stability, while each nation preserves its individuality and prevents interethnic friction. And in this situation, the formation of an awareness of spatial, cultural and historical unity, a community of general humanistic interests in each representative of a particular national community, which can be formed in a multiethnic society, in parallel with national, also civic identification, becomes an urgent problem today. Thus, the creation and improvement of the regulatory and legal framework for the development of interethnic relations in Uzbekistan creates the necessary legal conditions for the self-identification of social subjects, assumes the convergence of national and civic identification.

Summing up the reflections on the compatibility of national, civic and ethnic identity, as well as the place and role of youth in these processes, it seems legitimate to state the following: youth is the most active, mobile, diverse and large social group in ethnic composition. This requires a scientific approach to the study of this social stratum. At the same time, it is advisable to include

in the field of vision the issues of combining and harmonizing national-ethnic identification on the one hand and civil-state identification on the other when shaping the world outlook of youth.

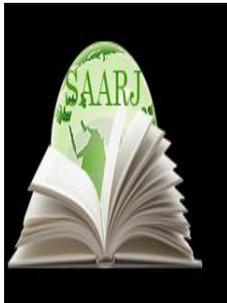
In a mono-national state, civic identity is equivalent to national identity. In a multinational state, based on our deep conviction, civic identity is the most important constituent phenomenon of civic community. Civil identity integrates the entire population of the country and is the key to social stability of the society. Civil identity acquires special significance in historically important periods of the country's development, one of which our country is experiencing.

Therefore, focusing attention of all strategic actions on youth issues in its ethno-national and civic aspects will contribute to effective progress in the further development of the country and strengthening of social stability.

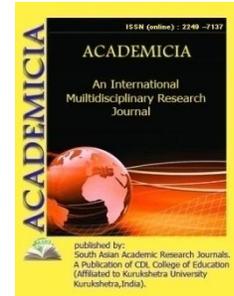
The construction of a civil society in Uzbekistan is inherently linked to the formation of civic identity. At the same time, in modern conditions, it seems to us that it is possible to resist the negative side of the influence of globalization, to preserve and strengthen interethnic harmony, by updating identification processes in the direction of convergence and harmonization of national and civic identity in society, in general, and among young people, in particular.

REFERENCES:

1. Speech by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the 72nd session of the UN General Assembly (New York, September 19, 2017) // *Narodnoe Slovo*, issue 189 (6853), September 20, 2017.
2. *Drobizheva L.M. National-civil and ethnic identity: problems of positive compatibility // Reforming Russia. Yearbook / Ed. ed. M.K. Pots -kov. Issue 7. Moscow, 2008.S. 218.*
3. Decree of the Cabinet of Ministers under the President of the Republic of Uzbekistan "On the Republican International Cultural Center". <http://www.lex.uz/acts/366855>
4. Regulations on the Republican International Cultural Center. <http://www.lex.uz/acts/366855>
5. Appendix No. 1 to the Decree of the President of the Republic of Uzbekistan dated May 23, 2017 No. PP-2993. Regulations on the Committee for Interethnic Relations and Friendly Relations with Foreign Countries under the Cabinet of Ministers of the Republic of Uzbekistan. PD-2993, 05/23/2017. [lex.uz](http://www.lex.uz)
6. The concept of the State policy of the Republic of Uzbekistan in the field of interethnic relations. Appendix No. 1 to the Decree of the President of the Republic of Uzbekistan dated November 15, 2019 No. UP-5876 (National database of legislation, November 16, 2019, No. 06/19/5876/4029)
7. The concept of the State policy of the Republic of Uzbekistan in the field of interethnic relations. Appendix No. 1 to the Decree of the President of the Republic of Uzbekistan dated November 15, 2019 No. UP-5876 (National database of legislation, November 16, 2019, No. 06/19/5876/4029)



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00286.X

ROLE OF THE DESIGN CODE IN IMPROVING THE QUALITY OF THE URBAN ENVIRONMENT

Shukhrat Reyimbaev*; Zarif Adilov; Zafar Matniyozov*****

*(PhD) of architecture the Faculty of Architecture,
 Tashkent Institute of Architecture & Civil Engineering,
 UZBEKISTAN

**Associate Professor,
 Candidate of Technical Sciences,
 Tashkent Institute of Architecture & Civil Engineering,
 UZBEKISTAN

***Associate Professor,
 Tashkent Institute of Architecture & Civil Engineering,
 UZBEKISTAN

ABSTRACT

The article examines the issues of the need to introduce a “design code” in the cities of Uzbekistan. The analysis of the significance of this set of rules for today is carried out, the definition of “design code” is given and the main tasks to be solved by the action of the “design code” are listed. The positive and negative effects of the “design code” on the state of the city are revealed. The experience of applying the measures of this document in cities abroad is also considered.

KEYWORDS: “Design Code”, Norms, Requirements, “Visual Noise”, Comfortable Urban Environment, Safety, Advertising Structures

INTRODUCTION

Today, work is underway on the main directions of necessary and innovative development in the system of modernization of the urban environment, the formation of a favorable urban environment for various categories of society and spheres of life. This is evidenced by the active discussion of many projects adopted in the regions of Uzbekistan, including the problems of the urban environment.

The Decree of the President of the Republic of Uzbekistan PD-6119 dated November 17, 2020 “On approval of the Strategy for modernization, accelerated and innovative development of the construction industry of the Republic of Uzbekistan for 2021-2025” will take the work to a new level.

This document identifies the following as the main directions of modernization, accelerated and innovative development of the construction industry of the Republic:

- Urban development of the regions and ensuring effective public participation in this process;
- Improving the quality and safety of urban planning activities;
- Ensuring the efficiency, rationality and transparency of administrative procedures in the field of urban planning, as well as improving the efficiency of construction companies;
- Digitization of urban planning activities, introduction of modern information and communication technologies in the network;
- Improving the system of training, retraining and advanced training of personnel in the field of urban planning, development of scientific potential [1].

One of the main goals set out in paragraph 7 of the decree – “Development and implementation of a regional “design code” by July 1, 2022, taking into account the purpose of the elements of the urban environment, traditional architecture and culture, as well as the natural and climatic conditions of the place” [1].

A design code is a set of rules, requirements, and instructions that illustrate the appearance of a city through illustrations and is adopted by the city government, which oversees its implementation.

The design code is usually understood as the rules for placing signs, but the “design code” can determine what the city looks like in general: what kind of outdoor advertising it has, how to maintain the facades of buildings, how to improve the appearance of streets and public places, what exterior furniture and small architectural forms, what city navigation looks like, symbols and their application.

Analysis of the relevant literature

Today, almost every city in the world has its own rules for placing signs, sometimes every district or even house has its own rules. For more than 100 years, New York has been developing rules governing cornices, windows, roofs, and decorating options. For example, the main, busiest street shops and road surface parameters are written there. Uzbekistan is also taking the first steps in this direction, and today it can be said that no scientific research has been conducted on the topic of “Design Code”.

This topic was discussed by a number of researchers in the 2000s, and almost simultaneously with the emergence of the works of D. Kuban [2, p. 592], S. Zukin [3], J. Gale [4, p. 143], they marked the transition to a new urban paradigm, architecture and urban environment; the ease of daily life associated with reality signifies the return of the “scale of humanity”. In 2010, the topic of the impact of space design on the emotional state of citizens and the formation of a favorable urban environment was continued in discussions about the struggle of cities for human capital. This has been a major topic of discussion in many forums around the world in recent years [5; 6;

7]. The list of more practical sources can include urban planning regulations and rules created for Russia, Ukraine, Kazakhstan and its cities. Among them are ArtemiyLebedev's studio [8, p. 62; 9, p. 426; 10, p. 139] and the work of the design bureau K.B. Strelka [11, p. 281; 12, p. 444; 13, p. 140] has a special place.

THE MAIN FINDINGS AND RESULTS

The most effective and promising means of creating a comfortable environment in the city is a "design code", which is a set of rules governing the process of designing an urban environment, which covers a wide range of urban space (layout and features of signs, distribution landscaping - magazines, benches, lighting) etc., selection of materials for asphalted streets and paving textures, etc.) [14, pp. 264-266]. This set of rules is a technical document developed at the expense of the city budget with the involvement of experts in the field.

Theoretically, the "design code" is designed to solve a number of tasks that are most important for the city and its inhabitants, for example:

- Development of cultural or historical identity of the city, formation of the image of the city, which plays an important role in its socio-economic development;
- Formation of a unique space that allows to preserve the unity of the architectural style of the city;
- "Return" of the population from shopping centers to the city streets, retention of users of certain types of services, consumers of certain goods, etc.;
- Ensuring the safety and comfort of life of citizens in the urban area in travel, sports, etc. (for example, due to the definition of lighting standards, the specific characteristics of the coating, the requirements for outdoor furniture in separate zones, etc. due to the division of space into separate functional networks);
- Elimination of the problem of random placement of advertising signs – "visual noise", as well as simplification of the perception of information provided by information structures;
- Maintaining a favorable urban environment as a factor in preventing the population from leaving the city;
- Avoiding the situation where a developed business sets the conditions for shaping the appearance of individual buildings with huge advertising banners, which in turn prevents new businesses from effectively attracting buyers, resulting in lower taxes - in other words, ensuring healthy competition among entrepreneurs [15, pp. 677-683].

The requirements for the appearance of the urban environment are clearly written in many cities, but the problem is that different rules are presented in different documents. The "design code" designed to combine such rules to form a single defined methodological system for the regulation of urban space in the form of a single document with graphic or schematic additions has been developed only in a number of cities around the world: Moscow, Kaliningrad, Izhevsk, Ivanovo, Voronezh, Saratov, Nur-Sultan, Almaty, Kiev, Zhytomyr and others.

Studying the experience of foreign practice and application of design codes in other countries, it is possible to distinguish a number of positive effects from the development and application of this document for the cities of Uzbekistan.

In Germany, the “design code” helps to reduce traffic accidents. In Berlin, the “design code” defines the rules of interaction of pedestrians, motorists and cyclists. Different surface textures divide the space into zones and help people move. A soft and smooth seamless pavement for bicycles and pedestrians, a rougher seam pavement to separate one area from another, prevents pedestrians from walking near tree trunks, thereby preventing pedestrians from walking near tree trunks [16].

Elements of the European “design code” solve security problems using simple tools. In Vienna, for example, a decision has been made to slightly raise the carriageway near the tram station. As a result of this change, a decrease in the number of road accidents was observed [16].



The most important element of a comfortable urban environment is the availability and location of trash cans and waste containers. In Germany, most of the trash cans in the backyards are set aside for various types of waste. This experience is very relevant for Uzbekistan today in terms of waste reform. In Berlin, great care is taken to ensure that the waste containers are closed with a tight-fitting lid to prevent the smell.

In Rotterdam, a new form of trash can was invented for cyclists so that they could throw trash without stopping the movement (Figure 1). In London, the usual function of urns has been abandoned and they now distribute Wi-Fi, display stock quotes and economic news, and display advertisements on LCD monitors (Figure 2); but more importantly, in this case there is a certain incentive for people to use the free internet to throw rubbish in the trash [16].

In Saratov, the use of the city's “design code” has led to an increase in rental prices due to the increased attractiveness of building facades after the application of the norms set out in the design code. As a result, there was an increase in tax revenues to the city budget. Also, one of the priorities in cleaning the city from “visual noise” is to preserve the originality of historic buildings in the city, which will enhance the development of tourism in the city [6].

It should be noted that the Regulation “On approval of technical characteristics and location of types of information and signaling systems in the city of Omsk” has been developed and consists of 3 parts. The first section reflects the main objectives and direction of the act, but most of them consist of definitions of concepts used in the statute. The section in question provides reviews of information-sign systems, information area, automatic image conversion system, information-sign system, kiosk, pavilion, parking lot, non-capital stationary buildings and non-stationary trade object.

The second section is devoted to the types of signaling information systems. Types of information-sign system include facade signage, list of goods signage, working time signage, bracket signage, free-standing signage and its indicators. The information-sign system consists of two types: illuminated and unlit.

The third section is called the “practical part”, the technical characteristics and requirements for the location of the information-sign system. The section is divided into chapters corresponding to the types of information-sign system [17].

According to the introduced legislation, the height of the decorative element on which the information-marking system is placed for the viveska installed on the facade of the building should not exceed the height of the viveska. Flickering lighting of the facade vive is not allowed - it should have a dim light. The maximum size is set: height 1 meter and a length that does not exceed its size, the protrusion from the front should not exceed 0.1 meters. The heights of the facade roofs are also determined by the roof, which is determined by the number of floors of the house. One of the important conditions is the ban on the installation of facade roofs on the porches. With this type of information-signage system, complete coverage of window and door openings, stained glass and shop windows is also unacceptable. For vives of the list of goods, works, services, the content (excluding the placement of prices, components, their pictures), material (with solid, light-transmitting indoor lighting system) and dimensions (height should not exceed 0.8 meters) and length 0.6 meters should not exceed) [17].

The dimensions and material requirements for the working time mode vivecase are almost the same, the latter is complemented only by the possibility of using self-adhesive film. One of the important features is that if they are placed more than once and also belong to different organizations, they require the specificity of the regime characters.

An important feature for brackets viveska - to set the distance between them in a single horizontal plane - at least 10 meters. The location of such an information-marking system shall not be allowed at a distance of more than 0.2 m from the edge of the facade, the extreme point of the brackets shall not exceed 0.6 m from the plane of the facade. The maximum size was set for the height of the bracket viveska, which is 1 meter, and the distance from the ground level to the information-sign system should be at least 2.5 meters [17].



The requirements for materials for individual placement indicators are specified first - high performance properties, corrosion and frost resistance. An important feature of this type of information-sign system is compliance with GOSTs in the field of regulation of road signs, traffic lights, traffic lights, etc. Signs must be installed in a clearly visible place, following clear rules related to the purpose of this or that sign. From a design point of view, it should be noted that this type of information-character system must have capital letters (when it comes to defining the type of activity) or formally assigned names, in some cases names are allowed to be written in two lines and multi-lines [17].

A separate section of the third section contains general requirements for the technical characteristics and location of the information-signaling system. These include:

- Inadmissibility of distortion of the architectural image of the city;
- Harmony of style of information-sign system and appearance of buildings;
- Security and practicality of information-signaling system;
- Availability of markings in the information-sign system (indication of the owner and his coordinates);
- Prevent the placement of information-signage system on trees, pedestrian barriers, park area barriers, etc. [17].

In general, the basic modernization provided for in this document does not apply to podlogs for records. The color, design, and style of the font remain unchanged. Thus, moving away from diversity allows you to maintain the architectural appearance of city buildings and streets.

All of the above aspects of the “design code” regulate only one aspect of the effective planning of the urban environment - the location and requirements of information structures that reflect the name, address, opening hours and other similar information of a particular organization. But at its edge is a literal “struggle for survival”: a small business randomly places colorful banners, placards, and signs and stacks them on top of each other (often by competitors’ design). All this leads to the desire of city dwellers to spend their free time in a “quieter” place, to have fun, to take beautiful photos, to enjoy the beauty of architecture, which is not blocked by advertising. For these reasons, small business is in a state of decline.

Analysis and results

Based on the above, it should be noted that a separate document regulating the location and characteristics of urban facilities suitable for cities and towns is needed - a “design code”. It should include the following features:

- Formation of principles of effective zoning of cities, first of all on issues of parking places;
- The formation of special requirements for the method of information and sign systems for each individual area of the city, taking into account the architectural features;
- Determination of street lighting requirements and features;
- establishment of standards for the provision of the urban area with waste bins, restoration and modernization of existing waste bins and bins, introduction of waste separation systems and requirements to it;

- Expansion and inclusion of measures specified in the Regulation on the features of the placement of information and sign systems;
- Introduction of a system of penalties for non-compliance with the requirements of the “design code”.

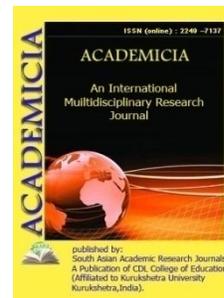
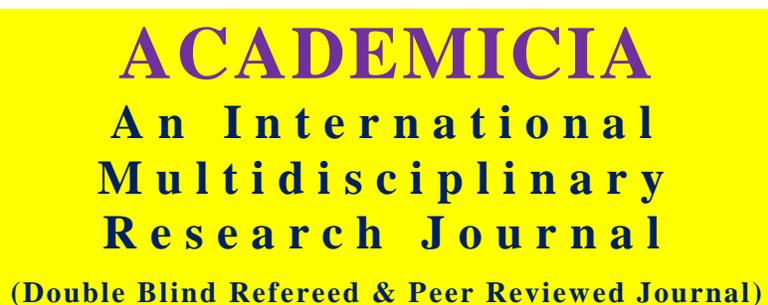
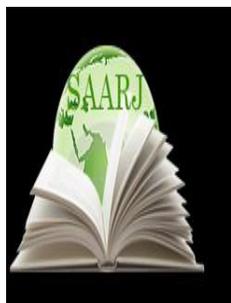
CONCLUSION

Thus, the “design code” is a spatial scale of the subject-functional code located in a three-dimensional urban environment that describes the object forms, their function, and the subject-object relationship. The need for “design code” in the cities of Uzbekistan depends on many factors. To date, design codes developed in foreign countries only regulate the placement of symbols; we do not consider such an approach sufficient. Therefore, the development of "design codes" for the cities of the country should cover many aspects related to a favorable urban environment, which in turn will not only meet the aesthetic needs of the city, but also improve the economic situation, as well as make life safer. In order to ensure that these processes are carried out in a short time and constantly updated in accordance with the requirements of the times, it is expedient to introduce in Uzbekistan a system for assessing the quality of the urban environment.

REFERENCES

- [1] (Decree of the President of the Republic of Uzbekistan dated November 17, 2020 PD-6119 “On approval of the Strategy for modernization, accelerated and innovative development of the construction industry of the Republic of Uzbekistan for 2021-2025.)
- [2] Kuban D. Istanbul an urban history: Bizantin, Constantinopolis, Istanbul. Istanbul: İsbank, 2010. 592 p.
- [3] Zukin S. Naked City: The Death and Life of Authentic Urban Places. Oxford: Oxford University Press, 2010.
- [4] Gehl J. Cities for People. Copenhagen: Island Press, 2010. 143 p.
- [5] Вестник Строительство. Архитектура. Инфраструктура [Электрон манба] / Первая пятилетка благоустройства // <http://www.vestnikstroy.ru/articles/infrastructure/2017/14888.html>.(Bulletin Construction. Architecture. Infrastructure [Electronic source] / The first five-year improvement plan // <http://www.vestnikstroy.ru/articles/infrastructure/2017/14888.html>)
- [6] СарБК [Электрон манба] / Дизайн-код в Саратове // <https://news.sarbc.ru/tags/%D0%B4%D0%B8%D0%B7%D0%B0%D0%B9%D0%BD%D0%BA%D0%BE%D0%B4>. (SarBK - Saratov information portal [Electronic source] / Design code in Saratov // <https://news.sarbc.ru/tags/%D0%B4%D0%B8%D0%B7%D0%B0%D0%B9%D0%BD%D0%BA%D0%BE%D0%B4>)
- [7] Челябинская городская Дума [Электрон манба] / Дизайн-код Челябинска придаст городу визуальный порядок // <http://www.chelduma.ru/novosti/dizayn-kod-chelyabinska-pridast-gorodu-vizualnyy-poryadok>.(Chelyabinsk City Duma [Electronic source] / The design code of Chelyabinsk will give the city a visual order // <http://www.chelduma.ru/novosti/dizayn-kod-chelyabinska-pridast-gorodu-vizualnyy-poryadok>)

- [8] Studio Artemiya Lebedeva. Arkhitekturno-khudojestvennaya kontseptsiya vneshnego oblika ulits, magistralei i territori goroda Moskvy, vypolnennaya v pilotnom mode (v chasti razmeshcheniya informatsionnykh konstruktsiy). M. 2015. 62 s. (Art. Lebedev Studios. The architectural and artistic concept of the external appearance of streets, highways and territories of the city of Moscow, executed in a pilot mode (in terms of placing information structures). – Moscow. 2015. – p. 62)
- [9] Studio Artemiya Lebedeva. Design code Yakutsk. M. 2019. 426 p. (Art. Lebedev Studios. Yakutskdesigncode. - Moscow. 2019. - p. 426)
- [10] (Art. Lebedev Studios. Arkhangel'sk design code. Placement and design of information structures. – Moscow. 2020. – p. 139)
- [11] (K.B. Strelka. DesignbookofTobolsk. – Moscow. 2018. – p. 281)
- [12] (K.B. Strelka. Catalog of elements and nodes of open spaces. – Moscow. 2019. – p. 444)
- [13] (KB Strelka. Kaliningrad design code general rules for the placement and design of signs. – Moscow. 2018. – p. 140)
- [14] (Romanova, D. N. “Design code” of the existing state improvement / D. N. Romanova // Traditions and innovations in construction and architecture. Urban planning. – Samara. 2018. – pp. 264-266)
- [15] (Barinova, E. Y. Application of design code in pedestrian spaces / E. Y. Barinova // Science, education and experimental design. – Moscow. 2015. – pp. 677-683)
- [16] (Foreign design code: how rules work on European streets // [Electronic source] <https://archsovet.msk.ru/article/city-design/zarubezhnyy-dizayn-kod>)
- [17] (Techexpert Consortium Codex Electronic fund of legal and normative-technical documentation [Electron manba] / On the approval of the Regulation on types, types, technical characteristics and requirements for the locations of sign-information systems in the city of Omsk // <http://docs.cntd.ru/document/553283618>)



DOI: **10.5958/2249-7137.2021.00287.1**

PEDAGOGICAL ISSUES IN ENSURING CONTINUOUS AND INTERMITTENT STATE OF THE FIELD OF FINE ARTS IN THE SYSTEM OF ART EDUCATION

U. Nurtaev*

*Associate Professor,
Candidate of Pedagogical Sciences,
The Department of “Fine Arts and Methods of Teaching”,
The Faculty of “Technological Education”,
Tashkent State Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

This article describes the content and essence of pedagogical problems in ensuring the continuous and intermittent of the field of fine arts in the system of art education. In this regard, the system of art education has formed a multi-level system of national education in the field of fine arts, as well as the magazine “Art”, which has been published since 1998 in three languages - Uzbek, Russian and English. In ensuring continuous and intermittent in the field of fine arts in art education, a school student becomes a student of a specialized art boarding school, a university student, and there is a conflict between the new requirements for study and his or her lack of experience.

KEYWORDS: *Establishment Of Pedagogical Problems In General Secondary Schools, Specialized Art Boarding Schools And Higher Education Institutions In Order To Ensure The Continuous And Intermittent Of The Field Of Fine Arts In The System Of Art Education.*

INTRODUCTION

In the system of reforms implemented in our country during the years of independence, the work in the field of culture and art has acquired a special significance. In particular, in the creative work related to the restoration of ancestral heritage, exemplary work has been done to study the science of fine arts and enrich them with modern technologies.

The issue of training teachers and raising the process of pedagogical education in the country to a qualitatively new level, one of the priorities of modernization and further development of society, based on the words of President Sh.M.Mirziyoev “We will mobilize all the forces and capabilities of our state and society so that our young people can think independently, have high intellectual and spiritual potential, and grow up to be happy people who are not idle in any field to their peers around the world”, the system of higher education in 2017-2021. The comprehensive development program sets tasks to equip future teachers studying in pedagogical higher education institutions with higher professional knowledge, skills and abilities, to increase their professional competence.

Today, modern Uzbek fine arts are attracting many young talents, artists working in various fields, in particular, artists and sculptors, folk artists, new content and form, the tendency to take a worthy place in the world art.

THE MAIN FINDINGS AND RESULTS

Establishment of primary art education for specialized art boarding schools and higher education institutions in order to ensure the continuous and intermittent of art education in the activities of educational institutions in the system of art education;

At the same time, it should be noted that the current work on the development of the visual arts is not in demand, the regulatory and material and technical base of the industry is imperfect, and the lack of qualified personnel has a negative impact on the effectiveness of this work.

In this regard, the system of art education has formed a multi-level system of national education in the field of fine arts, as well as the magazine “Art”, which has been published since 1998 in three languages - Uzbek, Russian and English. It should be noted that the material, scientific and methodological base of scientific research aimed at studying the development trends of our fine arts has been strengthened.

At the same time, within the framework of international cooperation, a unique system of meetings and dialogues with foreign cultural and artistic figures has been formed, many artists and teachers of our country have participated in international conferences and exhibitions, festivals and competitions and won prestigious places, the fact that dozens of artists have won high awards of our state is also directly related to the activities to ensure the continuity of art education.

At the same time, it should be acknowledged that the current rapidly evolving period requires further development of the field of fine arts, increasing its place and status today, improving the activities of art education.

The laws of didactics, which reflect the necessary internal connections between the phenomena and factors of art education, serve as a theoretical basis for pedagogical activity. The laws of didactics do not give a clear result, because various factors affect the process of teaching and upbringing in the process of art education. Practical guidelines for the implementation of education and upbringing in the process of art education are reflected in the didactic principles. Attempts are being made today to improve the system of teaching principles for general secondary education, specialized art boarding schools and higher education in art education pedagogy and art criticism research. Their perfection is natural, for they are not frozen in one

place, synthesize the achievements of modern didactics in art education, and are constantly updated under their influence.

The following principles of art education can be mentioned as the basic and universally recognized principles in art education:

- Developmental and educational training in art education;
- Cultural and natural harmony in art education;
- The connection of science and theory with practice in art education;
- Consistency in art education (membership, integrity, perspective);
- Awareness and activity in art education;
- Convenience, durability in art education;
- Creative and positive motivation in art education.

The principle of order and consistency in ensuring the continuous and intermittent of the field of fine arts in art education presupposes the connection of each successive knowledge and skill with the former, while continuing the new old. Such an understanding of it remains relevant today, but at the same time it is complemented in the mind by the reflection not only of a concept or law, but also of the whole picture of the universe.

The demand for systemicity and consistency in ensuring the continuous and intermittent of the field of fine arts in art education is primarily aimed at maintaining the continuity of teaching. Therefore, teaching at all stages of the system of continuing education should be built as a logically connected system in terms of content, purpose, methods, and tools. This, in turn, ensures the promising development of the learner.

The most important point in the system of continuing education is to ensure the continuous and intermittent of the fine arts in art education, the transition from general secondary education, specialized art boarding schools, specialized art boarding schools to higher education, general secondary school, specialized art boarding schools, higher education home systems. This is due to the fact that a general secondary school student, as well as a student of specialized art boarding schools, moves from one education system to another as a subject of the educational process. Therefore, it is very important to ensure continuity at the points of transition from one type of education to another. In ensuring continuous and intermittent in the field of fine arts in art education, a school student becomes a student of a specialized art boarding school, a university student, and there is a conflict between the new requirements for study and his or her lack of experience. There is a problem of adaptation of a student of a specialized art boarding school to a higher education institution. In art education, there are different approaches to its role and its relationship to other principles, considering membership as a didactic principle in ensuring the continuous and intermittent of the visual field.

In ensuring the continuous and intermittent of the field of fine arts in art education, the principle of continuity is inextricably linked with the principle of systemicity and consistency, but retains its main content only without being brought to it. The dialectic of the relationship of membership with other teaching principles is that membership technology, in turn, serves as a

condition and mechanism for the implementation of other principles of the educational process, which participates as a factor in the implementation of membership.

In the above-mentioned points, membership is a sequence of pedagogical influences that are carried out in a dialectical connection with the previous one of the educational process and in accordance with the goals and objectives of the developmental process. At the heart of the problem of continuity in ensuring the continuous and intermittent of the field of fine arts in art education is the internal conflict. This contradiction is natural (a student of a specialized art school boarding school will be a university student). In the field of fine and applied arts and design in art education, however, in ensuring continuous and intermittent, it is necessary to distinguish between the noted and other similar contradictions and ways to overcome them.

The content of pedagogical activity aimed at ensuring the continuous and intermittent of the field of fine and applied arts and design in art education is reflected in the functions, requirements and rules of the principle of membership.

The function of membership in ensuring the continuous and intermittent of the field of fine arts in art education is divided into methodological functions related to the theory of organization of the teaching process and regulatory functions that reflect the issues of its implementation.

The methodological function of ensuring the continuous and intermittent of the field of fine arts in art education is divided into:

- A dynamic that reflects the laws of the dynamics of the pedagogical process in ensuring their continuous and intermittent in the field of fine arts in art education in their unity and contrast;
- Constructive, consisting of past, present and future interactions as a pedagogical measure in ensuring the continuous and intermittent of the field of fine arts in art education;
- Integrative, ensuring the integrity of the educational process and its results in ensuring the continuous and intermittent of the field of fine arts in art education.

Regulatory functions in ensuring the continuous and intermittent of the field of fine arts in art education include:

- Structurally meaningful, reflecting the change in the structure of the content of teaching in order to achieve the integrity of the results in ensuring the continuous and intermittent of the field of fine arts in art education;
- Subordinate, which determines the interdependence of the components of the pedagogical system in ensuring the continuous and intermittent of the field of fine arts in art education;
- Coordinator of the field of fine arts in art education in connection with the interaction of different science teachers in ensuring continuous and intermittent.

The implementation of the principle of continuous and intermittent in the field of fine arts in art education is ensured by complying with the following requirements and “what should be the teaching process?” he answers.

In our view, the main requirements for membership are:

- Maintaining the unity of pedagogical action in the general secondary school, specialized boarding schools of arts and higher education in ensuring the continuous and intermittent of the field of fine arts in art education;
- The optimal choice of appropriate combinations and means of methods and forms of formation of knowledge and skills in the student in the process of ensuring the continuous and intermittent of the field of fine arts in art education;
- Creating conditions for the continuous use and development of knowledge acquired in teaching and production practice, ensuring the continuous and intermittent of the field of fine arts in art education;
- Ensuring the thematic and temporal relevance of programs of different disciplines in ensuring the continuous and intermittent of the field of fine arts in art education.

In accordance with the above requirements, the following basic rules for the implementation of the principle of membership can be formed:

- Coordination of the program of step-by-step formation of the path on the basis of the necessary qualities and manifestations of the individual in ensuring the continuous and intermittent of the field of fine arts in art education;
- To identify the contradiction between the current state and future development of the individual in ensuring the continuous and intermittent of the field of fine arts in art education;
- Activation of basic concepts and methods of action previously accumulated in the mind of the student, in ensuring the continuous and intermittent of the field of fine arts in art education;
- To be able to see the prospects of the branching of the educational process in schools, specialized art boarding schools and universities in ensuring the continuous and intermittent of the field of fine arts in art education;
- To create an opportunity for a conscious approach to teaching in order to consciously participate in the educational process in ensuring the continuous and intermittent of the field of fine arts in art education.

The following directions can be distinguished in ensuring the continuous and intermittent of the field of fine arts in art education:

- The purpose, content, methods and requirements of teaching the field of fine arts in art education to ensure continuous and intermittent;
- The issue of comprehensive development of the individual in ensuring the continuous and intermittent of the field of fine arts in art education;
- Proportionality of general and special training of schoolchildren, students of specialized boarding schools of art and students of higher educational institutions in ensuring the continuous and intermittent of the field of fine arts in art education;
- Proportionality of the processes of professional formation of students of secondary schools, specialized art boarding schools and university students in ensuring the continuous and intermittent of the field of fine arts in art education;

- The balance of methods and means of pedagogical interaction between the teacher and the student of secondary schools, specialized boarding schools of arts and students of higher education.

Modernization of education in the field of continuous and intermittent in the field of fine arts in art education today, many aspects of the concept of person-centered teaching, informatization of society, the concept of continuing education need to be reconsidered.

The principle of membership of secondary schools, specialized art boarding schools and universities in the pedagogical sense in ensuring the continuous and intermittent of the field of fine arts in art education - these are the rules of pedagogical activity, which reflect how to build the educational process to achieve the best results. The condition of continuity is that the system of continuing education meets the requirements of socio-economic development of secondary schools, specialized art boarding schools and universities; the power of teachers has achieved the full development of the learner.

The system of pedagogical actions in ensuring the continuous and intermittent of the field of fine arts in art education should be based on the fundamental rules of psychology. The psychological and pedagogical basis of pedagogical actions is given in the following two most important modern concepts: the theory of gradual formation of mental actions and the associative-reflex nature of mental activity. Therefore, it is important to ensure the coordination of pedagogical activities of schools and specialized art boarding schools and universities in the process of formation of scientific concepts in education. Because they are the units of the elementary structure of learning outcomes.

The implementation of the continuity of the educational process in the field of fine arts in art education can be achieved through the reconstruction of the pedagogical system in accordance with the issues of ensuring the integrity of the process and the results of educational work. The main condition for this is the integration of art education systems in terms of content, methods and tools of education. The system of art education should ensure the coherence of teaching methods, the coherent nature of the educational process. Typically, a teaching method is a method of pedagogical and student activity aimed at achieving the goals of teaching, as well as the system of pedagogical action and providing solutions to teaching problems. In order to make a choice of teaching method in the system of art education, it is necessary to determine what problem and under what conditions it can be successfully solved using this or that method.

In the process of ensuring the continuous and intermittent of the field of fine arts in art education, the following two factors should be taken into account:

- There is no universal method for solving any problem related to art education;
- In the system of art education, even a formal copy of the best method developed by someone does not give the expected result.

However, there are also ways to choose teaching methods and techniques based on pedagogy:

- 1) Enlargement of sampling units and limit their number based on pre-selected criteria (optimization theory and practice);
- 2) Appeal to a larger, more integrated didactic structure, ie a modern methodological system of teaching.

The first method of selecting methods in ensuring the continuous and intermittent of the field of fine arts in art education is based on classifying them.

There are several different classification options that are done on a different foundation basis.

Methods of teaching the field of fine arts in art education to ensure continuous and intermittent are divided as follows:

- Sources of knowledge in art education;
- On teaching methods in art education;
- On the method of directing educational activities in art education;
- On the logic of the educational process in art education;
- On didactic purposes in art education;
- On creative activity in art education.

The second method of choosing methods in ensuring the continuous and intermittent of the field of fine arts in art education involves choosing the leading type of methodological system, rather than choosing a separate teaching method.

Currently, the following training systems are available: informative-illustrative, algorithmic-programmed and problem-solving. Each of them has its own purpose, content and methods, pros and cons, but they do not exist purely in real conditions. In a real learning system, these species combine in different combinations, but one of them is the leader.

The choice of this or that leading system in ensuring the continuous and intermittent of the field of fine arts in art education is very individual, but an experienced educator must take into account the leading purpose of education and the specific content of the topic or section, the ability to develop the material studied.

In ensuring the continuous and intermittent of the field of fine arts in art education, if the integration is achieved in the system of schools, specialized boarding schools and universities, then the educational process will be much more effective. However, at present, teaching methods and techniques in a school, a specialized art boarding school, and a higher education institution are interrelated. Although the unity of pedagogical action in art education is solemnly proclaimed, but in practice it is done sporadically. One of the ways to overcome such inconsistencies in ensuring the continuous and intermittent of the fine arts in art education is to reform the structure of the education system. This ensures that the educational process adapts quickly to ever-changing conditions, taking into account the needs of the individual, society and the state.

CONCLUSION

To conclude, it should be noted that despite the fact that a lot of research work is being done in the system of art education on the introduction of the problem of membership in the system of continuing education in ensuring continuous and intermittent in the field of fine arts. It is associated with the modernization of art education as well as changing social and economic conditions.

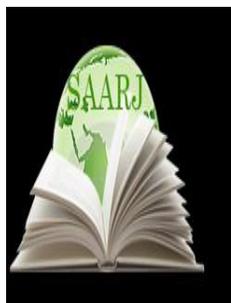
REFERENCES

- [1] (Decree of the President of the Republic of Uzbekistan “On the strategy of further development of the Republic of Uzbekistan”– Tashkent.“Justice”, 2017)
- [2] (Alimov N.A. Ensuring continuity between types of mathematical education // Public Education, 2002, № 5. – pp. 76-78)
- [3] (Muslimov N. Theoretical and Methodological Bases of Professional Formation of a Teacher of Vocational Education: Dis. Abstract. -Tashkent; TSPU. 2007. – p. 47)
- [4] (Nurtaev U. Methods of studying the finearts of Uzbekistan in the system of preparation of future teachers, abstracts. –Moscow: 1994. –p. 62)
- [5] Bulatov C.S; Jabbarov R.R. Philosophical and psychological analysis of works of fine arts (monograph). Science and Technology Publishing House, 2010.
- [6] Talipov Nigmatjon Nozimovich; Yuldasheva Nilufa rIbrahimovna; Jabbarov RustamRavshanovich. Development Of Student’s Creative Abilities In The Fine Arts In The Higher Education System, The American Journal of Social Science and Education Innovations, ISSN (e): 2689-100X, published: 30 july 2020, -p. 232-238, Volume-II Issue-VII, DOI: <https://doi.org/10.37547/tajssei/Volume02Issue07-30>
- [7] Muratov Khusan Kholmuratovich; Abdulkhamidov Sardor Mardanaqulovich; Jabbarov Rustam Ravshanovich; Khudaynazarova Ugiloy Sharifovna and BaymurzayevaOykaramShodiyevna. Methodology of Improving Independent Learning Skills of Future Fine Art Teachers (On the Example of Still Life in Colorful Paintings). International Journal of Psychosocial Rehabilitation ISSN:1475-7192. March 2020. Volume 24 – Issue 5. –pp. 2043-2048.
- [8] Talipov Nozim Khamidovic;h, Talipov Nigmatjon Nozimovich; Yuldasheva Nilufar Ibrohimovna; JabbarovRustamRavshanovich; MuratovKhusanKholmuratovich. Development of students’ creative abilities through teaching “landscape painting”. Journal of Critical Reviews. ISSN- 2394-5125. Vol 7, Issue 6, 2020. –pp. 227-229.
- [9] Kozim Gafurovich Malikov. THEORY AND PRACTICE OF CONSTRUCTION OF AXONOMETRIC PROJECTS. European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 9, 2020 ISSN 2056-5852. Progressive Academic Publishing, UK Page 224-231 www.idpublications.org <http://www.idpublications.org/ejrres-vol-8-no-9-2020/>
- [10] ХалимовМохирКаримович Роль самостоятельной работы в профессиональной подготовке будущих педагогов. Young scientist, ISSN: 2072-0297 International scientific journal, No. 4 (108) / 2016 part II, -pp. 845-856 Kazan. <https://elibrary.ru/item.asp?id=25620795> (HalimovMohirKarimovich The role of independent work in the professional training of future teachers. Young scientist, ISSN: 2072-0297 International scientific journal, No. 4 (108) / 2016 part II, -pp. 845-856 Kazan. <https://elibrary.ru/item.asp?id=25620795>)
- [11] JabbarovRustamRavshanovich Electronic textbook program on the subject “Applied arts and decorative arts”, 2018/11/21, No. DGU 05781, DGU 2018 0795
- [12] MalikovKozimGafurovich. Theory and practice of axonometry, Monograph, -p. 64-66. 2018.

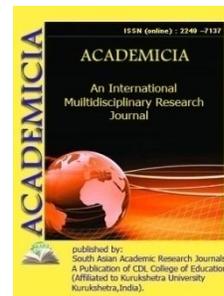
[13] MuratovXusanXolmuratovich, JabbarovRustamRavshanovich. AMALIY vaBADIIY bezaksan'ati. UO'K 76(075); KBK 85.15; M88 ISBN 978-9943-6383-4-1. 2020 yil

[14] www.pedagog.uz

[15] www.ziyonet.uz



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00288.3

METHODS OF WORD FORMATION IN UZBEK DIALECTS OF THE REPUBLIC OF KARAKALPAKSTAN

Umida Ibragimova*

*Doctor of Philosophy in Philological Sciences (PhD),
 Nukus State Pedagogical Institute named after Ajiniyaz,
 UZBEKISTAN

ABSTRACT

The article analyzes the problem of making a pronoun in the Uzbek dialects of the Republic of Karakalpakstan in the model [word-formation base + constructive tool]. Dialectal materials written in Sheva are not only a linguistic material, but also a rich source that reflects the history, culture, mental characteristics of the ethnos. Especially in today's globalization, changes in social life inevitably have an impact on language. The study of the problem of word formation in the Uzbek dialects of the Republic of Karakalpakstan is of both scientific and practical importance in the comparative-historical aspect with the materials of modern Uzbek literary language and other Turkic languages, where necessary, the language of ancient written monuments.

KEYWORDS: *Dialect, Affix, Territory, Dialect, Personal Pronoun, Literary Language, Nominal Phrase, Personal Affixes Of The Pronoun, Base Of Word Formation.*

INTRODUCTION

The phenomenon of word formation in world linguistics has attracted the attention of linguists as an internal mechanism of language development, which demonstrates the unique potential of each language and undoubtedly serves to enrich its lexical layer. In this regard, the study of word formation, especially in dialects that are considered national and cultural heritage, helps to determine the relationship of literary language and dialects, the contribution of dialects to language development, the level of language development.

In world linguistics, rich experience has been accumulated in the study of dialects, which are the source of internal development of each national language, the creation of dialectal atlases, the linguistic study of languages, the use of its results in scientific directions. Dialectal materials

written in Sheva are not only a linguistic material, but also a rich source that reflects the history, culture, mental characteristics of the ethnos. Especially in today's globalization, changes in social life inevitably have an impact on language. For this purpose, it is always important to record dialects in a timely manner and draw certain conclusions about them, to study them on a scientific basis. Consequently, the study of dialect and dialect areas is of great importance in the holistic study of language and society relations.

In Uzbek linguistics, word formation in dialects is studied both in general terms and on the example of the formation of individual units, and the scientific and theoretical basis of word formation in Uzbek language is created. However, the peculiarities of word formation in dialects, their differences, differences in the system of word formation of dialect and literary language, the enrichment of dialects at the expense of new formations and their role in the development of literary language indicate the need for new research in this area. "The scientific heritage created by our great ancestors and astonishing the whole enlightened world today is the spiritual heritage not only of one nation or people, but of all mankind, and this priceless wealth is a source of wisdom and knowledge for new and new generations and, most importantly, for new discoveries. It will undoubtedly serve as a basis." [1]

In particular, the study and generalization of the existing descriptions and interpretations in the study of word formation in the Uzbek dialects of the Republic of Karakalpakstan on the basis of modern methodological principles, the study of specific aspects of word formation in the Uzbek dialects of this region. In this regard, it is important to study the system of word formation in the Uzbek dialects of the region on the basis of the latest achievements of linguistics and methods of analysis, as well as semantic, functional and methodological study of artificial words.

Until the second half of the last century, the field of "word formation" was studied in various departments of linguistics. Reflecting on this, S.Usmanov wrote: "Although some scholars consider word formation to be the object of lexicological research, the majority call it a morphological phenomenon. Of course, word formation with the help of affixes is related to morphology." [2]

It is understood that the issue of word formation in linguistics has been studied as a phenomenon related to lexicology and morphology.

Academician A.Khojiev divided the history of the study of Uzbek word formation into two main stages: "1) the stage of studying word formation in the morphology department of linguistics; 2) the stage of separation and study as a separate branch of linguistics". [3]

The scholar notes that from the second half of the twentieth century, word formation began to be separated and studied as a separate branch of linguistics.

In the current period of development of Uzbek linguistics, "Word-making" as a separate field is on the path of independent development. Now the object of research in this field, methods of analysis, basic concepts, and finally, the universal methods of word formation, specific to specific languages and observed in different languages, are clearly defined. However, there are still controversial issues in the field of word formation, as well as current issues that need to be studied.

There is a lot of research work in Uzbek linguistics on the analysis of word formation, which is also covered in textbooks and manuals. In some sources, word formation has also been studied in

the context of the phenomenon of derivation. For example, in the book "Modern Uzbek literary language" written by a group of authors led by R. Sayfullaeva, the phenomenon of derivation of word formation ([worker], [work], [reader]) and the emergence of a new lexeme on the basis of internal possibility ([agreed], [specialization], [read], [someone]) study”, word formation is a purely speech phenomenon, a speech process. It is said to be a major part of the derivation. [5]

Although there have been studies of the problem of word formation in linguistics, the essence of many of the issues associated with this phenomenon has not yet been sufficiently clarified. The following problems are relevant in the context of word formation in modern Uzbek linguistics:

- 1) cognitive mechanisms of formation of artificial words in the Uzbek language;
- 2) the problem of renaming reality in the formation of artificial words in the Uzbek language;
- 3) national-cultural factor in word formation in the Uzbek language;
- 4) peculiarities of word formation in Uzbek dialects;
- 5) study of artificial words from the nominative-onomasiological point of view [6].

It is especially unfortunate that fundamental research on the system of word formation in Uzbek dialects, which is still one of the internal sources of enrichment of our literary language, is lacking or not carried out at all. As the well-known Uzbek linguist A. Gulyamov said, “The study of the problem of word formation is inextricably linked with the study of dialects. Uzbek colloquial speech materials can provide useful information for the solution of some issues in the Uzbek language that are not yet clear. [7]

It is known that the dialects of the Uzbek language have their own artificial words, which are not reflected in the literary language, as well as in ancient written sources. They can provide a lot of information about the rich history of our people, national-cultural views, the level of perception of reality, imagination and, finally, the construction of language. The study of the problem of word formation in the Uzbek dialects of the Republic of Karakalpakstan is of both scientific and practical importance in the comparative-historical aspect with the materials of modern Uzbek literary language and other Turkic languages, where necessary, the language of ancient written monuments. As the famous linguist Sh.Shoabdurahmanov noted, "If the Uzbek traditional lexicon is not recorded in the near future, taking into account all the responsibilities, we can say that with the end of the older generation, the language will be preserved and some of our invaluable wealth will be lost forever." [8]

In this sense, it is important to scientifically study the dialects of the Uzbek language, to preserve its unique riches and to further strengthen its connection with the literary language.

In our linguistics, some work has been done on the study of Uzbek dialects. In these works, the issue of word formation in dialects was also touched upon. However, the issue of word formation in Uzbek dialects is not fully understood. There is not enough research in this area today.

The issue of word formation in Uzbek dialects is partially covered in K.Muhammadjanov's monograph "Morphology of Uzbek dialects in South Kazakhstan". This play analyzes the construction of nouns, adjectives and verbs in the Uzbek dialects of South Kazakhstan. The work distinguishes methods of formation of morphological units of this category (affixation and

composition methods), reveals the semantic-functional features of the means of formation, and, where necessary, addresses issues related to the diachronic aspect of word formation. [7]

The issue of word formation in Uzbek dialects, in particular, verb formation, is addressed in N.Rajabov's monograph "Morphological structure of verbs in Uzbek dialects". T. Yuldashev's "Morphology of Uzbek dialects in Tajikistan. The book "Verbs" also studies the formation of verbs in dialects. This literature shows that the formation of verbs in Uzbek dialects in Tajikistan is mainly consistent with the literary language, but there are some differences. [9]

During the period of independence, special attention was paid to the study of dialects. As a result of the responsibility of our linguists to study the Uzbek language on the basis of its internal laws, to study its dialects, to improve the Uzbek script and spelling, a number of research works devoted to the study of Uzbek dialects in the monographic aspect have emerged. In these researches the phonetic, lexical, grammatical, functional-methodical, lingvoareal features of Uzbek dialects were analyzed, national-cultural aspects of dialects were revealed.

Some research has also been conducted on the study of dialects in the Republic of Karakalpakstan. As a result of such research, a number of studies on dialects in the region have emerged. They studied the phonetic, lexical and morphological features of the Uzbek, Karakalpak and Kazakh dialects in the region, and covered the issue of word formation in the Karakalpak dialect. To date, research in this area has not been completed. In particular, the problem of word formation in Uzbek dialects in the territory of the Republic of Karakalpakstan was not the subject of special research.

It is well known that word formation systems are an area in which word formation models in a particular language study the means of formation. According to AP Khodzhev, "a set of types of word formation in the interaction of a particular language is a word formation system." [10]

In the analysis of the problem of word formation, the main attention is paid to the definition of specific language-specific word-formation models, word-formation methods, word-formation tools, the basis of word-formation. In the analysis of this issue, terms such as the meaning of word formation, the means of word formation, the basis of word formation, methods of word formation, word formation models, word formation types are encountered and dealt with.

The concept of artificial word (artificial) occupies a central place in the system of word formation. All concepts related to the problem of word formation: the basis of word formation, word-forming affixes, word-formation models, word-formation types, etc. are described on the basis of this concept. [11]

It is known that artificial words consist of the basis of word formation of a specific essence and the parts of the word-forming medium. Vocabulary units in primitive or artificial form are used as the basis of word formation. For example, the word formation of the word pakhtakash (cotton grower), which is actively used in the Uzbek dialects of the region, is cotton.

The meaning of each artificial word in the language is based on the specific meaning of the word-formation basis and the functional-semantic feature of the constructive tool. It is understood that in the formation of artificial word meaning, along with the basis of word formation, the means of making also plays an important role.

The role of construction tools in the word formation system is special. According to S.Usmanov, "a word-forming affix, like a word or its core, has a lexical meaning, but its meaning is more generalized." [12] The scientist divided the Uzbek word-forming affixes into the following types:

“1. Only affixes that make up a word (phrase).

2. Affixes that make up a word (word group) and a morphological (or modal) form of a word.

3. Constructive affixes that form a word (phrase) and form a phrase or sentence that are units of speech”. [12]

It is understood that while word-forming affixes are essentially new word-forming means, some of them simultaneously form subjective relations, while other types also serve to form grammatical relations. For example, there is a phenomenon of fabrication in the words of kindness, foolishness, dishonesty, loyalty. At the same time, a subjective attitude also emerges in such constructions.

In Uzbek linguistics, word-forming affixes also differ in the level of word-formation. In the sources, word-forming affixes are divided into productive-unproductive, productive-unproductive, productive-kamunum, productive, active-inactive.

According to A.Khojiev, it is necessary to distinguish two cases related to word-forming affixes: 1) whether a new word is formed today or not through these affixes; 2) the formation of words in small or large quantities through these affixes. In the first case, the essence of the word-forming affix is accurately and precisely reflected in the term "productive-unproductive". That is, if a new word is still being made today through a word-forming affix, it is productive (there is a product); if a new word is not formed by the word-forming affix, it is evaluated as a non-productive (non-productive) affix. In the second case, the term "productive-commune" clearly reflects the essence of the word-forming affix. Furthermore, there is no need for another term for the same event. This is the result of not understanding the essence of each event (concept), not using a term that accurately reflects its essence.

The concept of word formation model (template) is also important in the word formation system. Some sources discuss the word-formation possibilities of the word-formation model. In particular, academician A.Khojiev protests against the conclusion of H.Nematov and R.Rasulov in the book "Fundamentals of systemic lexicology of the Uzbek language" about the infinity of word-formation patterns. According to the scientist, the essence of the phenomenon of word formation in a particular language, the limitation or non-limitation of word formation, its causes can not show, the possibilities of the word formation model (template) can not be called infinite. It is an undeniable fact that the ability of word formation in modern Uzbek language and its dialects is limited, and it depends on factors such as the nature of the basis of word formation, the nature of the word maker, the objective situation. [10]

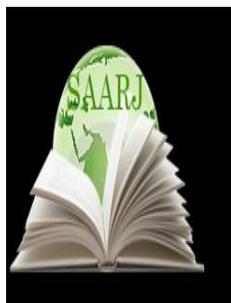
A.Khojiev concludes that the fact that there are more than one word-maker to make words of the same type means that there are certain limitations in word-formation. In his view, the most productive -chi suffix that makes a person's name doesn't make a chef-type word. In turn, the word-formation ability of the -paz suffix is extremely limited. [3]

It is well known that synchronous verification alone is sometimes not sufficient in determining the basis of word formation and the means of making it. At such times it is necessary to refer to

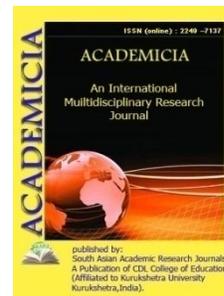
the diachronic aspect of word formation or to determine the semantic peculiarities in the use of the same word in different regions. This situation is also observed in the analysis of artificial words related to Uzbek dialects in the territory of the Republic of Karakalpakstan.

REFERENCES:

1. Resolution of the President of the Republic of Uzbekistan No. PP-3080 of June 23, 2017 "On measures to establish the Center of Islamic Culture of Uzbekistan under the Cabinet of Ministers of the Republic of Uzbekistan."
2. Usmonov S. Morphological structure of words in Uzbek language. - Tashkent, 2010 (1964). - B. 69.
3. Hojiev A. Theoretical issues of morphology, morphemics and word formation of the Uzbek language. - Tashkent: Fan, 2010. - P.139.
4. Sayfullayeva R., Mengliyev B., Bakiyeva G., Kurbanova M., Yunusova Z., Abuzalova M. Modern Uzbek literary language. - Tashkent: Science and Technology, 2009. - P. 144.
5. Mirzaqulov Sh. Meaning and paradigm of word formation in Uzbek language: Philol. fan. nomz. ... diss. avtoref. - Samarkand. 1995. - B.15.
6. Gulyamov A. К некоторым вопросам affiksatsii v uzbekskom yazyke / Ayub Gulomov's scientific heritage. - Tashkent, 2005. - B. 15.
7. Muhammadjonov Q. Morphology of Uzbek dialects in South Kazakhstan. - Tashkent: Fan, 1983. - B. 94-99.
8. Shoabdurahmonov Sh. Uzbek literary language and Uzbek folk dialects. - Tashkent: Fan. 1962. - B.417.
9. Yuldashev T. Morphology of Uzbek dialects in Tajikistan (Verb). –Tashkent: Fan, 1986.
10. Hojiev A. Uzbek word formation system. - Tashkent: Fan, 2007. - B. 47.
11. Kubryakova E.S. Type yazykovyx znacheniy. Semantics of production slova. - M.: Nauka, 1981. - S.84.
12. Usmonov S. Morphological structure of words in Uzbek language. - Tashkent, 2010 (1964). - B. 68.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00289.5

PHYSICS - MECHANICAL PROPERTIES OF IRRIGATED MEADOW SOILS IN BUKHARA REGION

Nazarova Sevara Mustakimovna*; **Turayeva Nargiza Nematilloevna****;
Tursunov Ulugbek Yusuf ugli***; **Mamurova Maftuna Otabek kizi*****

*Doctor of Philosophy (PhD),
 Agricultural Sciences Bukhara State University,
 UZBEKISTAN

**Senior Lecturer of Bukhara State University,
 UZBEKISTAN

***Students of Bukhara State University,
 UZBEKISTAN

ABSTRACT

The article provides data on the physical and mechanical properties of irrigated meadow soils of the Jandar region. Depending on the mechanical composition, the degree of salinity and cultivation, it varies within a wide range of physical and mechanical properties; certain differences are found caused by their genesis and regional characteristics.

KEYWORDS: *Mechanical Composition, Hardness, Density, Specific Gravity, Soil Porosity, Humus, Solid Residue, Nitrogen, Phosphorus, Potassium.*

INTRODUCTION

A number of scientific studies are being carried out in the Republic aimed at further developing agriculture, preserving, reproducing, increasing soil fertility, efficiently using land resources, optimizing the ecological state, assessing the water-physical, technological, agrochemical properties and the reclamation state of soils.

In this plan, special attention is paid to the development of agrotechnical, agrophysical measures, taking into account soil and climatic conditions, to the widespread use of scientific and practical achievements in improving, restoring and increasing soil fertility. "Population growth over the next 35 years will require an increase in food production of about 60%." Development of scientifically based measures aimed at increasing soil fertility. Improving the efficiency of

irrigated lands, protecting the soil cover from degradation processes and preventing them is one of the urgent tasks.

This study was carried out in accordance with the priority direction of the development of science and technology in the republic. Irrigated soils, common in the Jandar region, differ in their properties and characteristics not only in soil zones, but also in soil and climatic conditions. On the problem of studying soil fertility, its management and other properties, large-scale scientific research has been carried out both abroad and in our republic. Irrigated soils of the Bukhara oasis not only differ in the properties of the steppe zone, they differ in climatic districts.

The morphogenetic structure, geographical distribution, reclamation state, agrophysical and agrochemical properties of the soils of the Bukhara oasis and other regions have been studied by many scientists, such as K. Gafurov, S. A. Abdullaev [3.1982; 130 p], U. Tojiev [9.2004; 158-159 p.], X.T.Artikova [1.2005; 28 p. 2.2019; 62 p.], M.A. Mazirov, S.V. Makarychev [6.2018; 605 p.], R. Kurv antaev [4. 2000; 40 p. 5.2019; 91-95 p.], Nazarova S.M. [7. 2016; 60-66 p. 8.2018; 187-190 P.], Sharipov.O.B., Gafurorova L.A. [10.2018; 76-79-pp.], Hakimova N., Kurvantaev R. [11. 2020; 68-71 pp.] and others. However, scientific research on the study of the current meliorative state, physical and mechanical properties of irrigated meadow soils in the Jandar region has not been carried out sufficiently.

The aim of the research is to develop recommendations for the correct organization of soil cultivation by determining the physical and mechanical properties and assessing the reclamation state of irrigated meadow soils common in the Jandar region.

The studies were carried out in soil-field and analytical-laboratory conditions. The reliability of the data obtained was carried out using the Microsoft Excel program on the basis of the "Methodology of field experience" by B.A. Dospekhov.

Research results

The irrigated meadow soils of the Jandar region are heavy and medium loamy in terms of the content of water-soluble salts, not saline (dense residue 0.150-0.375%), in some places (mainly chlorine) slightly saline (0.014-0.031%).

In the studied soils, the humus content in the arable and subsoil layers is 0.94-0.63%. At the same time, in the lower layers, no sharp differences are observed in the humus content, and along the sections, the humus content is 0.41–0.30%.

The influence of the age of irrigation on the content of nutrient reserves (nitrogen, phosphorus and potassium) is clearly seen. In the irrigated meadow soils of the Jandar region, nitrogen is 1.9–3.2 t / ha, phosphorus is 6.5–14.5 t / ha, and potassium is 51.4–106.5 t / ha.

Physic mechanical properties of irrigated soils in the Jandar District It is noted that the soils are distinguished by their mechanical composition by their originality in the administrative and geomorphologic regions formed on alluvial deposits of the lower part of the river. Zarafshan [5. 2019; 91-95 p. 7.2016; 60-66 p. 8. 2018; 187-190 s.]. Basically, the mechanical composition consists of the following particles: coarse sand (1–0.25 mm), medium sand (0.25–0.1 mm), fine sand (0.1–0.05 mm).

The mechanical composition of the soils of the Jandar region consists of sandy, sandy loam, light, medium, heavy loams. The figure shows a map of the mechanical composition of the soils

of the Jandar region of the Istiklol (Scale 1: 10000), sandy loam, light-, medium-, heavy loamy (figure).

The specific gravity is a stable unit, it depends on the chemical, mineralogical composition and on the supply of humus to the soil. In irrigated meadow soils in the lower reaches of the Zarafshan in the district, the specific weight is 2.58–2.66 g / sm³.

Volumetric mass is a variable and different unit depending on.

Picture. Map of the mechanical composition of soils in the Jandar region of the Istiklol.

Various processes occurring in the soil. In the top, arable layer soil, the bulk density varies between 1.27–1.63 g / sm³ depending on humus content, texture, salinity and other properties. Among the upper layers, the highest density (1.53–1.63 g / sm³) is observed in the soils of the Jandar region.

Old-irrigated meadow soils, as a result of numerous visits of heavy machinery and non-compliance with the irrigation regime, increases the optimal density of the addition [4. 2000; 40-p.]. It was determined that under the conditions of irrigated meadow soils, their density increases with the weighting of the mechanical composition (Table 1).

In irrigated soils, the movement of water, the content of soluble salts, the preservation of moisture, and the provision of air to the root system is directly related to the porosity of the soil. In the studied meadow soils, the total porosity, depending on the duration of irrigation, varies widely across the genetic layers of the profile (42–51%).

TABLE 1 GENERAL PHYSICAL PROPERTIES OF IRRIGATED MEADOW SOILS OF THE JANDAR REGION

Cutting depth, sm	0-35	35-50	50-75	75-105	105-132	132-180
Specific weight, g / sm ³	2,58	2,67	2,64	2,60	2,66	2,66
Bulk weight, g / sm ³	1,34	1,49	1,53	1,52	1,53	1,48
Total porosity, %	48	44	43	42	42	45

Soil hardness is a technological indicator of a property, it is of particular importance in fertility and soil. The hardness of the genetic soil layers in the Jandar region, depending on the mechanical composition, layer moisture and density, varies from 5.1 to 16.7 kg / sm², high hardness indicators are confirmed by the data obtained for the subsoil layers (Table 2). The resisting density for the development of plant roots in deep layers is determined by the penetrometer device, the results obtained show in the Jandar region along the vertical horizons is 72.5–350 kPa.

The greatest resistance is observed in the layer 105-132 sm (350 kPa). The soils widespread in various farms resist the development of the root system to varying degrees, especially there is a high resistance for plant roots of common soils in the Istiklal.

TABLE 2 INDICATORS OF HARDNESS OF MEADOW SOILS OF JANDAR DISTRICT

Horizon depth, sm	Horizontal hardness, kg / sm ²	Vertical depth, sm	Vertical hardness, kPa
0-35	7,8	10	72,5
35-50	16,7	20	155
50-75	6,1	30	232
75-105	5,8	40	237
105-132	5,1	50	350
132-180	5,7	60	300
		70	250

The content of agronomic valuable macro-aggregates in the arable layer of old-irrigated medium loamy meadow soils in the Jandar region in the Istiklal is 52-73%.

V. CONCLUSION

Distributed in the lower part of the Bukhara oasis of soils, peculiar basic morphological features were formed in the process of prolonged irrigation. Soils of geomorphological regions are characterized by their peculiarity in the mechanical composition of soils and consist of sandy loam, light-, medium-, heavy-loamy varieties, mainly consisting of the following fractions: coarse, medium fine sand

The specific gravity in the genetic layers varies in the range of 2.56–2.67 g / sm³. Soils on the genetic horizons have different density (1.27-1.63 g / sm³), the total porosity in the upper layer is satisfactory (47-51%), in the lower layers it belongs to the unsatisfactory (38-42%) categories.

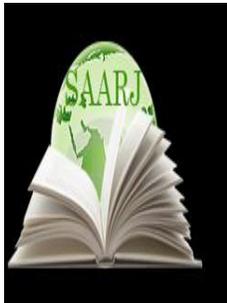
For genetic horizons, depending on the density and texture, the value of hardness varies from 5.1 to 16.7 kg / sm², soil support for root development is 72.5 - 350 kPa.

REFERENCES:

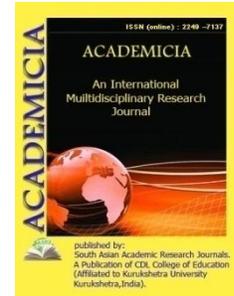
1. Artikova Kh.T. Soils of the Bukhara oasis and their change under the influence of irrigation. Abstract. Cand. diss. Tashkent. 2005 . 28 p.
2. Artikova X.T. Evolution, ecological state and soil fertility of the Bukhara oasis. Avoref. diss. Doctor of Science (DSc). Tashkent, 2019.-62 p.
3. Gafurov K., Abdullaev S. Characteristics of the soil cover of the irrigated zone of the Bukhara region. Tashkent: Publishing house "Fan", 1982. - 130 p.
4. Kurvantaev R. Optimization and regulation of the agrophysical state of irrigated soils in the desert zone of Uzbekistan. Author. doct. diss. Tashkent. 2000 .40p.
5. Kurvantaev R., Nazarova S.M. Agrophysical characteristics of irrigated meadow soils of the Bukhara oasis. // Modern trends in scientific support of the agro-industrial complex: Collective monograph. [editorial board: L.I.Ilyin and others; otv for issue VV Ogorkov]. Ivanovo, 2019 .91-95pp.

6. Mazirov M.A. S.V. Makarychev Chemical properties of irrigated and rainfed gray soils of the western Tien Shan. // Modern trends in scientific support of the agro-industrial complex of the Upper Volga region. Collective monograph. Moscow. Publishing house "Ivanovo", 2018. - 605 p.
7. Nazarova S.M., Kungirov H.N., Kurvantaev R.K., Dadamukhamedova M.R. The main factors of soil formation and their evolution in the Zerafshan valley. // In the collection: Ecological condition of the natural environment and scientific and practical aspects of modern reclamation technologies Collection of scientific papers. Ryazan, 2016.60-66pp.
8. Nazarova SM, Kurvantaev R. Mechanical composition of irrigated soils of the Bukhara oasis. / Actual problems of modern science. Scientific journal No. 4 (101), 2018. 187-190pp.
9. Tozhiev U.T., Nafetdinov Sh.Sh. Systemic research of diagnostics, classification and structure of soil cover in the Republic of Uzbekistan. 2004.153-159pp.
10. Sharipov.O.B., Gafurorova L.A. Biological activity of irrigated grassland alluvial soils of the Bukhara Oasis. / Evropean Science Review. Avstria, 2018. 76-79pp.
11. Hakimova N., Kurvantaev R. Evolution of raflux soils of the midrange of the valley Zerafshan / ANNALI D / LTALIA Scientific Journal of Italy, VOL. 2. 2020 (4). 68-71pp.
12. Атоева М.Ф. Периодичность обучения физике. Аспирант и соискатель. – Москва, 2010. – №6. – С. 41-43.
13. M.F. Atoyeva. Interdisciplinary relations in physics course at specialized secondary education. The Way of Science. – Volgograd, 2016. – №9 (31). – P.22-24.
14. M.F. Atoyeva. The significance of periodicity at teaching physics. The Way of Science. – Volgograd, 2016. – № 10 (32). – P.62-64.
15. Атоева М.Ф. Эффективность обучения электродинамике на основе технологии периодичности. The Way of Science. – Volgograd, 2016. – № 10 (32). – P.65-66.
16. M.F. Atoyeva. Use of Periodicity in Teaching Physics. Eastern European Scientific Journal. – Düsseldorf-Germany, 2017. № 4. –P. 35-39.
17. M.F. Atoyeva. Didactic foundations of inter-media relations in the training of university students. International Scientific Journal. **Theoretical & Applied Science**. p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online). **Year: 2020 Issue: 06 Volume: 86**, P. 124.
18. M.F. Atoyeva, R. Safarova. Pedagogical integration as a means of forming professionally important qualities among students of a medical university. *Academicia*. ISSN: 2249-7137 Vol. 10, Issue 8, August 2020. Impact Factor: SJIF 2020 = 7.13 *ACADEMICIA: An International Multidisciplinary Research Journal* <https://saarj.com>.
19. M.F. Atoyeva. Pedagogical Tests As An Element Of Types Of Pedagogical Technologies. *The American Journal of Applied Sciences*, 2(09), (TAJAS) SJIF-5.276 DOI-10.37547/tajas Volume 2 Issue 9, 19.09.2020. ISSN 2689-09. 92 **The USA Journals, USA** www.usajournalshub.com/index.php/tajas 164-169. Имп.**5.2**.

-
- 20.** Farkhodovna, A. M. (2020). The problems of preparing students for the use of school physical experiment in the context of specialized education at secondary schools. *European Journal of Research and Reflection in Educational Sciences*, 8 (9), 164-167.
- 21.** Saidov S.O., Fayzieva Kh. A., Yuldosheva N. B. Atoyeva M.F. The Elements Of Organization Of The Educational Process On The Basis Of New Pedagogical Technologies. *The American Journal of Applied Sciences*, 2(09), (TAJAS) SJIF-5.276 DOI-10.37547/tajas Volume 2 Issue 9, 19.09.2020. ISSN 2689-09.92 **The USA Journals, USA** www.usajournalshub.com/index.php/tajas 164- 169. **Имп.5.2.**
- 22.** Atoeva Mehriniso Farhodovna, Arabov Jasur Olimboevich, Kobilov Bakhtiyor Badriddinovich. (2020). Innovative Pedogogical Technologies For Training The Course Of Physics. *The American Journal of Interdisciplinary Innovations and Research*, 2(12), 82-91.
- 23.** Камолиддин Аъзамович Самиев, Курбон Сайфуллоевич Саидов, Алижон Аминов. Теоретическое исследование процессов тепло-и массообмена в солнечных опреснительных установках. Молодой ученый Общество с ограниченной ответственностью Издательство.Москва. 2015 год. №10. Стр 300-305.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00290.1

HEALTHY LIFESTYLE

Anvar Narzulloevich Asadulloev*; **Nurbibi Rakhimovna Ochilova***;
OyguL Gaparovna Jabbarova**

*Lecturers of Bukhara State University,
 UZBEKISTAN

**Lecturer of Navoi State Pedagogical Institute,
 UZBEKISTAN

ABSTRACT

The healthy lifestyle is value of a boundless for the development of any society, for the development of the family, which is the society's main basis, for the happiness of society, for each family member. This article is dedicated to achieving a healthy lifestyle, promoting a healthy lifestyle.

KEYWORDS: *Healthy Lifestyle, Immunity, Mobility, Mood, Depression, Sports, Personal Hygiene.*

INTRODUCTION

The concept of a healthy lifestyle includes a whole set of components. It's not just diet or exercise. A healthy lifestyle is a lifestyle aimed at rejuvenating and improving the whole body, giving up bad habits, creating an agenda that has room for good rest, productive work and physical activity. A healthy lifestyle allows you to implement many plans and ideas. And people who follow him are full of strength, health, strength and vigor. Health and good immunity, acquired in accordance with the principles of a healthy lifestyle, will allow you to enjoy life for many years and get maximum pleasure from it.

MATERIALS AND METHODS

Numerous studies show that the health of a person of any age is more than 50% dependent on lifestyle. Other factors affecting the state of the body in descending order are the environment and heredity, the level of health and human life. Leading a healthy lifestyle is the key to well-being at any age. Experts highlight many of its benefits, answering the question of how useful a healthy lifestyle is:

- strengthen immunity and reduce the incidence of viral and infectious diseases;
- active longevity and preservation of opportunities and mobility even in old age;
- reduce the risk of developing chronic diseases, increase the duration of remission;
- get rid of bad mood, depression and stress;
- active participation in social and family events;
- Ability to do what you love, even at an old age;
- Get up every day and feel full of strength and energy;
- Set a good example for family and children;
- Have a beautiful body and clear skin without blemishes and wrinkles;
- increase in the age of onset of age-related changes in the body;
- The feeling that anything is possible and achievable.

And this is not a complete list of positive results that can be achieved by observing the rules of a healthy lifestyle. Those who support such a system for more than 1-2 months have never regretted the decision they once made and the introduction to a healthy lifestyle.

A healthy lifestyle includes many components that affect all areas of human life. Compliance with them will help improve health and add vitality to the whole family.

Experts identify the following key components of a healthy lifestyle:

- do sport;
- rejection of bad habits;
- good vacation;
- balanced diet;
- strengthening of immunity;
- observe the rules of personal hygiene;
- rejection of bad habits;
- good emotional and mental state.

Let's talk about each of them in more detail. It will help you get an idea of what a healthy lifestyle is and its ingredients, what you need to do to stay energetic, healthy, beautiful and young for as long as possible..

Balanced diet

We all know that food has a big impact on people. And a lot depends on how it is included in our diet, how we prepare and consume it. A person with a balanced diet will not suffer from a lack of vitamins and minerals, will not be overweight or feel abdominal discomfort. In addition, the transition to a balanced diet normalizes the functioning of all organs and systems, improves well-being and brings relief. Expert tips for healthy living and nutrition are:

- The diet should be varied, including dairy and meat products, fresh vegetables, fruits, berries and herbs, legumes and grains, seafood and fish. The principles of a healthy lifestyle help to give up fast food, overeat cakes and sweets, replace white bread, baked bread with rye and bran.
- Adequate fluid intake. The norm for the average adult is 2 liters of pure water and 3 liters of roasted pumpkin per day. It is important to avoid harmful drinks: instant coffee, tea with unnatural additives and flavors, sweet soda, cocktails with alcohol, dyes and flavor enhancers. It is recommended to drink clean water 20-30 minutes before meals or one hour after meals.
- The calorie content of the daily diet should not exceed the norm. For weight loss, it is recommended to reduce this figure to 500-600 kcal per day. The daily calorie content of the diet is different for everyone and is calculated separately. For the average adult, this figure is 2200-2600 kcal.
- Diet is also important. Forget extra meals or snacks like burgers and sandwiches at night. Start by sticking to your daily routine: breakfast, lunch, dinner, afternoon tea, and dinner should start at about the same time. Also, eat the most nutritious foods for breakfast and lunch.
- Eat all foods slowly and chew thoroughly. So you will get satiated faster, enjoy food, and all nutrients are better absorbed by the body. Don't eat while running. Turn off the TV farther from your computer and put your phone aside while eating.
- Cook only 1-2 times, always eat fresh food. It is better to go to the store or the market several times than to try to cook more so that the purchased vegetables and fruits do not die.
- Look for new things, add zest to your usual diet. Make the table beautiful, decorate even the simplest dishes, cook whatever dish you want, it will be delicious and will look neat. These healthy lifestyle rules work especially well during childhood. An appetizing omelet in the form of a funny face or a piece of porridge, decorated with pieces of meat and grass, is eaten with pleasure by children of any age, even if, as usual, the child refuses to cut this dish.
- You also need to monitor the compatibility of products. For example, you shouldn't eat two protein foods at one meal because it interferes with the absorption of nutrients.

It's important to remember that lifestyle changes are always stressful for your body. Gradually introduce healthy lifestyle practices into your family to avoid negative health and emotional consequences. For example, cut back on the junk food first and offer healthy and tasty alternatives. Then gradually give up everything unhealthy in your diet and never return to such food again. In a month, you will witness how your family and a healthy lifestyle become friends, and the cream cake, which soon seemed appetizing in the pastry shop, no longer arouses interest. In terms of taste and aroma, regular coffee in bags cannot be compared with a freshly brewed drink from a Turkish or coffee machine.

Sports activities

The simple phrase “action is life” reflects as clearly as possible that without adequate physical activity, health and a fulfilling life are impossible. Today many people suffer from various diseases of the musculoskeletal system, overweight and other problems, most of which are due to

lack of physical activity. A balanced diet and physical activity is an important part of a healthy lifestyle.

But in fact, maintaining a healthy lifestyle does not require strenuous exercise (they are only contraindicated), hours of training in the gym, visiting several sports clubs and participating in competitions. It is enough for the whole family to get up 20 minutes earlier every day to get used to morning exercises. And then during the working day you have to walk, distracted from work.

And after work and a full dinner, it's nice to take a walk in the fresh air. In the evening, you can spend 15-20 minutes doing yoga, or any other sport. Workouts in the gym 2-3 times a week with a trainer, dancing, swimming in the pool also have a good effect on health. If you love outdoor activities, then you enjoy cycling, ice skating, ice skating, ice skating, horse riding, jogging. Choose any direction of sport and enjoy the training and the results you get from them.

Be sure to consult with a specialist before the first session. This is not always a sport, and even a gradual increase in loads does not help. For example, people with joint and back pain are not allowed to jump rope or run for long periods of time, as this can cause additional stress and complications. Also keep in mind that it's best to work with a coach or instructor first. Will help to avoid injuries, tell you how to do the exercises correctly.

It is important! If you're unsure of where to start a healthy lifestyle, consider diet and physical activity first. It is these components that bear the first important fruits for healing and improving well-being..

Complete rest

A healthy lifestyle and its components include a balanced diet and physical activity, as well as good rest. It is important to sleep at least 7-8 hours a day. Experts believe it's best to sleep between 10 pm and 6 pm. But here you need to focus on your own characteristics, lifestyle and biorhythms. It should be borne in mind that insomnia affects all spheres of human life, negatively affects the functioning of the body, causes metabolic and hormonal disorders, and also leads to other problems.

If there is not enough sleep at night, for example, with a baby, parents almost always do not get enough sleep in the first years of his life, care must be taken to get rid of this balance. For example, it is important to sleep with your baby during lunch. The same rule applies to everyone who doesn't get enough sleep: students, people who work in shifts, those who stay up late and go to work early in the morning. Also remember that your sleep is important. It is advisable to spend the night in darkness and silence. Only small night lights and distracting pleasant sounds are allowed: quiet instrumental music, surfing and singing birds, the sound of rain, and so on. Only in such an environment is it possible to have a good rest and the correct production of hormones. The comfort of the bed is also important. Correctly selected pillows and orthopedic mattresses will relieve tiredness and fatigue in the morning and help keep your spine healthy.

These are all important components of a healthy lifestyle, and the ways they are formed can be very diverse. But in early childhood and preschool age, almost everything depends on the parents, and the habits of many children accompany a person throughout his life. This is why it is so important to teach your child to go to bed on time and to do it in silence, in the dark and in a suitable bed.

Strengthen immunity

Immunity is the body's defenses that help protect the human body from dangerous diseases in the fight against various infectious diseases and viruses. To make it stronger, it is necessary to vaccinate in a timely manner, give up bad habits, timely identify and treat diseases, not self-medicate with medicines and folk recipes. The concept of a healthy lifestyle includes immunostimulating hardening processes:

- Air baths. Walk in the fresh air every day before going to bed and work indoors, ventilate it at any time of the year. This hardening method is great for preschoolers and teens.
- Sunbathing. Ultraviolet rays help to increase the synthesis of vitamin D in the body, which is involved in the metabolism, helping you to look prettier and younger. But it's important to know when to stop there. Otherwise, overheating and sunburn may result.
- Massages. This is a subtle way to boost your immune system. In summer, these procedures are best done with a massage glove or towel.
- Walking barefoot. There are active points on the feet, and pressing them has a positive effect on the functioning of all organs and systems of the body. Walking barefoot helps to gently massage these points, which greatly improves health.
- Cold and hot shower. This is an exchange of cold and hot water. Initially, it is best to start with a slight temperature difference. The process is useful at any age, improves the condition of blood vessels, helps to strengthen the immune system.
- Wash off with cold water. This method requires preparation. It is important to dry yourself with a towel after the procedure.
- Winter swimming. This type of hardening is only useful when used correctly. And before carrying out such procedures, you should consult with a specialist.

These healthy lifestyle practices, in addition to winter swimming, are suitable for the whole family, including teens and children. This is the best prevention of various colds and viral diseases common in the cold season..

Emotional and mental state

Stress and overwork, bad mood and depression negatively affect the performance and health of a person of any age. In addition to feeling unwell and unwilling to do anything, it can be frustration, resentment, anger and aggression. Performing many tasks at work, lack of time "for yourself", the need to perform a number of routine tasks that do not bring pleasure, as well as do not promote health and healthy lifestyle. Negativity can accumulate over the years, poisoning a person from the inside and preventing him from living.

- It is necessary to reconsider this aspect of everyday reality while maintaining a healthy lifestyle. Discipline is very important so that everyone in the family feels comfortable and does not suffer from breakdowns and overwork. Experts recommend adhering to the following principles:

- Positive thinking. If people often whistle and complain about life at home, then it's time to change everything. Try to see the positive even in adversity and difficulties, support each other and try to help you find something good.
- Healthy communication. There is no need to get a stranger to talk at the bus stop or elsewhere, but if you are asked for advice or requests, you should continue to communicate. Family communication is also important. After work, it is recommended not to scatter from room to room and be distracted by gadgets and computers, but to sit down together to talk to someone about what happened during the day, what factors excite or interest you. Activities such as walking can help you become more friendly.
- Manage emotions and express them in a non-toxic way. So, if you feel discomfort, pain, anger, resentment from one of your family members, then you should not rush to this question, but you should not be aggressive either. Information about healthy lifestyles encourages you to express your feelings and thoughts to your loved ones in a calm and preferably immoral manner and in the form of "I-messages". Then it will probably be possible to prevent conflict and eliminate the disturbing factor.
- Mental health. You have to take care of yourself. Eliminate stress and anxiety from life, if possible, a bad mood and depression, dissatisfaction with complexes and life. If you can't handle it yourself, seek professional help.

It is important to answer the question - what is a healthy lifestyle and how to implement it. The questions are not easy. And it takes more than a month to maintain the balance of all the components of a healthy lifestyle. So do not worry if you have used something harmful or done something wrong. The main thing is that you see and understand it, so that everything can be corrected.

CONCLUSION

Creating a healthy lifestyle for adults, adolescents and children is the most important task of the family and school. From an early age, children need to know and understand what are the key components of a healthy lifestyle, how to implement them correctly, so that all useful procedures do not cause joy and discomfort. The main ways to promote healthy lifestyles include:

- regular sports in physical education lessons and the whole family;
- trips to health camps and sanatoriums;
- the formation of a healthy lifestyle among the population through the media, the organization of contests and competitions;
- regular visits to doctors for preventive examinations;
- help teenagers and children choose a profession that suits them and brings them income;
- choosing a diet for the whole family, taking into account the tastes and preferences of each of its members;
- prevention of diseases in the form of vaccination from early childhood, exacerbation;
- Teaching the rules of personal hygiene from an early age and doing housework.

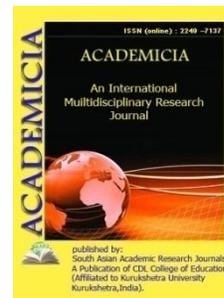
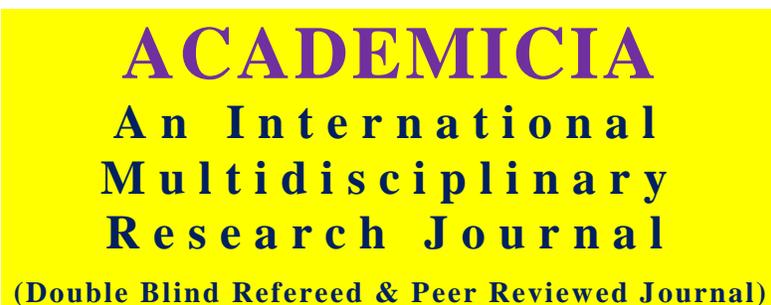
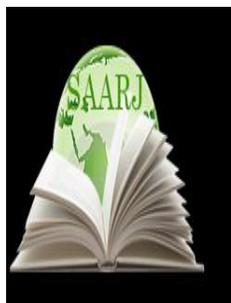
It is important for the child not only to tell what is included in the concept of a healthy lifestyle, what areas of recovery are available, but also to show with examples that this corresponds to the principles of a healthy lifestyle. Formation of a healthy lifestyle in preschool children is an important component of education and upbringing. The whole family is involved in this process.

It is important to remember that it is important not only to know what the concept of a healthy lifestyle includes, but also to follow the basic principles of this system. In addition, all actions should be joyful and not cause discomfort. You should not forcibly and in a short time include all the key components of a healthy lifestyle in the family at once, especially if you have not followed them before. But you cannot hesitate, because every day you smoke, exercise or don't brush your teeth, it can seriously harm your health and that of your family. A healthy lifestyle is not only difficult at first, but also brings lightness, well-being and mood. Over time, if the whole family notices this, you will feel that you are less sick, feel better and calmer, and have achieved seemingly unattainable goals.

REFERENCES:

1. Kolbanov, V.V. Metodologicheskie i organizatsionnye osnovy pedagogicheskoy valeologii / V.V. Kolbanov // Valeologicheskoe obrazovanie (problemy, poiski, resheniya). - Lipetsk, 2006. - 55-61 p.
2. Latkin V.V., Rudeeva T.V., Skibitskiy A.V. Basic principles of healthy image of life of students. Uchebno-metodicheskoe posobie. Krasnodar, 2009.
3. Lisitsin Yu.P. Public health and health: Uchebnik Moskva 2010.
4. Lishchuk, V.A., Mostkova., E.V. Osnovy zdorovya. Actual tasks, solutions, recommendations: Review / V.A. Lishchuk, E.V. Mostkova. - M., 2009. - 134p.
5. Lukyanenko, V.P. Fizicheskaya kultura: osnova znaniy / V.P. Lukyanenko. - M. : Sovetskiy sport, 2005. - 224 p.
6. Potemkina A.V. Formation of zdorovogo obraza jizni: opyt bibliotek, rabotayushchix s molodejyu / A.V. Potemkina // RGBM. - 2010. - [Electronic resource]. - Reaching mode: http://www.vmo.rgub.ru/lib_activity/practice/rgbm7.php, free.
7. Ochilova Nurbibi Rakhimovna. The role of Human healthy and safe lifestyle in the period of global pandemic-covid 19. The American journal of applied scincer 2020 2 (11).
8. Ochilova Nurbibi Rakhimovna. Assessment of the physical and psychological components of the quality of life of schoolchildren. Young third international scientific journal № 3 chast (293) 2020.
9. Ochilova Nurbibi Rakhimovna. Factors and mechanisms of transformation of plant residues in the soil. Young third international scientific journal № 3 chast (293) 2020.
10. O.G. Jabbarova. "Physical education of student youth in modern conditions. Special issue 3 of the journal "Innovations in pedagogy and psychology".
11. Toshbekov Nurbek Ahmadovich, Hayitov Yo K., Jumaeva T. A, Hydrological Assessment Of The Meliorative Condition Of Collector Drink Water In Bukhara Region. Nature and Science. MARSLAND PRESS Volume 18 - Number 4 (Cumulated No. 157), April 25, 2020. 99-101.
12. Atoeva M.F. Periodicity of teaching physics. Aspirant and soiskatel. - Moscow, 2010. - №6. - S. 41-43.
13. M.F. Atoyeva. Interdisciplinary relations in physics course at specialized secondary education. The Way of Science. – Volgograd, 2016. – №9 (31). – P.22-24.

14. M.F. Atoyeva. The significance of periodicity at teaching physics. The Way of Science. – Volgograd, 2016. – № 10 (32). – P.62-64.
15. Атоева М.Ф. Эффективность обучения электродинамике на основе технологии периодичности. The Way of Science. – Volgograd, 2016. – № 10 (32). – P.65-66.
16. M.F. Atoyeva. Use of Periodicity in Teaching Physics. Eastern European Scientific Journal. – Düsseldorf-Germany, 2017. № 4. –P. 35-39.
17. M.F. Atoyeva. Didactic foundations of inter-media relations in the training of university students. International Scientific Journal. Theoretical & Applied Science. p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online). Year: 2020 Issue: 06 Volume: 86, P. 124.
18. M.F. Atoyeva, R. Safarova. Pedagogical integration as a means of forming professionally important qualities among students of a medical university. Academicia. ISSN: 2249-7137 Vol. 10, Issue 8, August 2020. Impact Factor: SJIF 2020 = 7.13 ACADEMICIA: An International Multidisciplinary Research Journal <https://saarj.com>.
19. M.F. Atoyeva. Pedagogical Tests As An Element Of Types Of Pedagogical Technologies. The American Journal of Applied Sciences, 2(09), (TAJAS) SJIF-5.276 DOI-10.37547/tajas Volume 2 Issue 9, 19.09.2020. ISSN 2689-09. 92 The USA Journals, USA www.usajournalshub.com/index.php/tajas 164-169. Имп.5.2.
20. Farkhodovna, A. M. (2020). The problems of preparing students for the use of school physical experiment in the context of specialized education at secondary schools. European Journal of Research and Reflection in Educational Sciences, 8 (9), 164-167.
21. Muratova G.S., Sharofutdinova R.I., Asadullaev A.N., Health Lifestyle And safety Activity. The American Journal of Applied Sciences (Healthy Lifestyle and Safety Activities). The American Journal of Applied Sciences (ISSN-2689-0992) 2020 2 (11), 75-77.
22. O.G. Jabbarova. Development and distribution of national sports in Uzbekistan. prakticheskaya konferentsiya "Mejdunarodnoe nauchnoe obozrenie problem i perspektiv sovremennoy nauki i obrazovaniya" SSHA. Boston, Diploma IF: F0103. 23 MAY 2019.
23. Toshbekov Nurbek Ahmadovich, Khamdamova Dilovar Nurullaevna, Khayitov Yozil Kosimovich, Hydrological bases of use of drainage networks (according to the premises of Bukhara region). MONOGRAFIA POKONFERENCYJNA SCIENCE, RESEARCH, DEVELOPMENT # 26 v. 2 Poznan / Poznan 27.02.2020- 28.02.2020 186-189.
24. Toshbekov Nurbek Ahmadovich, Hayitov Yozil Kasimovich, Jumaeva Tozagul Azamovna. EFFICIENT USE OF WATER RESOURCES OF THE AMU-BUKHARA CANAL. ACADEMIK. An International multidisciplinary Research Journal 30.05.2020.15-18
25. Toshbekov Nurbek Ahmadovich, Hayitov Yozil Kosimovich, Jumaeva Tozagul Azamovna, Nazarova Firuza Ahmedjanovna. The Formation of Water Collector-Resources Drainage Network of Zarafshan Oasis and the Questions of Recycling. TEST Engineering & Management. May-June 2020 ISSN: 0193-4120 Page No. 27380 – 2738.



DOI: **10.5958/2249-7137.2021.00294.9**

THE USE OF INFORMATION TECHNOLOGY AS MEANS OF MOTIVATING STUDENTS TO LEARNING A FOREIGN LANGUAGE

Daminova N.R*; **Daminova M.Z****

*Teacher,
NSPI, UZBEKISTAN

**Master,
NSPI, UZBEKISTAN

ABSTRACT

The article describes one of the most urgent techniques in teaching process- the use of information technologies as teaching techniques and important means of motivating students to learning a foreign language. The task of the university teacher is to create all conditions for the practical mastery of the language by each student. This involves the selection of such teaching methods that would allow him to show his activity and his creativity.

KEYWORDS: *Information And Communication Technologies (ICT); English For Specific Purposes (ESP); Internet; E-Books.*

INTRODUCTION

In the 21st century, there has been a steady trend towards a reorientation of the higher education system to new values, where humanization of the pedagogical process and the democratization of interpersonal relations have become paramount.

Today, a graduate of a higher school must be competitive, in demand on the labor market, which a priority implies a high level of its general development, possession of information and communication competence, high professionalism, the ability to make independent decisions, innovative thinking and productive adaptation to changing conditions. All this leads to the fact that at present pedagogical activity should be innovative in nature, which is one of the essential factors for the successful educational activity of any educational institution.

The reality is that it is innovative activity, on the one hand, that creates the basis for creating the competitiveness of an institution in the educational services market, and on the other hand, it determines the directions of professional growth of teaching staff, the creative search for each

teacher that really contributes to the personal growth of students. In this regard, in recent years, the use of information technologies in the university has become more and more widespread, which represents not only modern technical means, but also new approaches to the learning process. This is due to the main purpose of teaching foreign languages: the formation and development of the communicative culture of students, their practical mastery of a foreign language. The task of the university teacher is to create all conditions for the practical mastery of the language by each student. This involves the selection of such teaching methods that would allow him to show his activity and his creativity. This is where modern innovative technologies related to the use of various information technologies and Internet resources are directed. If we look at the activities of high educational establishments, we see that they are betting today on the principle of variability, which contributes to the construction of the pedagogical process in any educational model. Against the background of the development of various content options of education, we are witnessing the birth of ever new ideas, as well as an introduction to philosophy education concepts of educational technology. Among a large number of definitions of this concept we give the interpretation of pedagogical technology proposed by B.T. Likhachev: this is a combination of psychological pedagogical settings that define a special set and layout of forms, methods, ways, teaching methods, educational tools that form the organizational and methodological tools of the pedagogical process. Based on this, among the list various pedagogical technologies most confidently passed the test of time following:

Multilevel training;

Training in cooperation (cooperative learning);

Individual;

Differentiated approach to learning;

Project method.

All of them contribute to the development of innovations in education, involving improved educational technologies and related methods, techniques and learning tools, developing students' ability to motivate actions and to navigate independently in the information received; the formation of their creative thinking and their disclosure natural abilities.

Considering in this regard the technological aspect of education in universities, we note that they are currently the most widely used personality-oriented and information technology training. Personally Oriented

Technology represented by differentiation and individualization technologies, design technology, etc. The main forms of using information technology are the following:

- 1) Multimedia lessons, which are conducted on the basis of computer training programs;
- 2) Lessons on the basis of copyright computer presentations during lectures, seminars, laboratory work, student reports. So, using a computer program

PowerPoint educators organize a series of multimedia lessons, training modules, e-learning tools that integrate audiovisual information presented in various forms - graphics, slides, text, video etc.;

- 3) Testing on computers;

- 4) Telecommunication projects, work with audio and video resources online;
- 5) Distance learning, including all forms of educational activity, carried out without personal contact of the teacher and student. In global Internet presented today are almost any educational services ranging from short-term continuing education courses and ending with full-fledged programs the higher education;
- 6) work with an interactive tablet Smart Board;
- 7) voice chat on the local network, used to teach phonetics. So, for the chat implementation uses the free programs Net Speakerphone or Speaker, allowing you to communicate in any mode: teacher-student, student, modeconferences;
- 8) language devices, which include the teaching console and workers students' places, as well as equipment according to one of the following schemes: audio-passive, audio active or audio comparative. Audio passive devices aim provide students with the opportunity to listen to phonograms; audio active devices allow students not only to

listen to phonograms, but also to themselves train in loud speech, that is, in speaking; audio devices allow you to record your speech on a tape recorder, and then listen to this recording and compare it with exemplary. All this is aimed at creating a foreign language environment in the process of teaching foreign languages, for the achievement of which technical means of instruction are used. For example, computer training programs in foreign language classes allow carry out the following forms of work: pronunciation; work on grammar material; vocabulary expansion; learning to write; trainingmonological and dialogical speech, etc.

Today, as you know, priority in the search for information is increasingly given to Internet, which provides a wide selection of sources of information, so necessary in the educational process. This includes basic information, hosted on Web- and FTP-servers of the network; operational information sent by e-mail; various databases of various information centers; information about books and magazines distributed through online stores, etc.

So, internet information resources are organically integrated into the educational process, helping to solve various didactic problems in the classroom in a foreign language, for example, such as:

- the formation of reading skills;
- replenishment of the vocabulary of the studied language;
- improvement of writing skills, for example, when writing answers to partners charting with;
- improvement of listening based on the original sound texts from Internet;
- Acquaintance with the culture, speech etiquette, features of speech behavior of the country of the language studied
- improving the ability of monological and dialogical utterances;
- The formation of motivation for foreign language speech activity and knowledge of the specifics of academic writing.

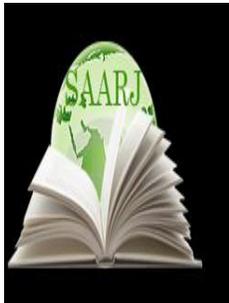
In solving these problems, real conditions are created for students to expand their outlook, self-education, the ability to organize independent and research work. Information online resources for any topics contribute to the formation of communicative competence. Although these

resources and are not educational material, however, they provide an opportunity to work in networks with authentic texts, which is a motivational source for students, and means it can be used in the educational process. Therefore, the opportunity to see read, listen to authentic material and further communicate with native speakers themselves forms independent creative and critical thinking. Thus, the possibilities of using Internet resources are huge, since they create the conditions for obtaining the necessary information for students located in anywhere in the world, whether it's news from the life of youth, articles from newspapers and magazines, regional geographic material, etc.

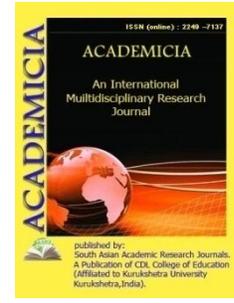
Beside the computer technology used during teaching help to provide the educational process with new, previously unavailable materials that help students to exercise their creativity and to enhance students' cognitive activity, desire to study the subject. Here we should mention that ICT plays a great role in both raising awareness of the students about the topic of discussion and promoting student's motivation to learning. ICT-based teaching is necessary to determine which topics are appropriate to study; what didactic tasks can be efficiently solved with the use of ICT; what software to use to create and run computer tasks. It also points out to the most important element of successful teaching- necessity or any preliminary skills and computer skills formed among students; structures and stages of employment involving ICT. Use ready-made multimedia products and computer-based training systems is the most common in the field of foreign language teaching with the help of ICT. The use of multimedia applications creates communication skills in listening, speaking and reading, thus, increasing motivation, development of speech abilities, memory, thinking, imagination. Another advantage here is a feedback that controls stimulates, motivates the students either to self improvement or further development of gained knowledge and skills.

Our country makes a big emphasis on comprehensively developed generation and creates all opportunities both for teachers and for students in cooperative learning with the help of information technologies. In addition to the abundance of resources and teaching techniques the government organizing different educational video portals, online courses starting from preschool education to higher education. I can give some samples of these resources Edu, Mytube.uz and Mover.uz. What is mytube.uz and mover.uz? MyTube.uz and Mover.uz - is a free online platform for audio-visual materials, which gives everyone the opportunity to watch videos, written by members of the community, post online their own records. Why is it worth using? Teachers can use MyTube.uz and Mover.uz, to: find online educational materials and create their own channels of educational videos on various subjects; post videos of lessons for their students and their parents; create an archive of videos of his class and merge it into the video archive of the institution; embed learning materials in web pages training project. Students can use MyTube.uz and Mover.uz, to store the results of their creative works; to collect materials for the project; share videos of events with their friends and family members. Today, ICTs are being introduced not only in the traditional lessons, but is increasingly being used in the organization of extracurricular work of students. First of all, it's preparation and execution of various projects, essays, speeches, extracurricular activities and games, creating wallpapers in a foreign language. During the work on educational projects, students are turning to various information resources: electronic encyclopedias, multimedia programs, search engines on the Internet. For editing, processing and presentation of the results, students are working with text and graphics editors, often carry reports on the work done through presentations, photo

slideshow or video. Participation in such projects is very important for students as they acquire the necessary skills of independent work and research activities. Taking all above given information we can come to a conclusion that with a big demand to comprehensive learning the urgent need is use of information technologies in teaching processes which have a good impact on students learning, motivate students to learning and makes teacher to use all teaching techniques directed to capture students' interest, strive for self-development, enlarging their knowledge and skills and become competent and skilled graduates, able to be great contributors to the country in their future life.



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00296.2**

ASPECTUAL SEMANTIC EXPRESSION OF ENGLISH AND UZBEK PERCEPTUAL VERBS: LOOK AND ҚАРАМОҚ

Khamraeva Makhzuna Gayratovna*

*Karshi state university, UZBEKISTAN

Email id: makhzuna.khamraeva@gmail.com

ABSTRACT

This article analyzes the aspectual semantic features of English and Uzbek perceptual verbs look and қарамоқ. The author of the article compares the similarities and contrasts the differences between these two sensitive verbs and analyzes them in the sample of fiction. The perceptual verbs, which form large lexical groups, are distinguished by the possibility of their application at different linguistic levels such as cognitive, pragmatic and semantic.

KEYWORDS: Perception, Aspect, Seem, Internal-External Time, Category, Aktionzart, Perfect, Progressive, Involuntary/Voluntary Physical Sense.

INTRODUCTION

In classifying the semantic properties of verbs, the analysis by dividing them into groups has become widespread. The division of the verbs into such groups is important in the analysis of aspectual semantics. In addition, the classification of verbs into groups on the basis of lexical meanings has also been carried out on a large scale in the example of many languages (such as in Arutinova's, Vinogradov's, Palmer's, S. Sodiqova's, S. Muhammedova's works about semantics) These classifications have a vital role in the analysis of the meanings of the verbs.

In particular, the perceptual verbs, which form large lexical groups, are distinguished by the possibility of their application at different linguistic levels such as cognitive, pragmatic and semantic. Thus, this article focuses on making comparative analysis of aspectual-semantic expressions of these English and Uzbek perceptual verbs: "look" and "қарамоқ" while both of them have the same semantics of "perception". In English linguistics, the verbs of perception express the meaning of "physical intuition" and this intuition is divided into two groups: 1) involuntary and 2) voluntary physical senses [Bondarko 1992; 17]. Therefore, the verbs such as see-кўрмоқ, hear-эшитмоқ, feel-сезмоқ, smell-ҳидламоқ, taste-таъм билмоқ joins the first

involuntary group of the words, while all other verbs representing voluntary action belong to the second group.

Main part

The concept of aspectuality is defined differently by various scholars of the world. In particular, German scholar Bernd Kortmann stated that: "Aspectuality includes the analysis of not only internal and external temporal events, but also the possibility of expressing the temporal category of verbs" [Kortmann 1991; 11-14] while English scholar Carl Bache explains that like this: "The form and meaning of grammatical relations, grammatical categories and the integration of the verbs are usually used in the present perfect tense, the past perfect tense, the present continuous tense, the past continuous tense are the aspectual features of the verb" [Bache 1997; 350]. Besides that, he added that perceptual verbs are always used in conjunction with the simple form (simple present tense form) or the -ing (adjective) forms. Stating his opinion Bache cites this:

a) *I saw him run down the street - I saw him running down the street.*

b) *I saw him running down the street. - I saw him running down the street*

In both sentences the person, who is playing the role of the argumentative function participated as an observer and evaluator of the intensive movement. In the example (a) above, the completion information of the third person acts as an argumentative function because it is understood by the verb (see), and in the example (b), the duration of the action is observed by the subject.

Moreover, the Swedish linguist Östen Dahl defines the phenomenon aspect like this: "Aspectuality of meanings of the verbs contrast in perfective and imperfective way". The definitions of these compositions are based on the semantics of the forms of the adverbial modifier of time. For example:

– What happened at two o'clock yesterday afternoon?

– I have met your brother. [Dahl 1985; 112]

The study of aspectual meanings by dividing them into quantitative and qualitative types has also become widespread in linguistics. In particular, the Russian linguist T.V. Jerebilo divides the notion aspectuality into the following groups:

Quantative aspectuality is a feature of continuity, repetition of verbs, which is closely related to the phenomenon of the word formation. Usually such contradictions arise in these kinds of cases: 1) interactive; 2) multiplicative; and 3) distributive. For example, *Прошлой зимой снег постоянно таял* – *Last winter the snow constantly melted.*

Line aspectuality is a gram meme that is concerned with the separation of fragments that do not qualitatively belong to the same group within an event. Usually five main fragments are separated in this case: 1) the beginning; 2) aggravation; 3) intermediate; 4) preparatory stage; 5) the final stage. The last two stages are external and the rest are internal"[Jerebilo 2010; 43].

It can be seen that the aspectual research is conducted though a number of areas. The emergence of these directions depends on the existence of differences in the grammatical and syntactic formation of each language. The analysis of the aspectual category in each language is selected based on the linguistic content of that language.

Linguist G. Mirsanov states that: “Aspectuality includes, first of all, the analysis of semantic signs, such as the flow of the verb action and how it passes over time. In the non-existent languages today i.e. Slavonic language, the basis of aspectual analysis is based on learning the semantics of the main verb, because it acts as the initial spark in semantics.[Mirsanov2018; 16].

The verb look takes place in the group of voluntary perceptual verbs. Because there are different meanings and ways of expression of the verb *look* according to its lexical-semantic use. For example, contextual analysis of the verb *look* can also be done in the aspectual semantic context.

Linguist Y.Khamrayevain her article called “The paradigm of semantic verbs in the semantic field” semantically analyzed the verb “look” in the semantic field with its great number of synonyms such as *кўрмоқ -see, жавдирамоқ -to look with begging eyes, кўзи тушмоқ-notice, кўз югуртирмоқ-look through, мўраламоқ - реер, пойламоқ-спу, кузатмоқ-watch, тикилмоқ-gaze, термилмоқ -stare, боқмоқ-look, разм солмоқ-look over, назар солмоқ-glance, тўнмоқ-to glare, нигоҳ ташламоқ-take a look, анқаймоқ-look with astonishment, алангламоқ-look round, олазарак бўлмоқ -look around, бақраймоқ-goggle at, чақчаймоқ-squirt, ўқраймоқ-frownat* [Khamrayeva 2014; 71-72].

Based on the views of the above mentioned scholars, we will try to analyze the verbs *look* and *қарамоқ* in the aspectual-semantic method. Both verbs represent an action that occurs using the eye, which is the organ of human vision. It also should be noted that these verbs do not always express voluntary action in the sentence.

Material method

Let us focus on the lexical meanings of the verb “look”, which is part of the perceptive verbs. In the Merriam Webster Advanced Learners Dictionary the verb look is listed in the forms of *look / looks / looked / looking*, which are defined in the following:

“1 always followed by an adverb or preposition no obi: to direct your eyes in a particular direction (this verb is always used in conjunction with a preposition not an object): *He looked straight ahead and kept walking - У тўғрига қаради ва юришида давом этди.* In this English sentence, the verb looked represents simple past tense form. When the sentence was translated into Uzbek, the past tense form of the verb to look was used. The verbs we analyze represent voluntary action in both languages.
“2 a linking verb: to seem to be something especially because of appearance: *He looks angry - У жаҳлдор кўринади.*”

In the English example, the look form of the verb surrounded by the words he and angry denotes the present simple (reiterated) tense and represents an arbitrary action, while the sentence is translated into Uzbek, the present-future tense verb comes in the form of passive voice and this becomes an involuntary action.

3no obj: to try to find something or someone: 1. I don’t know where my keys are. Try looking in the drawer -*Калитларим қаердалигини билмайман. Тортмадан излаб кўргин.* 2. *I have looked high and low.* - *У ёқ-бу ёқни қарадим.* 3. *I have looked everywhere.* - *Ҳамма жойдан қидирдим.* 4. *-I still have not found my keys. -Well, keep looking.* *Ҳалиям уларни топа олмадим. Сен излашда давом эт”.*

“4 *no obj*: to pay attention by directing your eyes at something (тўлдирувчисиз: эътиборни, нигоҳни бирор нарсага қаратмоқ: *You can see many wonderful things in nature if you **take the time to stop and look***. - *Агар сен борлиқдаги ажойиб нарсаларни кўрмоқчи бўлсанг, бироз тин ол ва эътиборингни қарат*. *The store clerk asked if I needed any help, but I told him I was **just looking***. *Дўкон ишчиси мендан қандайдир ёрдам керакмасми, деб сўради, аммо мен шунчаки қараётганимни айтдим*”.

“5 *no obj* :used to direct someone’s attention to something or someone(тўлдирувчисиз: бирор кишининг эътиборини бирон нарсага қаратмоқ). ***Look over** there is that a hawk*. – *Қара, анави ерда лочин бор*”.

“6 + *obj*:look to or try to do something followed by *verb*, to expect something followed by *verb* + *to*. (тўлдирувчи билан: феъл + *to* билан бирикиб, кутмоқ, умид қилмоқ маъноларини ифодалайди):*We are **looking to** create something new*.– *Биз қандайдир янгилик яратишимиздан умидвормиз*.*We **look to** have a good year*. – *Биз яхши йил келишини кутялмиз*”.

“7 *no obj*: to have a specified direction: to point or face in a specified direction. (тўлдирувчисиз: бирор объектнинг юзини маълумтомонга қаратмоқ.) *The house **looks East***. –*Уйшарққа қараган*. *The hotel **lookstoward** the sea*. - *Меҳмонхона денгизга қараган*”.

The analysis of lexical meanings informs that the verb "look" demonstrates not only the features of perception, but also the specificity of syntactic-semantic relations. In addition, the verb look is also used with prepositions in different contexts: *look around/round* (айланмоқ), *look at* (someone or something) -га қарамоқ, *look in on* (йўл-йўлакай кириб ўтмоқ), *look like* (ўхшамоқ), *look on* (томоша қилмоқ), *look out* (эҳтиёт бўлмоқ), *look over* (кўз югуртирмоқ), *look sharp* (термилмоқ), *look through* (something) (ўқиб чиқмоқ) and etc. This means that when the verb look is combined with various lexemes or prepositions, in some cases its original semantic meaning becomes a little "blurred" or completely changed. For example: *I plan to **look in on** drop in on, call on some old friends when I am in town* [Webster 2014; 989] – *Қишлоққа борганимда йўл-йўлакай эски дўстларимни йўқлашни ҳам режалаштирмоқчиман*.

It should be noted that in this sentence, the semantic meanings of the verbs *look* and *stare*, such as “look at a certain direction” and “the action of the eye” are completely disappeared, and instead of them, such fragments as “visit” and “be a guest” appears. Such examples might be found a lot in the belle-lettres.

***Look at him!** He really doesn’t suspect a thing* [Hawkins 2015; 7] – *Унга қара-я! У бирон нимадан шубҳаланаётгани ҳам йўқ*.

In the example above, where the main part of speech clearly expresses the imperative mood, the verb “look” fully expresses its main meaning. In this sentence, the verb *look* makes a pair with an adjective lexeme and expresses the meaning *beautiful* in the simple present tense.

*I see because you are so **good-looking***. [Dahl 1985; 166]–*Кўриб турганимдек, сен жуда чиройлисан*.

In this sentence, the verb look creates a pair with an adjective lexeme and expresses the meaning beautiful in the simple present tense.

Looking back now, I can see why the exchanges became so important to us. [Hawkins 2015, 16] – *Ўйлаб кўрсам, ўзгаришлар биз учун нега муҳим бўлиб қолганини энди тушундим.*

In this example, the verb *look*, in conjunction with the preposition *back*, means "to think," and pragmatically it means "to remember". In most dictionaries, the verb *look* is usually translated as *қарамоқ* (glance), and the word *back* is translated as *орқа* (spine or rear) as a noun phrase. Naturally, in the sentence we quoted above, the word *back* serves as a preposition. In this example, the verb we are analyzing is in the present simple tense, and in Uzbek it is in the past simple tense.

For a second he looked panicked, then he squeezed himself right into the wall next to me, so it was just about possible for people to push past [Hawkins 2015; 13]. – *У бирзум ваҳимага тушгандай кўруниб, деворга шу қадар ёпишиб олдики, одамлар йўлакдан уни илғамай ўтиб кетишарди.*

In this sentence, the verb *look* is combined with an adverb *panicked*, and is used in the simple past tense where the sense of it will be "seem to be fearful or trepidation". In the Uzbek language, this verb combination can be replaced with a pronoun.

In the Uzbek Language Explanatory Dictionary (Ўзбек тилининг изоҳли луғати) about 18 basic meanings of the verb "қарамоқ", which means *look* in English, as well as a number of its additional meanings, are also given. [O'TIL 2008; 247-249].

However, when the sentences, where the verb *look* is participated, are translated into Uzbek: the verb lexemes that have different semantic meanings, such as *қарамоқ-look*, *кўринмоқ-see*, *изламоқ-look for*, *қидирмоқ-search*, *кутмоқ-expect*, *эътибор қаратмоқ-pay attention* do not belong to the same paradigmatic series. For instance,

- *Қобил бобо яланг бош, яланг оёқ, оғил эшиги ёнида туриб даг-даг титрайди, тиззалари букилиб кетади, жавдирайди, ҳаммага қарайди, аммо ҳеч кимни кўрмайди. Эллиқбоши ўғри тешган ерни яна бир кўрди. У оғилга кириб тешикни, хўкиз боғланган устунни диққат билан кўздан кечирди.* (Grandpa Qobil, bareheaded, barefoot, standing at the door of the cow-shed trembles, his knees bend, looks with begging eyes at everyone, but can't see anyone. The head of the district checked again the place where the thief had pierced. He went into the cow-shed and carefully examined the hole, the pole on which the ox was tied.) [Qahhor 1968; 1]

In the sentence above *жавдирамоқ-look* with begging eyes, *қарамоқ-look* and *кўрмоқ-see* senses are used in their original meaning and has been expressing the aspect of completion. Although the phrases *he look at one more time* also represent an aspect of completeness, in the sentence it is expressing the meaning of checked.

- *Қани, Ғуломжон, бир-иккита ашула қилиб беринг," дейишса, деб юзларига қараб-қараб қўйди.* [Исмойлий 2010; 8] *Улар бир-бирларига термилиб-термилиб, маъюс-маъюс қараб қўядилар.* (What if they say "Come on, Gulamjon, sing" he thought and looked at their faces again and again. [Ismailiy 2010; 8] They stare at each other in disbelief.) [H.G'ulom 1979; 18]

In the both sentences above, we can prove that they are interactive aspects, because the combination of the verbs expresses the nature of continuity and repetition, which are closely connected with the phenomenon of word formation.

- *Берироқда ўтирганлар нима ҳақида баҳс кетаётганига унча тушунолмай, бир-бирига бақрайишарди.* (Those, who are sitting farther, were **goggling at** each other as they didn't understand what the others were talking about.) [X.Назир 1968; 19]
- *У чоллар суҳбатини эшитмас, ҳирмон орқасидан кўзларини узолмас эди.* (He would not hear the conversation of the old men, nor would he **take his eyes off** the hayloft). [Ismailiy 2010; 8]
- *Ака-сингилбир-бирларига мўлтираб тикилиб қолишди. Болалар уларнинг ҳолатини кузатиб туришарди.* (The siblings **stared at each other with a blink**. The children were **watching them**.) [Said Ahmad 1989; 3-5]
- *Вали ака Ғулумжоннинг ёниб куйлашига, кўзларининг гўзаларичида ногирон бўлашига ҳайрон бўлади.* (Vali aka was surprised at Gulomjon's singing with emotions and his eyes were **divagating and wandering** in the cotton fields) [Ismailiy 2010; Page 9]
- *Симёгочларнинг учларида якка-якка қушлар кўрина бошлади.* (Individual birds **began to appear** at the ends of the poles.) [Cho'lpov 2014; 3]

All the seven sentences above have the same semantic meaning and all of them are expressing the aspect of completeness or continuous aspectuality.

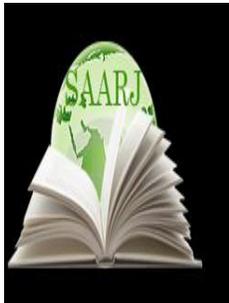
CONCLUSION

To sum up, the words and phrases written in Uzbek sentences above, despite that they have different forms, they express the same meaning in the sentences and serve for the same part of speech. One can include the examples of this synonymous nature in both linear and qualitative aspects. Thus, only the English verb *look* is used in a qualitative aspectuality by referring to semantics that have a homonymous character in it, whereas it is far removed from its original meaning. As a future linguist I can emphasize that these categories of analyzing the most common perceptual verbs in the functional-semantic and aspectual field of content play an unlimited and a huge role in learning linguistics. One can follow such directions in subsequent articles aimed at analyzing aspectual forms through a specific opposition. Exploration of such phenomena and a detailed research of the information on the semantic structure of each lexical unit promote significant improvement on mental activity of each person.

REFERENCES

1. Abdullah Qahhor, The Thief, Tales from the Past, SharqYulduz Publishing House 1968, p 208.
2. Bernd Kortmann, "The Triad: Tense, Aspect, Aktionsart" problems and possible solutions, Ludwigs-Universität Freiburg, 1991, p20.
3. Бондарко А.В., К проблеме соотношения универсальных и идиоэтнических аспектов семантики Ж интерпритационный компонент грамматических значений, № 3 Вопросы языкознания, 1992, p17.

4. Carl Bache, "The Study of Aspect, Tense and Action", Europäischer Verlag der Wissenschaften, Frankfurt am Main, 1997. p 350.
5. Henry James, The Real Thing, Black and White, UK London MACMILLAN AND CO. 1892, p27.
6. Жеребило Т.В. Словарь лингвистических терминов. Назрань: Издательство ООО «Пилигрим», 2010. p 486.
7. Kazuo Ishiguro, Never Let Me Go, Great Russel Street, London 2005 - p 282.
8. Khamraeva Y.N. Paradigm of verbal synonyms in semantic field. Austrian Journal of Humanities and Social Sciences, 2014, pp. 71-73.
9. Merriam Webster Advanced learners dictionary, Incorporated Springfield, Massachusetts, U.S.A 2014, p 2032.
10. Mirzakalon Ismoiliy, Farg'ona tong otguncha, Sharq 2010, - p 464.
11. Mirmuhsin. "Hope", Tafakkurqanoti publishers, 2016, p 352.
12. Mirsanov G'.Q. Uzbekistan foreign languages scientific-methodological electronic journal, 2018, p 13-18.
13. Nathael Hawthorne, Young Goodman Brown, TRANSWORLD PUBLISHERS 2015,
14. Östen Dahl, Basil Blackwell Ltd, Oxford UK 1985, p 112.
15. Paula Hawkins, The Girl on the Train, Transworld publishers 61-63, Uxbridge Road, London, 2015, p 408.
16. Said Ahmad, Silence, Literature and art publishers, 1989, p 320.
17. O'zbektiliningizohlilug'ati. Tashkent: UzNE state scientific publishers, 2008. 5-books. – p 591.
18. Khamid Gulom "Torch", -Tashkent 1979, p 584.
19. Khakim Nazir "Ko'kterakshabadası" Tashkent publishers 1968, p 166.
20. Cho'lpon "Kechavakunduz", Yangi Asravlodi publishers, 2014, p 320.
21. www.thoughtco.com



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00297.4

FORMATION OF ENGLISH MILITARY TERMS

Mukhamedova L.D*

*Independent Researcher, PhD,
 TSUULL, UZBEKISTAN

ABSTRACT

In this article, we analyze the main sources of the formation of military terminology in English language. It was divided into some groups to show it in diagram with percentages. The features of English military terminology as a terminological system are characterized by consistency stylistic neutrality and complexity. English military terminology has its own peculiarities, which are manifested in the active use of semi-abbreviations, expressive and complex component terms and abbreviations, with the presence of a large number of complex terms.

KEYWORDS: *Military English Terms, Formation, Terms, Terminology, Components, Historical, Examples, Military, Active Terms, Percentage, Dictionary Words.*

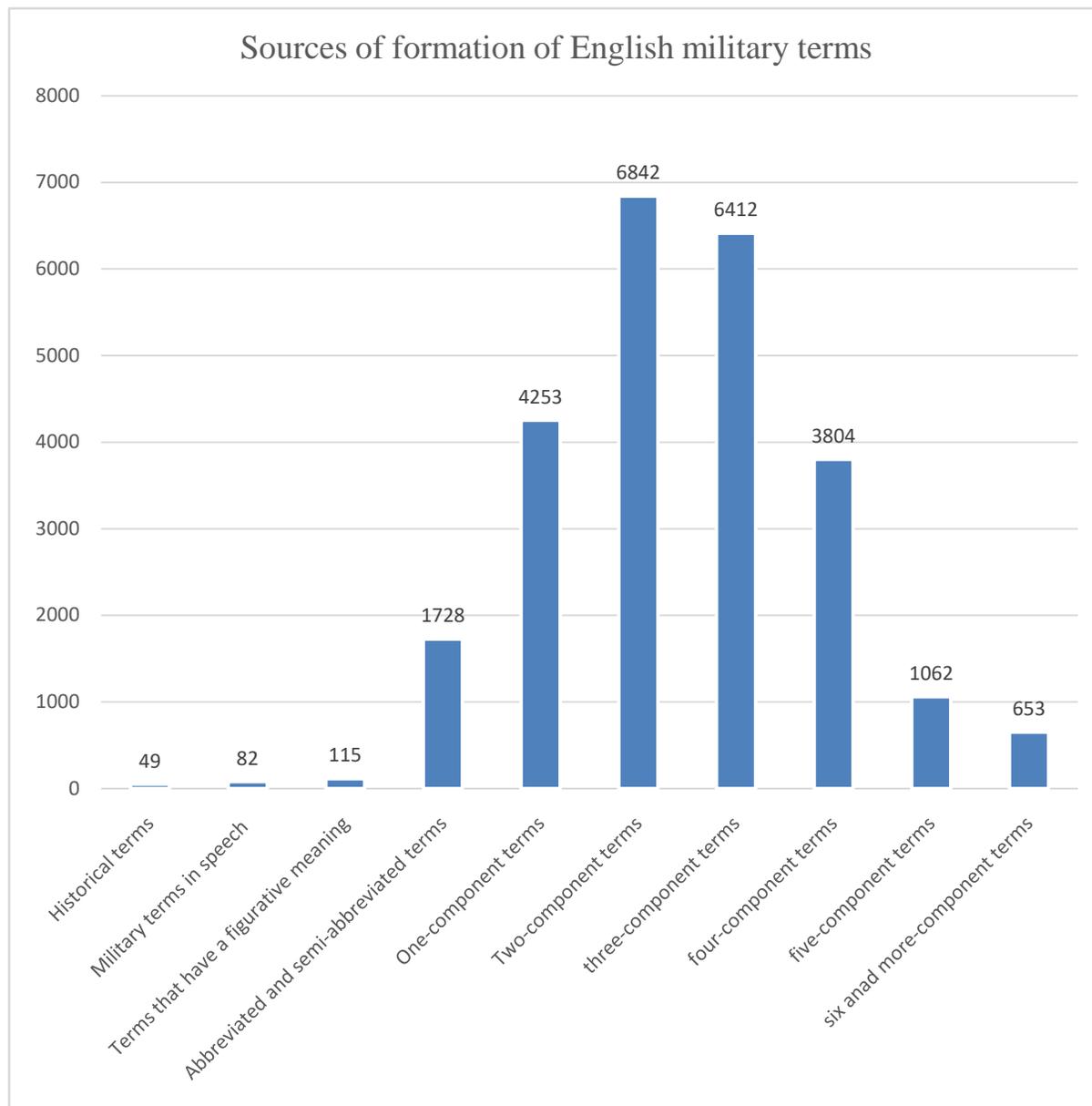
INTRODUCTION

Our analysis of the scientific research of another study of military terms shows the following. We divided the military terms into the following groups, in addition to the assimilation and formation of new military terms, phonetic and morphological matching, and graphical assimilation of English military terms, we analyzed English military terms as follows. For this analysis we used G.A.Sudzilovsky's «English-Russian dictionary of military terms». This dictionary contains 25,000 English military terms, and we have divided military terms in English into the following groups;

- Historical terms
- Active terms
- Terms in speech
- Figurative meanings

We are divided into terms with. Some military terms are divided one and several component terms as you can see clearly in the table below.

The features of English military terminology as a terminological system are characterized by



consistency stylistic neutrality and complexity. English military terminology has its own peculiarities, which are manifested in the active use of semi-abbreviations, expressive and complex component terms and abbreviations, with the presence of a large number of complex terms.

Our observations on military terms show: that historical terms account for 0.1%, verbal speech for 0.3%, figurative for 0.4%, abbreviated and semi-abbreviated terms for 6.9%, one-component terms for 17%, two-component terms for 27.3%, and three-component terms. 25.6%, four-component 15.2%, five-component 4.2%, six- and more component terms 2.6%.

Some of the terms related to historical terms are *cub* - fleet base personnel structures name, *Service of Supply* - (USA) supply service but this term lost its validity after World War II. *SOS command* - aid supply service, *armor ration* - emergency food supply. *Safety corps* - automobile transport troops. *Lilo* – floating pontoon breakwater, quartermaster's department (USA) – department of quartile, *ferrying Command*– military transport aviation, *cross* – channel submarinecross La-Mansh.

Examples of colloquial and colloquial terms include *arteries* - communication methods and different communication, *army wardrobe* - special clothing for ground troops, *air vehicle* - air force vehicle, beans, bullets and oil - food, ammunition and fuel (basic types of supplies for military operations)). Figurative military words are *famine* - acute deficiency, *mow of battle* - consumption during combat and so on.

Abbreviated and semi-abbreviated terms include abbreviations such as *rte* - (route), *RL* - (radar laser), *agt*- (agent), *bil*(battalion), *Adm.O* - One-component military terms - *ammunition*, two-component military terms - *ammunition stock*, three-component military terms - *ammunition stock issue*, four-component military terms - *ammunition stock issue list* and others. In verbal speech of militaries are *ammo* – ammunition, *colory mechanic*, *change – a – board*. *Chow* means meal so, *chow issue*, *chow wagon*, *in C order*, *cold chow*, *ditty bag*, *bubble dancer*, *bully beef*, *bum chow*. *Battle bowler*, *bid inch*, *meat wagon*, *medic*, *new look*, *pearl diver*, *pencil pusher*, *hot cargo*, *jack of the dust*, *jumping quartermaster*, *jump pants*, *kitchen police*, *lame duck*, *marry up*, *pup tent*, *sky car*, *sky hook*, *slave kit*, *spanner job*, *soup kitchen* and so on.

Military science, which is now one of the fastest growing fields, has become one of the leading fields of life. As a result, the terminology of this field has formed a unique lexical complex in world languages. In particular, from the eleventh century to the twenty-first century, in the military terminology of the English language, the Galicians created many new terms. This aspect became the basis for scientific research. The increase in situations related to globalization has had an impact on the lexical layer of language. There has been growing interest in the issue of ti contact as a linguistic problem. As a result of the emergence of terminological systems from different languages, the expansion of research on their structure and functional properties, translation problems since the 80s of the twentieth century, a new direction in terminology began to form comparative terminology. The object of research in comparative terminology is the comparative study of the terminology systems of sister and non-sister languages at different levels of language. Despite the abundance of research in the field of terminology, scholars have not come to a consensus on the essence of the concept of terminology. The following conclusions were drawn from the research on the dissertation on "Gallitism in the military terminology of English and the problems of their translation into Uzbek". The main part of the military vocabulary is regulated by normative documents, manuals, military documents, and therefore, depending on the specific characteristics of a particular religion, are combined. Both oral and written military speech is characterized by a great deal of terminological richness, so the identification and importance of the features of military terminology of a particular language is very important in translation practice in the first place. Military terminology confirms that its historical roots of application in all spheres are very deep. The terms mastered can prove this clearly. At present, there is no clear mechanism for distinguishing between terminology and commonly used lexicons. Undoubtedly, the terminology of any scientific field is not just a list of terms, but also a semi logical system, that is, an expression of something. The emergence of

terminology is usually possible only after the science has reached a sufficiently high level of development, i.e., when a certain concept of the term is so developed and fully formed that it can be fully expressed in scientific terms. V.P. Danilenko writes: "The reflection of any process that takes place in society is manifested, first of all, in terminology or as a result of the transformational change of certain terms".

Military terminology has a certain peculiarity in comparison with other terminological systems, because "the prevalence of terminology does not scientific but technical, natural science, humanities, art and literature terminology, etc. They does not allow us to distinguish military terminology as a special type of terminology system." but, "... science is a clear proof of the existence of a military terminological system, in order to materialize in language the system of concepts and objects of truth relevant to the field of social significance of science".

REFERENCES

1. Sudzilovskiy G.A. English - Russian military dictionary of terms for logistics and supply. Moscow., 1958. - 451 p.
2. Reformatsky A.A. Introduction to linguistics, Moscow, 1996, p. 70.
3. Danilenko V.P. Actual directions of linguistic research of Russian terminology // Modern problems of Russian terminology. - M., 1986.-137 p.
4. Moiseev A.I. On the linguistic nature of the term // Linguistic problems of scientific and technical terminology. - M.: Ed. Science, 1970. -- b.95.

Editorial Board

Dr. B.S. Rai,
Editor in Chief
M.A English, Ph.D.
Former Principal
G.N. Khalsa PG.College,
Yamunanagar, Haryana, INDIA
Email: balbirsinghrai@yahoo.ca

Dr. Romesh Chand
Professor- cum-Principal
CDL College Of Education,Jagadhri,
Haryana, INDIA
Email: cdlcoe2004@gmail.com

Dr. R. K.Sharma
Professor (Rtd.)
Public Administration,
P U Chandigarh, India
Email: sharma.14400@gmail.com

Dr. Mohinder Singh
Former Professor & Chairman.
Department of Public Administration
K. U. Kurukshetra (Haryana)
Email: msingh_kuk@yahoo.co.in

Dr. S.S. Rehal
Professor & chairman,
Department of English,
K.U. Kurukshetra (Haryana)
Email: srehal63@gmail.com

Dr. Victor Sohmen
Professor,
Deptt. of Management and Leadership
Drexel University Philadelphia,
Pennsylvania, USA.
Email: vsohmen@gmail.com

Dr. Anisul M. Islam
Professor
Department of Economics
University of Houston-Downtown,
Davies College of Business
Shea Street Building Suite B-489
One Main Street, Houston,
TX 77002, USA
Email: islama@uhd.edu

Dr. Zhanna V.Chevychalova, Kharkiv,
Associate Professor,
Department of International Law,
Yaroslav Mudry National Law University,
UKRAINE
Email:zhannachevychalova@gmail.com

Dr. Kapil Khanal
Associate Professor of Management,
Shankar Dev Campus,
Ram Shah Path T.U. Kirtipur, NEPAL.
Email:kapilkhanal848@gmail.com

Dr. Dalbir Singh
Associate Professor
Haryana School of Business, G.J.U.S & T, Hisar,
Haryana, INDIA
Email: dalbirhsb@gmail.com

Nadeera Jayathunga
Senior Lecturer
Department of Social Sciences,
Sabaragamuwa University, Belihuloya,
SRI LANKA
Email: nadeesara@yahoo.com

Dr. Parupalli Srinivas Rao
Lecturer in English,
English Language Centre,
King Faisal University, Al-Hasa,
KINGDOM of SAUDI ARABIA
Email: vasupsr@yahoo.com

Categories

- Business Management
- Social Science & Humanities
- Education
- Information Technology
- Scientific Fields

Review Process

Each research paper/article submitted to the journal is subject to the following reviewing process:

1. Each research paper/article will be initially evaluated by the editor to check the quality of the research article for the journal. The editor may make use of iThenticate/Viper software to examine the originality of research articles received.
2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.
4. The review process may take one/two months.
5. In case of acceptance of the article, journal reserves the right of making amendments in the final draft of the research paper to suit the journal's standard and requirement.

Published by

South Asian Academic Research Journals

A Publication of CDL College of Education, Jagadhri (Haryana)
(Affiliated to Kurukshetra University, Kurukshetra, India)

Our other publications :

South Asian Journal of Marketing & Management Research (SAJMMR)

ISSN (online) : 2249-877X

SAARJ Journal on Banking & Insurance Research (SJBIR)

ISSN (online) : 2319 – 1422